



Development of Civic Responsibility Competence in the Implementation of the Merdeka Curriculum

Putri Setiya Ningrum¹; Achmad Muthali'in²

^{1,2}Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Surakarta, Indonesia

¹Corresponding Email: a220190032@student.ums.ac.id, Phone Number: 0815 xxxx xxxx

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Abstract: Curriculum development as an educational program has a solid foundation and principles to support implementing the expected national education goals. The decline in students' academic and character values, especially the low awareness of responsibility, is the urgency why this research was carried out. This study aims to determine the development of civic responsibility competencies in implementing the Merdeka Curriculum. This study uses a qualitative method with a descriptive design. Data collection techniques using interviews, observation, and documentation. It was then validated using triangulation to ensure the trustworthiness of the information obtained from the informants. Data analysis techniques in this study are data collection, reduction, presentation, and conclusion. The results of this study indicate that the development of civic responsibility competencies in implementing the Merdeka Curriculum in schools is very much needed. Developing an attitude of responsibility can be done through habituation, group work, and discussion. Developing civic responsibility competencies in implementing the Merdeka Curriculum is considered capable of equipping students to become good and responsible citizens. This research is expected to provide implications as reference material for further research.

Abstrak: Pengembangan kurikulum sebagai program pendidikan memiliki landasan dan prinsip kokoh untuk menunjang terlaksananya tujuan pendidikan nasional yang diharapkan. Penurunan nilai akademik dan nilai karakter peserta didik terutama rendahnya kesadaran tanggung jawab menjadi urgensi masalah mengapa penelitian ini dilakukan. Penelitian ini bertujuan untuk mengetahui pengembangan kompetensi civic responsibility dalam pelaksanaan Kurikulum Merdeka. Penelitian ini menggunakan metode kualitatif dengan desain deskriptif. Teknik pengumpulan data menggunakan wawancara, observasi, dan dokumentasi. Untuk menjamin kepercayaan informasi yang diperoleh dari informan selanjutnya divalidasi dengan menggunakan triangulasi. Teknik analisis data dalam penelitian ini yaitu pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa pengembangan kompetensi civic responsibility dalam pelaksanaan Kurikulum Merdeka di sekolah sangat dibutuhkan. Proses pengembangan sikap tanggung jawab dapat dilakukan melalui pembiasaan, kerja kelompok, dan diskusi. Berdasarkan hal tersebut pengembangan kompetensi civic responsibility dalam pelaksanaan Kurikulum Merdeka dalam pembelajaran PPKn dinilai mampu membekali peserta didik untuk menjadi warga negara yang baik dan bertanggung jawab. Penelitian ini diharapkan mampu memberikan implikasi sebagai bahan rujukan untuk penelitian selanjutnya.

A. Introduction

Education is a strategic tool for instilling values and attitudes. Therefore it is necessary to optimize the implementation of the curriculum. The curriculum is the spirit of education that cannot be separated and must always be evaluated innovatively, dynamically, and periodically according to the times in the era of society 5.0. The curriculum can be interpreted as an educational tool systematically compiled and implemented to achieve a goal related to supporting other educational components (Kamiludin & Suryaman, 2017). The curriculum has a core position to achieve the expected educational goals. The curriculum must improve its capabilities and quality so that it can adapt to the situation of each school while still paying attention to the needs of students, therefore continually improving its capabilities and quality, the curriculum continues to experience developments that adjust to the expected quality standards of education, the potential of each region, and it is necessary to evaluate how far the effectiveness of its implementation is (Hidayani, 2017).

The historical records show that the Indonesian state already has ten national education curricula, which have changed from 1947-2013. These changes were influenced by several factors, namely the political, sociocultural, economic, and other considerations, including the condition of the Covid-19 pandemic that hit Indonesia. This made education in Indonesia in particular conditions, which caused learning loss and decreased achievement—competency in students. Implementing K13 focuses on field facts around students, such as natural, social, artistic, and cultural phenomena. Learning with this curriculum is generally only learning in face-to-face learning. As a result, the teacher is not ready to master technology and information, which is still limited. Thus, it is no longer relevant to the current conditions and the need for curriculum innovation.

Curriculum development is effective if it meets the demands of effectiveness, flexibility, practicality, and sustainability (Indarta et al., 2022). The curriculum needs to be reviewed and perfected to be relevant to the times when science and information technology are growing and uncontrollable. Alhamuddin (2014) states that the curriculum has changed since independence until 2013 because the world has experienced significant changes in various fields, including education. It is clear that the changes taking place, especially in the education curriculum, are necessary and necessary.

According to Sukmadinata (in Suryaman, 2020), the curriculum is the core of the educational process because it significantly influences educational outcomes. The curriculum determines the learning process and outcomes of an education system. The curriculum directs all forms of educational activity to achieve educational goals. A good curriculum must always change from time to time according to the times. The curriculum has an urgency in its implementation because it has a very fundamental position in the world of education; the curriculum is tasked with regulating and directing education so that these educational goals do not deviate from the goals that have been planned. In addition, implementing the curriculum must be monitored and evaluated periodically to review its

effectiveness and the level of success in education. The objectives to be achieved can also be material for curriculum improvement in the future.

The Merdeka Curriculum was designed by the Ministry of Education and Culture and Research and Technology to overcome the learning crisis experienced during the Covid-19 pandemic. In the Merdeka Curriculum, the emphasis is on character education on learning that is oriented toward fundamental competencies. Character is an essential part of the curriculum structure so that it gets the full attention of both educators and students (Anggraena et al., 2021). Students in the learning process have a significant duty to be responsible for accepting their rights and obligations in studying. Not only that, but the Merdeka Curriculum also focuses on projects to strengthen the profile of Pancasila students so that later, students will be given the freedom to explore their thoughts on contemporary issues and problems they face in their environment.

According to Mustari (in Nesa et al., 2020), education is included in forming student personalities as a systematic activity that creates a character of responsibility for students. Students with a sense of responsibility are expected to develop into individuals who maximize their potential. In reality, students' sense of responsibility has decreased. This is a contribution by Asmuni (2020) that during the Covid-19 period, there was a decrease in students' academic scores and character values. Like the study conducted by Syafitri (2017) regarding the low attitude of responsibility in students who obtained data on attitudes of student learning responsibility was still low, namely students who carried out assignments promptly only as much as 12.5%, completed assignments independently on time without cheating 15.62%, and students doing homework 31.25%. In line with that, research conducted by Aisyah et al (2014) in class VII SMP Negeri 2 Limpung on the task of developing awareness of responsibility obtained results of 60.62% or 137 students having task scores developing awareness of responsibility below the average -group average. Based on these data, students still need to gain more awareness of responsibility.

Seeing the phenomena that occur above, increasing the sense of responsibility for student learning can be done in various ways, one of which is by utilizing the field of education, especially the subjects of Pancasila and Citizenship Education (PPKn) which have the aim of forming a well-directed society. Thus, PPKn has a central role in increasing students' responsible character. Responsibilities in this competency include the responsibility to oneself, family, society, God, and the nation and state. According to Ikhtiarti et al (2019), the citizenship competencies developed are listed in three main dimensions, which are used to develop intelligence for citizens (civic intelligence), cultivating the character of responsibility (civic responsibility), and the active role of citizens (civic participation). These three dimensions are interrelated and cannot be separated from one another. When a citizen has intelligence, a sense of responsibility for something arises within him so that the citizen will play an active role in it.

Based on this study PPKn has a vital role in improving the character of student responsibility because it has a goal in the formation of citizens who can understand and be able to carry out the rights and obligations to become Indonesian citizens who are intelligent,

skilled, and have the character according to what is mandated by Pancasila. Research conducted by Pratiwi (2021) shows that Civics learning is an optimal effort to foster a responsible character of students that is in line with and relevant to Pancasila values. Furthermore, Winarningsih et al (2021) research shows that PPKn learning is essential to implement because it supports facing the era of society 5.0. Some of this research discusses the attitude of responsibility. However, the form of developing civic responsibility competencies in implementing the Merdeka Curriculum in the civics learning process has never been reported before. Therefore researchers are interested in researching the development of civic responsibility competencies in implementing the Merdeka Curriculum through civics learning.

This research aims to describe a general picture of how to develop civic responsibility competencies in implementing the Merdeka Curriculum, especially in Civics learning. Several studies have discussed the Merdeka Curriculum, but the form of civic responsibility competency development in implementing the Merdeka Curriculum has never been reported before. Research generally only discusses the Merdeka Curriculum, which focuses on the elementary and tertiary school levels, while its implementation in schools is limited to driving schools. According to Syafi'i (2021), implementing the Merdeka Curriculum in driving schools was satisfactory, but teachers still need more understanding. This research is essential for teachers, school principals, and other parties in understanding the Merdeka Curriculum at the Senior High School (SMA) level, considering that the Merdeka Curriculum in 2022 has already begun to be implemented.

B. Method

This type of research is qualitative research with a descriptive design. Data collection techniques used are observation, interviews, and documentation. Observations were made by observing PPKn learning activities and student activities while participating in learning. Interviews were conducted by asking questions about the attitude of responsibility in the PPKn learning process. Documentation was obtained by documenting when data collection occurred and school documents related to the research object. This research was conducted on March 1, 2023, to April 1, 2023. The data was taken from primary data obtained from informants, namely PPKn Teachers, Deputy Head of the Curriculum, and Class X Students directly in the field, and secondary data obtained from written sources such as books and journal articles relating to the issue to be discussed. According to Miles and Huberman, this research uses an interactive model analysis technique (in Nuroniyah, 2018). The data analysis steps can be seen in Figure 1.

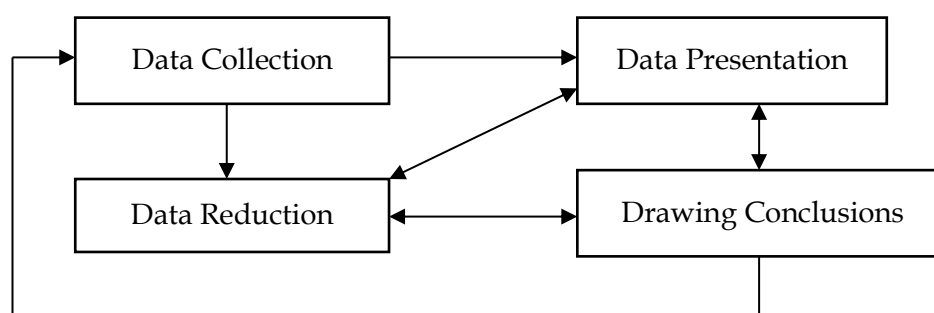


Figure 1. Interactive Model Data Analysis Techniques

Data analysis in this research includes data collection, data reduction, data presentation, and conclusion. Data collection data in this study data at the research location of SMA Negeri 2 Sukoharjo by conducting observations, interviews, and documentation using the guidelines that had been prepared. Data reduction in this study by selecting, focusing, and abstracting the rough data in the field is related to the values of civic responsibility in the Merdeka Curriculum. Then, the data is presented as an arrangement of information regarding the description of the implementation of the Merdeka Curriculum in developing the civic responsibility of students at SMA Negeri 2 Sukoharjo. Furthermore, the conclusion of this study is in the form of new findings that still need to be created. Findings can be in the form of descriptions or descriptions of previously dim subjects that become trIt was then validated using triangulation transparent. To ensure the trustworthiness of the information obtained from the triangulation.

This research was conducted at SMA Negeri 2 Sukoharjo, the school is one of the driving forces of the school which started implementing the Merdeka Curriculum this year, so researchers want to examine more deeply how to develop civic responsibility competence in implementing the Merdeka Curriculum in civics learning based on civic responsibility indicators. This indicator analyses how to develop civic responsibility competencies in implementing the Merdeka Curriculum in civics learning at SMA Negeri 2 Sukoharjo.

C. Result and Discussion

Result

Based on initial interviews conducted with the Deputy Head of the Curriculum Section and Civics teachers at SMA Negeri 2 Sukoharjo in class X, they have implemented the Merdeka Curriculum starting in the 2022/2023 school year. In the current Merdeka Curriculum, strengthening character is very much emphasized in learning. This is to research conducted by [Anggraena et al \(2021\)](#), which states that the emphasis on strengthening character education is directed at fundamental competencies in the Merdeka Curriculum. Character becomes an essential part of the curriculum structure to get the full attention of educators and students. The Merdeka Curriculum also focuses on strengthening the profile of Pancasila students, in which students will be free to explore their thoughts on contemporary issues and problems they face in their environment.

Pancasila and Citizenship Education (PPKn) is a learning subject that leads to the formation of sound and responsible citizens based on the fundamental values of the Pancasila state. Etymologically PPKn can be seen as an integrated knowledge system to foster the potential of students to have civic intelligence, civic participation, and civic responsibility as Indonesian citizens in the context of the character and civilization of the Indonesian people who adhere to Pancasila (Trisiana, 2017). According to Branson (in Suryaman, 2020), civic competence includes three main aspects: knowledge, skills, and disposition. An attitude of civic responsibility is part of one of the competencies of Civics, namely civic disposition. This is because civic responsibility contains the character, attitude, or behavior of responsibility as a good citizen. Civic responsibility competence, or the character of citizen responsibility, relates to civics subjects.

PPKn contains material that discusses social responsibility. According to Ikhtiarti et al (2019), Civics learning aims to form intelligent citizens with good personalities (be competent and good citizens) before taking action and a form of self-control over something. Sense of responsibility is awareness of actions or actions that have been carried out, whether demands or not demands. This means that all forms of action or deeds that a person has carried out are a form of conscious decision and must always be followed by a sense of responsibility for himself.

The character of responsibility can be observed in students' actions in working on and completing assignments given by the teacher. According to Astuti (in Maisaputri et al., 2022), the ways to measure students have an attitude toward responsibility are as follows: do routine learning assignments, do not blame others, do their tasks happily, can make decisions that are different from others, and have the interest to persevere in learning. Meanwhile, Ajepri et al (2022) stated that the attitude of student learning responsibility could be observed as follows: do what should be done, be diligent and always try and do your best, control yourself and be disciplined, think before you act, take responsibility for words, actions, as well as attitudes, set an excellent example for others. Based on the indicator quotes, four indicators are used in this study. This can be seen in Table 1.

Table 1. Implementation of Civic Responsibility in Civics Learning

No.	Civic Responsibility Indicators	Form Of Student Action
1.	Self-awareness in carrying out duties and responsibilities.	Students have self-awareness of arriving on time, being active in learning, and being responsible for group assignment instructions.
2.	Courage to take risks for everything that is done.	Students dare to clarify the answers obtained through group presentations in front of the class.
3.	Have empathy for others.	Students are empathetic towards friends who do not have cellphones to look for material.
4.	Honor and appreciate the rules.	Students respect and appreciate the rules by submitting assignments the teacher gives promptly.

Based on Table 1, the four indicators used as a benchmark in research on developing civic responsibility competencies in implementing the Merdeka Curriculum are as follows: First, self-awareness in carrying out tasks and obligations, in which case students must be willing to carry out all tasks that are their will without coercion from others. Second, the courage to take risks for everything done voluntarily, namely individual awareness to accept risks, namely the actions taken and the consequences received due to the work that has been carried out. Third, having empathy for others, namely the individuals' ability always to consider every action and anticipate the impacts and consequences that can harm others. Fourth, respect and appreciate the rules, namely the overall interest in respecting and appreciating the rules that apply to the duties carried out. The individual concerned will not run away if he encounters a problem and will try his best to solve all problems. This indicator describes the development of civic responsibility competencies in the Merdeka Curriculum at SMA Negeri 2 Sukoharjo.

The results of interviews and observations with NSG as the civics subject teacher show that the character of responsibility in class X students has been formed in civics learning. NSG revealed that always fostering a sense of responsibility towards students was carried out from the beginning of the semester by making class agreements (learning contracts). According to [Retnaningtyas \(2021\)](#), to consistently strengthen the character of responsibility in students, making a mutually agreed learning contract, such as being on time in class and limiting collecting assignments, is necessary. Therefore, for learning to run effectively, it is necessary to make a learning contract to control students from negative behavior that can interfere with learning.

Implementing civic responsibility indicators in the civics learning process is self-awareness in carrying out duties and responsibilities. At SMA Negeri 2 Sukoharjo, there is a regulation that the teaching and learning process starts at 07.00 WIB. After the bell rang, the students got used to singing the national anthem in class and Pancasila together. NSG also stated that this habituation had been carried out continuously to foster students' self-awareness of their responsibility to always arrive on national time and instill a sense of nationalism in students by singing songs. After this habituation was completed, students would get attendance. [Nitte & Bulu \(2020\)](#) confirms that the implementation of educational character is expressed in every classroom lesson through example and habituation. In line with that, Tsai (in [Sari & Bermuli, 2021](#)) states that implementing character education means trying to provide value (share value) to appease students, which refreshes the value of responsibility.

In the PPKn learning process, the character of responsibility can also be integrated through class activities and material delivery in the teaching and learning process. Group discussion activities become one of the vehicles to practice the value of responsibility to students. During the discussion, students must complete assignments promptly, and the distribution of tasks carried out by group members is apparent. NSG stated that students could always search for their learning material online to train the character of responsibility. Thus, students are trained to be responsible by carrying out the tasks. Before carrying out

these tasks, the child will first be given a material framework so that the child's desire arises to explore the material independently. Students who are guided to work in groups can form a sense of responsibility in students. Group responsibilities can be seen in Figure 2.



Figure 2. Student Groups Find Learning Materials to Develop Civic Responsibility Competencies

Figure 2 above shows that students are grouped to look for learning materials instructed by the NSG before. Students are also mutually responsible for completing the assigned tasks. According to [Pasani & Basil \(2014\)](#), the cooperative attitude of students in carrying out group assignments by discussing with each other can be used to measure the extent of student responsibility in completing tasks together. After students have finished working on group assignments, the groups present the discussion results in front of the class. This is by the civic responsibility research indicator, namely the courage to take risks for everything that is done. Courage to take the risk by clarifying the findings obtained in group discussions to his friends.

The third indicator is empathy for others. NSG stated that students did not have a guidebook for learning the Merdeka Curriculum, so when looking for material, they needed a mobile phone (HP) to, look for learning material. PNP and LND justified this as students of SMA Negeri 2 Sukoharjo. PNP said that after the teacher gave the material framework, students would look for material, but not all students carried cell phones, and not all students had an internet quota. Then this statement was also reinforced by LND, who said if there were groups who did not have cell phones or quotas, they would be given other responsibilities, such as being secretaries of minutes or moderating presentations, as a form of empathy for their group mates. According to [Syaekhu et al \(2022\)](#), the empathy students show in the group learning process is a form of responsibility.

The fourth indicator respects the rules. To always increase responsibility for students, NSG states that assignments done by students will be checked individually, and each task done on time will get a (+) sign as a sign that the child has done the assignment on time. Children who do the assignment but do not on time will get a (-) sign. If students

do not bring their homework at that time, they must bring assignments their parents have signed for the next meeting. NSG did this so that there is a cooperation between teachers and students' parents to foster a sense of responsibility for their children. This can be seen in Figure 2.

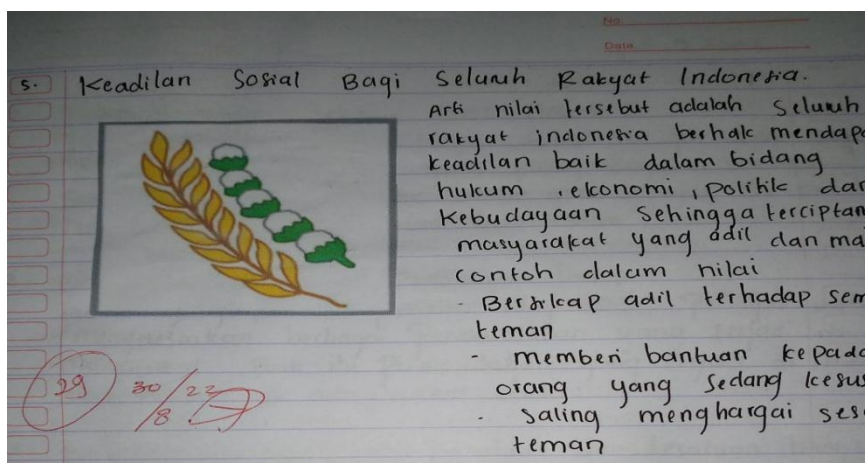


Figure 3. Student Assignment Results

Figure 3 shows that students have completed the task well and submitted it promptly to obtain a (+) sign. With this assessment, students will be expected to improve their ability to maintain their responsibility to do assignments on time, also as one of the teacher's efforts to develop the character of responsibility in their students. This series of implementations of character education is intended so that students can understand their responsibilities as students, namely learning optimally, being committed to doing assignments, and being actively involved in participating in learning activities.

Discussions

Developing student responsibility competencies in implementing the Merdeka Curriculum at SMA Negeri 2 Sukoharjo by providing habituation before learning begins, namely singing the obligatory national anthem and then ringing Pancasila together. This is relevant to research conducted by [Yati et al \(2020\)](#), showing that getting used to singing the national anthem can increase students' sense of nationalism. In its implementation, students have played an active role in memorizing, preserving the national anthem, and making the national anthem a form of love for the motherland. The habit of singing the national anthem consistently can raise students' self-awareness to sing the national anthem properly and correctly.

The development of responsibility competencies is also carried out during learning by giving group assignments. Research conducted by [Pramasanti et al \(2020\)](#) shows that the behavior of students actively involved in group work is one of the components that can measure student responsibility in carrying out assignments together. In practice, the

cooperative attitude of students in completing various group assignments indicates an attitude of responsibility.

In addition, the development of responsibility competencies can also be carried out through discussions; discussion activities carried out by students become a means to practice the value of responsibility. In line with that, facilitating students by discussing can form a sense of responsibility in students. Therefore, discussion activities are designed to train students to practice the value of responsibility as a student's psychomotor content.

The obstacle to developing this responsibility competency is that students need to be instilled with an attitude of responsibility since childhood, which is very influential in the student's personality. The way to overcome this is cooperation between teachers and parents; with this collaboration, it is hoped that parents will know how the obstacles experienced by children while at school and know the behavior of children. Besides that, overcoming this can also be done by integrating the character of responsibility into all subjects. The series of implementations of the character of responsibility is intended so that students can understand their responsibilities as students, namely studying seriously, being committed to doing assignments and being actively involved in learning activities.

Based on the analysis of interview data, observation, and documentation above regarding the development of civic responsibility competencies as part of civic competence relevant to the strengthening and development of national character education. In addition, the Merdeka Curriculum is also an innovative curriculum that becomes a medium for transforming learners in developing problem-solving skills at hand. This aligns with research conducted by [Wardhani et al \(2022\)](#) that implementing the Merdeka Curriculum is better at increasing students' competence. Therefore, to develop civic responsibility competence, an appropriate curriculum is needed to support its implementation. The Merdeka Curriculum is considered appropriate because it becomes an interactive, essential, and in-depth learning method in its implementation.

D. Conclusion

The research that has been done shows that the development of civic responsibility competencies in the implementation of the Merdeka Curriculum in schools is very much needed. Responsibility to students must always be carried out with habit, both at school and in the family environment. Children do not necessarily carry responsibility from birth. Teachers and parents have a vital role in fostering a sense of responsibility in students. Developing an attitude of responsibility can be done through habituation, group work, and discussion. Developing civic responsibility competencies in implementing the Merdeka Curriculum in the civics learning process can equip students to become good and responsible citizens.

Based on the conclusions, the researcher can explain the implications that developing the character of responsibility can be carried out in an integrated manner in learning activities by covering all aspects carried out through a process of habituation, group work,

and discussion, and in practice students are guided to carry out responsibilities related to activities learning and carrying out learning assignments.

The suggestions that can be given based on the research conducted are as follows: 1) for teachers, the results of this research are expected to be able to provide a foundation to optimize the implementation of responsible character education, which is not only implemented through learning activities in class but can also be developed through non-formal activities other academics; 2) for schools, it is hoped that they can provide positive support and carry out regular evaluations regarding the implementation of responsible character education in learning activities so that the implementation can run optimally; 3) for further research, this research can be explored further by presenting a form of implementation of an attitude of responsibility that is adapted to the context of the school studied.

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