

## IMPLEMENTATION OF KOKURIKULER LEARNING IN THE INDEPENDENT CURRICULUM AT THE DRIVING SCHOOL OF SMA

**Ahmad Ainur Rofiq<sup>1</sup>, Riza Arif M Z<sup>2</sup>, Ari Afiful Ikhwan<sup>3</sup>, M. Makhrus Ali<sup>4</sup>**

Sekolah Tinggi Agama Islam Ibnu Rusyd Lampung<sup>1,4</sup>, Universitas Islam Negeri Maulana Malik Ibrahim Malang<sup>2,3</sup>

email: [ainurrofiqahmad18@gmail.com](mailto:ainurrofiqahmad18@gmail.com)<sup>1</sup>, [kepsek1415@gmail.com](mailto:kepsek1415@gmail.com)<sup>2</sup>, [apipse2@gmail.com](mailto:apipse2@gmail.com)<sup>3</sup>, [muhammadali2518@gmail.com](mailto:muhammadali2518@gmail.com)<sup>4</sup>

### ABSTRACT

Kokurikuler learning is a learning activity in the independent curriculum, this learning is carried out with an interdisciplinary learning strategy, namely by combining several knowledge groups in a learning project. The aim of this kokurikuler learning activity is to develop the potential of students, therefore this learning activity is carried out through the Strengthening Pancasila Student Profile Project activity. This research was carried out at SMA Negeri 2 Batu City driving school using a qualitative approach, this type of research is a case study. This research aims to understand the procedures for implementing co-curricular learning at SMA Negeri 2 Batu City which includes aspects of planning, implementation and evaluation of co-curricular learning. The results of this research are 6 stages in learning planning and are carried out with interdisciplinary learning, assessment and formative assessments are carried out to see the extent of students' development, this assessment is carried out with the facilitation team having provided a rubric called the observation rubric.

**Keywords:** *Learning, Co-curricular, Independent Curriculum*

### INTRODUCTION

Education is an effort to improve human resources to make Indonesia a developed country with Pancasila character. This requires a policy of independent learning. By fostering an environment where students can develop critical thinking, creativity, independence, faith, devotion to God Almighty, and noble morals which are the core of Pancasila (Taher et al., 2023). Freedom to learn can help create an advanced Indonesia that embodies sovereignty, independence and uniqueness, the ability to collaborate, and appreciation of global diversity (Dian, 2023).

The Minister of Education and Culture in March 2020 released a learning policy which was then referred to as a driving organization program. This policy encouraged the birth of thousands of driving schools, therefore every educational institution in Indonesia must respond warmly to this policy (Ristiana et al., 2023). Batu City 2 Public High School is one of the schools that swiftly responded to this policy. This school has been a driving school since 2021 and has also become a reference and example for other schools.

SMA Negeri 2 Batu City as a Driving School plays an important role in implementing the independent curriculum by developing a functional curriculum that meets the educational needs of its students (Sakdiah et al., 2023). Apart from that, the Driving School plays an important role in disseminating information about the Independent Curriculum to schools in the surrounding areas (Rachman et al., 2024). In this way, the independent curriculum will gain widespread recognition and understanding throughout educational institutions. The significance of this lies in the establishment of the Independent Curriculum as the National Curriculum in 2024 (Zakso, 2023).

One of the learning experiences that has been implemented at SMA Negeri 2 Kota Batu is kokurikuler learning. This learning is realized as a project that aims to improve the Pancasila Student Profile, using an interdisciplinary approach that prioritizes overall character and

competency development. The project to strengthen the profile of Pancasila students is carried out based on the needs of students and by adapting to problems that are developing in the student environment. Kokurricular activities are activities carried out outside class hours organized by schools to help develop students' non-academic skills (Novi et al, 2023).

kokurikuler learning is also a place for students to develop talents and interests with more real learning. So, don't just focus on the learning materials contained in the extracurricular. Kokurikuler learning places greater emphasis on more real problem contexts. kokurikuler activities are educational activities outside of subjects to help students develop themselves according to their needs, potential, talents and interests through activities organized specifically by educators with their abilities and authority at school. Kokurricular learning activities at SMA Negeri 2 Batu City too have an impact on improving the morals of students (Islam & Nurhaeni, 2022).

Kokurikuler learning activities are activities carried out outside class hours or intra-curricular learning, this learning aims to make students more in-depth and appreciate what they learn in extra-curricular activities, both core programs and special programs that refer to Basic Learning Competencies. Kokurikuler activity also aims to appreciate the material they have studied and train students to carry out tasks responsibly (Shilviana & Hamami, 2020). This co-curricular activity aims to develop students' creative spirit, which can be done through P5 activities. This activity can be carried out with works made by students, which can be local wisdom products, or preserving traditional games by making various crafts (Maulidia et al., 2023).

For researchers, this research is interesting and very important to research, considering that currently the Ministry of Education and Culture has initiated the Driving School Program as a pioneer school in implementing the independent curriculum. The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) has also issued a policy regarding the implementation of co-curricular learning which can be applied in learning activities, but not much research has been found that discusses this theme.

The findings from this research indicate that kokurikuler learning is one of the learning that takes place at SMA Negeri 2 Batu City. Kokurikuler learning begins with educators planning co-curricular learning which consists of seven planning stages. Kokurikuler learning is carried out in an interdisciplinary manner. Interdisciplinary learning strategies combine various kinds of lessons in a learning project in order to develop students' talents and interests.

## **RESEARCH METHODS**

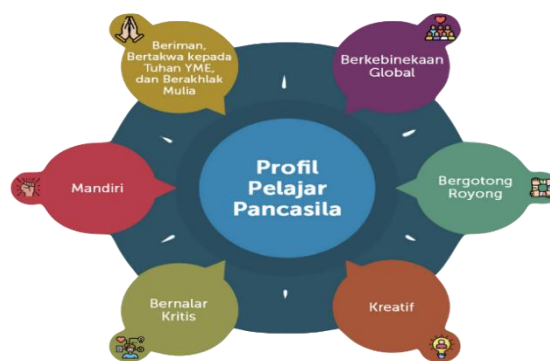
This research is intended to obtain a more detailed explanation regarding the implementation of independent learning-based co-curricular learning carried out at the driving school SMA Negeri 2 Batu City using a qualitative approach. This type of research is a case study. According to Arikunto, case study research is research carried out intensively, in detail and in depth regarding the symptoms that occur. The cases in this study were limited by time and activities, and the researcher collected complete information using data collection procedures based on a predetermined time. This case study qualitative research was chosen to explore Islamic religious education based on independent learning in driving schools, exploring research locations that have never been researched in an area, finding relevant variables which will later be tested using quantitative research.

## **RESULTS AND DISCUSSION**

SMA Negeri 2 Batu City as a driving school implements project-based kokurikuler learning designed to strengthen efforts to achieve student competency and character in accordance with the Pancasila student profile which is prepared based on Graduate Competency

Standards. Learning Activities Co-curricular focuses on character development and student competition. Co-curricular activities in PAI learning are very important to be held at school because worship is not only knowing the knowledge but also the practice, and if only practice during class hours is not enough to form character and attitude, therefore it is necessary to have PAI co-curricular learning to become habituation for students so that character can truly be ingrained in students (Lubis & Halimah, 2024).

SMA Negeri 2 Batu City uses a curriculum which covers one of the important aspects of social, national and state life. There are 6 (six) important elements in the Pancasila student profile, namely: having noble character, global diversity, independence, working together, critical reasoning and creativity (Nafaridah et al., 2023). These six elements are seen as a unity that supports each other and is continuous with each other.



**Figure 1. Profil Pelajar Pancasila**

The Pancasila Student Profile which is realized in co-curricular learning is form of translation purposes national education. co-curriculars serve as resources The main factors that direct educational policy include becoming reference for internal educators build character and competence learners. Co-curricular learning is the embodiment of the student Indonesia as a student throughout a life of competence, character, and behave in accordance with values Pancasila (Ahmad, 2022).

The implementation of kokurikuler learning in the independent curriculum at SMA Negeri 2 Batu City consists of 3 stages, namely the planning, implementation and evaluation stages. (Shilviana & Hamami, 2020)

#### A. kokurikuler Learning Planning

There are six planning stages in PAI kokurikuler learning based on independent learning at SMA Negeri 2 Batu City:

##### 1. Designing time allocation and dimensions of the Pancasila Student Profile

Based on research findings in the field, the Principal of SMA Negeri 2 Batu City determines the duration of implementation of kokurikuler learning for each selected Project Theme which can be adjusted to the discussion of the theme. Referring to the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 162/M/2021 concerning the Driving School Program, in general the provision for the total project time is around 20–30% of the student load per year.

Based on research findings at SMA Negeri 2 Batu City, the implementation of co-curricular learning at SMA Negeri 2 Batu City currently uses a block system, namely by collecting and condensing the implementation of co-curricular learning by working

on a project in one time period (for example 2 weeks or 1 month). , where all subject educators turn into accompanying teachers, accompanying teachers must collaborate to teach the project every day for the specified duration of time.

2. Form a project facilitation team

The Principal of SMA Negeri 2 Batu City determines the educators who are members of the project facilitation team whose role is to plan the project, create project modules, manage the project, and accompany students in the Project for Strengthening the Pancasila Student Profile. The task of the Principal of SMA Negeri 2 Kota Batu is to form a team to facilitate kokurikuler learning activities. This facilitation team consists of teachers who are deemed to have sufficient ability to organize kokurikuler learning activities. The task of the project-based kokurikuler learning facilitation team is the task of the facilitation team. Project-based kokurikuler learning is:

- a. Project planner, designing objectives, activity flow, implementation strategies and project assessments on an ongoing basis.
- b. Facilitator, facilitating students in carrying out projects that suit their interests, with choices of learning methods and learning products that suit student preferences.
- c. Companion, guiding students in carrying out projects, finding relevant issues, and directing students in planning sustainable action.
- d. Supervisors and consultants, supervise and direct students in achieving the project, provide continuous advice and input to students, and assess student performance during the project.
- e. Moderator, guides students in various discussion activities.

3. Identify the level of readiness of the education unit

The initial identification of the readiness of SMA Negeri 2 Kota Batu in carrying out a project to strengthen the profile of Pancasila students is based on the ability of the educational unit to implement project-based learning. Project-based learning is a dynamic classroom approach in which students actively explore real-world problems and challenges to gain deeper knowledge (Edutopia). Project-based learning is not just the activity of making a product or work, but an activity that bases the entire series of activities on a contextual problem. Therefore, project-based learning usually includes a variety of activities that cannot be done in a short period of time. Based on research findings, SMA Negeri 2 Kota Batu carried out initial reflection using an educational unit readiness identification chart to determine the stages of carrying out the project. SMA Negeri 2 Batu City carried out an initial reflection using an educational unit readiness identification chart to determine the stages of carrying out the project.

4. Selection of general themes

The facilitation team together with the Principal of SMA Negeri 2 Batu City determined a minimum of 3 themes in Phases E and F from the themes determined by the Ministry of Education and Culture-Dikti to be implemented in one school year based on relevant issues in the student environment. In selecting the theme, the facilitation team together with the Principal of SMA Negeri 2 Kota Batu considered the readiness of SMA Negeri 2 Kota Batu and educators in carrying out projects, issues or topics that were currently happening or were the focus of discussion or priorities at SMA Negeri 2 Batu City or issues that were currently being discussed. is currently busy in the community around SMA Negeri 2 Batu City. In this case, issues or topics can be searched for their suitability or connection with the 7 predetermined themes. The choice of theme in project-based co-curricular learning

takes into account the problems that exist around the community. In Batu there is a problem of waste disposal until the landfill refuses, even though in biology lessons there is already information about how organic substances will decompose which plastic cannot decompose but it is not really understood. That is, only the theory of repetition, the previous learning system was like that. It turns out that outside the changes occur more quickly.

5. Determination of specific topics

From the general theme that has been determined by the facilitation team and also the school principal, it is then reduced to a specific topic. The project facilitation team together with accompanying teachers and also involving students determines the scope of specific issues as projects that will be implemented in project-based co-curricular learning. Determining specific themes and topics according to the stages of the education unit at SMA Negeri 2 Batu City

**Table 1. Comparison of P5 Implementation at SMAN 2 Batu based on Development Stage**

	Early stage	Developing Stage	Advanced Stage
Selected Themes	SMA Negeri 2 Batu City determines 2-3 themes at the beginning of the school year	SMA Negeri 2 Batu City determines 2-3 themes at the beginning of the school year	SMA Negeri 2 Batu City determines 2-3 themes at the beginning of the school year and each class can choose a different theme.
Giving Theme Options	Batu City 2 Public High School examine the same issue for all classes	SMA Negeri 2 Batu City examines the same issue for 1-2 class	Each class examines a different issue according to the students' choice.
Topic Determination	SMA Negeri 2 Batu City determines the theme and topic of the project	SMA Negeri 2 Batu City prepared several project themes and topics to be chosen by learners.	Students discuss project themes and topics with the guidance of accompanying teachers

Determining the specific topics that will later be taught in project-based kokurikuler learning at SMA Negeri 2 Batu City involves students looking at the situations and conditions that are most relevant to one of the general themes. The implementation of project-based co-curricular learning at each level will discuss the same specific topic, this will make its implementation easier, where accompanying teachers can coordinate with each other and it will also be easier in the process of assessing kokurikuler learning.

6. Designing project modules

The project module is a learning plan with the concept of project-based learning which is arranged according to the phase or stage of student development, considering project themes and topics, and based on long-term development. The project module was developed based on the dimensions, elements and subelements



of the Pancasila Student Profile. Teaching modules in co-curricular learning are prepared by the Batu City 2 Public High School facilitation team. There are several components that must be present in a co-curricular teaching module, such as project identity, students' initial competencies, facilities and infrastructure needed for kokurikuler learning, core competencies, project flow and kokurikuler learning assessments.

#### B. Implementation of kokurikuler Learning

Kokurikuler learning is carried out flexibly in terms of content, activities and implementation time. Kokurikuler activities provide opportunities for students to develop their interests and talents outside academic activities. This activity supports deepening student material inside and outside the lesson material that will foster good character for students (Sandya et al., 2023). The project to strengthen the profile of Pancasila students as a manifestation of kokurikuler learning activities at SMA Negeri 2 Batu City is designed separately from intracurricular activities. The objectives, content and learning activities of the project do not have to be linked to the objectives and material of extracurricular lessons. Learning at SMA Negeri 2 Batu City. There are currently 2 forms of learning activities. 75% of learning time is allocated for intracurricular learning and 25% is allocated for kokurikuler learning.

Subject teachers also act as accompanying teachers when implementing co-curricular learning. When carrying out kokurikuler learning, the status of the subject teacher is lost, there are only supervising teachers, because the material taught is the same at every level. There are 6 main materials in implementing project-based kokurikuler learning, namely Fear of God Almighty and noble character, global diversity, mutual cooperation, independence, critical and creative. The six main materials are carried out over 3 years or 6 semesters. Regarding which material will be taught first, the implementation time is completely left to SMA Negeri 2 Batu City.

One example is the implementation of project-based kokurikuler learning which has been implemented at SMA Negeri 2 Batu City with the theme "Sustainable lifestyle" with the topic "turning waste into blessings". The accompanying teacher begins the implementation of project-based learning by inviting students to see real situations that occur in everyday life (presenting real situations in class). Starting project activities with factual realities in everyday life can attract students' attention and involvement from the first time the project is launched, then the accompanying teacher introduces and explains the various impacts of environmental problems that occur in the world, especially Indonesia and the city of Batu.

The accompanying teacher provides trigger questions in project activities, namely questions that can provoke students' interest and curiosity. This question encourages students to carry out further exploration or carry out an inquiry process to answer it. Therefore, this question must be an open-ended question whose answer is not available in books or the internet. Next, at the contextualization stage, students try to explore and identify various environmental problems that occur in their area, both the causes and impacts. In the next stage, students are invited to find solutions from the results of identifying problems in their environment, take real action and take part in environmental care campaigns. The teacher acts as a companion and evaluates the activities carried out by students in real action so that the results obtained are in accordance with what is expected in this project.

After this project ends, it is hoped that students will have gained good knowledge and awareness of the importance of protecting the environment and implementing it in their daily lives in the school environment and their living environment and becoming a sustainable lifestyle that is entrenched. The profile of Pancasila students who want to be strengthened is having faith and devotion to God Almighty and having noble and creative character.

From 11 October to 29 October 2021, SMA Negeri 2 Kota Batu, which functions as a driving school, held a project aimed at increasing the profile of Pancasila students, known as the Strengthening the Profile of Pancasila Students (P5) Project. The central concept of this project is Bhinneka Tunggal Ika, with a special focus on Youth Service to the Nation. This project is in the form of a diversity talk show which presents speakers such as Haris Elmahdi, chairman of Gus Durian in Batu City, and Ronny Ersya Novianto, research assistant professor at FEB UB Malang (Former Chairman of Batch 13 Batu 2 State High School OSIS). This talk show is accompanied by a virtual exhibition of digital posters and social service activities. The implementation of social service initiatives in the Batu City area, especially targeting areas affected by the pandemic, is expected to increase social awareness and community empathy. In January 2022.26, the P5 Project or Strengthening the Profile of Pancasila Students was implemented again at SMA Negeri 2 Batu. Ideas about environmental responsibility and a commitment to a sustainable lifestyle underlie these efforts. The Student Profile Project Strengthening Pancasila P5 was also launched at SMA Negeri 2 Batu City in March 2023. The concept of empathy between diverse communities is the theme of the project entitled Bhinneka Tunggal Ika.

Based on the findings above, in implementing PAI co-curricular learning, there are several preparations that must be fulfilled by the education unit, facilitation team and also accompanying teachers. The facilitation team was formed by the Principal of SMA Negeri 2 Batu City. The facilitation team has large duties and responsibilities in implementing co-curricular learning at SMA Negeri 2 Batu City. The facilitation team is required to create kokurikuler learning teaching modules, prepare assessment instruments, form a coordinating team at each level and monitor the continuity of kokurikuler learning. kokurikuler learning activities at SMA Negeri 2 Batu City can run according to what is expected and can also be a forum for students to develop talents that can be used as provisions for future life.

#### C. Kokurikuler Learning Assessment

Evaluation of co-curricular learning, as expressed by Umi Nahdiyah and Ali Imron (2022), can include assessing students' abilities to work independently and solve problems. This approach emphasizes observing students' abilities to organize and carry out experiments or tasks independently. This reflects a paradigm shift in educational evaluation, from initially focusing on the end result (product-oriented) to being more process-oriented. Assessment of student abilities in a co-curricular context provides a more holistic picture of the development of student competencies, not only limited to cognitive aspects, but also affective and psychomotor.

At SMA Negeri 2 Batu City, the implementation of co-curricular learning assessment of Islamic Religious Education (PAI) not only focuses on student learning outcomes, but also on the learning process of educators in preparing project activities, as well as the readiness of schools and educators in implementing the project. This approach is in line with the principle of assessment for learning, where assessment not only functions as a measuring tool for achievement, but also as a tool to improve the quality of learning. Research by Black and Wiliam (2010) on assessment for learning shows that continuous and targeted feedback, which is an integral part of assessment for learning, can significantly improve student motivation and learning achievement. Assessment in this context becomes a tool for reflection and continuous improvement, both for students and teachers.

The benchmark for assessing co-curricular PAI learning at SMA Negeri 2 Kota Batu is the development and personal growth of students, educators, and educational units. The focus is not on the quantity of students who get high final grades or the quality of the product, but rather on how and how much students experience learning and develop as individuals during the project. This assessment also includes an evaluation of the educator's ability to design

project-based learning activities, as well as the level of readiness of the educational unit and the sustainability of the implementation of project-based learning, including project facilitation team collaboration. The involvement of all school components is significant. Research conducted by Hattie (2012) on visible learning emphasizes the importance of collaboration between teachers and students, as well as between teachers and teachers, in creating an effective learning environment. This collaboration allows for the exchange of ideas, feedback, and support, which ultimately contributes to improving the quality of learning.

Assessment in co-curricular learning at SMA Negeri 2 Batu City is divided into two main types, namely formative assessment and summative assessment. Formative assessment, carried out continuously during the learning process, provides information on student development and allows teachers to provide timely and relevant feedback. Summative assessment, carried out at the end of a learning unit or project, provides an overview of student achievement as a whole. Research by Bennett (2011) highlights the importance of a balance between formative and summative assessment. Formative assessment provides useful information for improving the learning process, while summative assessment provides information on the achievement of overall learning outcomes. The right combination of these two types of assessment will provide a comprehensive overview of student development and achievement. The use of observation rubrics, as implemented by the facilitation team at SMA Negeri 2 Batu, is one example of an instrument that can be used in both formative and summative assessments.

## **KESIMPULAN**

Kokurikuler learning is realized as a project that aims to improve the Pancasila Student Profile. The implementation of this kokurikuler learning consists of planning, implementing and assessing learning. Kokurikuler learning planning consists of 6 stages that must be fulfilled. This kokurikuler learning activity uses an interdisciplinary approach that prioritizes overall character and competency development. This learning activity focuses on developing the talents and interests of students, apart from that, this learning activity is also carried out to provide direct experience in dealing with problems that exist in the school environment or in the social community.

## **DAFTAR PUSTAKA**

- Ahmad, P. T. (2022). Implementasi Profil Pelajar Pancasila dalam Kurikulum Merdeka. *Jurnal Ilmiah Pedagogy*, 21(1), 76–87. <https://naikpangkat.com/implementasi-profil-pelajar-pancasila-dalam-kurikulum-merdeka/>
- Bennett, R. E. (2011). *Formative assessment: A critical review*. *Assessment in Education: Principles, Policy & Practice*, 18(1), 5–25. <https://doi.org/10.1080/0969594X.2010.513678>
- Black, P., & Wiliam, D. (2010). *Inside the black box: Raising standards through classroom assessment*. *Phi Delta Kappan*, 92(1), 81–90. <https://doi.org/10.1177/003172171009200119>
- Dian Fitra. (2023). Kurikulum Merdeka dalam Pendidikan Modern. *Jurnal Inovasi Edukasi*, 6(2), 149–156. <https://doi.org/10.35141/jie.v6i2.953>
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.
- Islam, J. P., & Nurhaeni, S. (2022). *Tawazun Penanaman akhlak mulia siswa melalaui kegiatan Kokurikuler Pendidikan Agama Islam ( PAI )*. 15(3), 439–446. <https://doi.org/10.32832/tawazun.v15i3.8898>
- Lubis, P., & Halimah, S. (2024). *Penerapan Kurikulum Merdeka Berbasis Projects Pada Kokurikuler Keagamaan di Madrasah Tsanawiyah Swasta ( MTS ) Cendikia*



- Medan. 14(3), 359–380.  
<http://dx.doi.org/10.22373/jm.v14i3.24758>
- Maulidia, L., et al (2023). *Analisis Keterampilan Abad Ke 21 Melalui Implementasi Kurikulum Merdeka Belajar di SMA Negeri 2 Banjarmasin. Prospek Ii.*
- Nafaridah, T., et al (2023). The Analysis of P5 Activities as the Application of Differentiated Learning in the FreeCurriculum of the Digital Era at SMA Negeri 2 Banjarmasin. *Seminar Nasional(PROSPEK II) “Transformasi Pendidikan Melalui Digital Learning Guna Mewujudkan Merdeka Belajar,”* 12(2), 84–95.
- Nahdiyah, U., & Imron, A. (2022). *Pendidikan profil pelajar Pancasila ditinjau dari konsep kurikulum merdeka.* Tinta Emas, 1(1), 1-10.  
<https://doi.org/10.35878/tintaemas.v1i1.390>
- Novi Revolina Doriza, Ngadri Yusro, D. H. R. (2023). Implementasi Program Kokurikuler Tahsin Dalam Meningkatkan Minat Dan Kemampuan Membaca Al-Qur'an Di Sekolah Menengah Atas Negeri 2 Rejang Lebong. *Jurnal Literasiologi*, 10(1), 89–109. <https://doi.org/10.47783/literasiologi.v9i4>
- Rachman, F., et al (2024). Peran Pelaksana Sekolah Penggerak dalam Transformasi Pendidikan Berkualitas yang Berkelanjutan. *Jurnal Kewarganegaraan*, 21(1), 117.  
<https://doi.org/10.24114/jk.v21i1.56817>
- Ristiana, H., et al (2023). Peran Program Sekolah Penggerak dalam Menghadapi Transformasi Global. *Prosiding Seminar Nasional Pascasarjana Universitas Negeri Semarang*, 337–340.
- Sakdiah, H., et al (2023). Sekolah penggerak sebagai upaya peningkatan kualitas pendidikan. *Jurnal Pendidikan Dan Konseling*, 5(1), 692–697.  
<https://doi.org/10.31004/jpdk.v5i1.11012>
- Sandya, A., Amida, R., & Sulanjari, B. (2023). Kegiatan kokurikuler mendukung pendalaman materi siswa di SMA Negeri 1 Jakenan Pati Co-curricular activities support the deepening of student material at SMA Negeri 1 Jakenan Pati. *Jurnal Ilmiah Sastra Dan Bahasa Daerah, Serta Pengajarannya*, 5(1), 1–7.
- Shilviana, K., & Hamami, T. (2020). Pengembangan Kegiatan Kokurikuler dan Ekstrakurikuler. *Palapa*, 8(1), 159–177. <https://doi.org/10.36088/palapa.v8i1.705>
- Taher, R., Desyandri, & Erita, Y. (2023). Tujuan Pendidikan Merdeka Belajar Terhadap Pandangan Filsafat Humanisme Rahma. *Jurnal Pendidikan Dan Konseling*, 5, 1707–1715.
- Umi Nahdiyah, Ali Imron, R. B. S. (2022). *Manajemen Kegiatan Intrakurikuler, Kokurikuler Dan Ekstrakurikuler Dalam Upaya Meningkatkan Students Well-Being.* 7(2), 169–178. <https://doi.org/10.18860/jmpi.v8i2.22499>
- Zakso, A. (2023). Implementasi Kurikulum Merdeka Belajar Di Indonesia. *Jurnal Pendidikan Sosiologi Dan Humaniora*, 13(2), 916. <https://doi.org/10.26418/j-psh.v13i2.65142>