



JOURNAL

**EVALUATION OF THE PROJECT BASED LEARNING MODEL AS
THE IMPLEMENTATION OF THE INDEPENDENT LEARNING
CURRICULUM**

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Abstract:

The aim of this research is to determine the project-based learning model, especially in learning projects to strengthen the Pancasila student profile which has been applied to economics subjects at SMA Negeri 105 Jakarta. Apart from that, this research also aims to determine the implementation of the independent curriculum and determine the evaluation of the implementation of the Project Based Learning learning model as the implementation of the independent curriculum in economics subjects at SMA Negeri 105 Jakarta. The research was carried out using a qualitative approach with case studies, and is a study that seeks to reveal, describe, analyze, project and give meaning to the learning process using the Project Based Learning model as the implementation of the independent curriculum at SMA Negeri 105 Jakarta. This Project Based Learning Learning Model was initiated by the implications of the Minister of Education and Culture Circular Letter No.4 of 2020. The Project Based Learning Learning Model has the main aim of providing training to students to be more able to collaborate, work together and empathize with others. The 2022 Merdeka Curriculum which was launched provides the opportunity to implement Project Based Learning (PjBL). However, not all teachers understand this learning model correctly. There are six syntaxes, namely: opening the lesson by asking questions, planning the project, preparing an activity schedule, supervising the progress of the project, assessing the product produced, evaluating. This learning model can encourage students to be more able to collaborate, work together and empathize with others.

Keywords: curriculum, evaluation, implementation, independent learning, project based learning



Background

Education in Indonesia continues to experience developments in creating various learning designs, both in the form of strategies, methods and related to administration or learning implementation designs. As times become increasingly sophisticated, it has become a very difficult task for teachers to achieve the success of learning objectives. Likewise, it is the main task for students to understand and study the material being taught, in order to become an intelligent young generation. The aim of education in general is to provide an environment that allows students to develop their talents and abilities optimally, so that students can meet their personal needs and the needs of the community around them. However, it is now increasingly recognized that what determines talent is not only intelligence (intelligence) but also creativity and motivation to achieve (Munandar, 2004).

When learning occurs in economics subjects, teachers are accustomed to using the lecture method and giving notes in presenting the lesson material. Learning models play a very important role in a series of learning systems. Therefore, teacher intelligence and skill are needed in choosing learning methods. Choosing an inappropriate model makes learning ineffective. The teacher's lack of intelligence in choosing the right model can have an impact on the failure to achieve learning goals, both specifically in the field of study and national education goals. A teacher is expected to be able to choose and determine the learning model appropriately so that the learning objectives will be achieved. One learning model that teachers can apply in the learning process is the Project Based Learning learning model.

Project-based learning prioritizes autonomy, choice, uncomplicated work time, and student responsibility. The target for project-based learning is the product produced. Project-based learning is a method that is feasible to apply. A statement supports it in the journal (Chen & Yang, 2019) in their article, which states that Project-based learning has become a more effective method in recent years. Two things can cause this, namely; first, in recent years studies on project-based learning methods have increased, making it easier for teachers to learn and apply this method; secondly, over the last decade, teachers and several organizations have paid attention to this Project Based Learning method to develop this method more effectively.

This is in line with research (Dole et al., 2015) The transformation of teachers and students from teacher-centered to learner-centered resulted from Project Based Learning which made educational methods more mature. This is intended so that teachers and students interact with each other during the learning process, in order to create an active learning atmosphere for teachers and students, teachers need to give students the freedom to learn to become creative students and participate in developing the ideas they have in learning activities. In learning, teachers must be able to encourage students so that they are able to express ideas or ideas for the development of student creativity by providing opportunities for students to talk, ask questions, express opinions, create a work or product, and so on, so that creativity can be well ingrained in students. Education requires proper management in terms of implementation, planning and evaluation.

The Merdeka Curriculum perfects the cultivation of student character education with the Pancasila student profile, which consists of 6 dimensions, each dimension is explained in detail into each element. which consists of having faith in God Almighty, global diversity, mutual cooperation, independence, critical reasoning, creativity (Rahmadayanti & Hartoyo, 2022). Since the launch of the independent curriculum, educators have also faced the challenges of the 21st century with competencies and qualifications from complex human resources and can answer educational challenges throughout the world. Based on the description above, the learning model that will be used is included in the success of learning activities, the independent curriculum is the main reference for determining the journey that



will be taken during the educational study period. Therefore, the researcher wants to evaluate the teaching model, especially Project Based Learning, which is used by teachers at SMA Negeri 105 Jakarta as an implementation of the independent curriculum, which the researcher stated in the following title "Evaluation of the Project Based Learning learning model in Economic Subjects as the Implementation of the Independent Curriculum in State High School 105 Jakarta".

THEORETICAL FRAMEWORK

Evaluation Model

According to the term, evaluation is defined as: "evaluation refers to the act or process to determine the value of something" which is translated as an action or a process to determine the value of something (Syahid, 2008:1). An evaluation expert named Stufflebeam in Arikunto said that evaluation is a process of describing, searching for and providing information that is very useful for decision making in determining alternative decisions (Arikunto, 2007:01). So, it can be concluded that learning evaluation is an activity to collect a certain amount of information about the learning process so that targeted decisions can be made to improve the learning process in the future.

Learning model

Learning is an activity carried out by the teacher in such a way that student behavior changes for the better. UU no. 20 of 2003 concerning the National Education System Article 1 Paragraph 20 "Learning is the process of interaction between students and educators and learning resources in a learning environment." (Sudjana Nana, 2017) "Learning can create educational interaction activities between two parties, namely between students (learning citizens) and educators (learning resources) who carry out learning activities." A learning model is a plan or a pattern or a design that describes the detailed process and creation of an environmental situation that allows students to interact so that changes or developments occur in students in the process of being used as a guide in planning classroom learning or learning in tutorials (Trianto, 2011). The learning model according to (Nurulwati, 2000) states that the purpose of a learning model is "a conceptual framework that describes systematic procedures in organizing learning experiences to achieve certain learning goals, and functions as a guide for learning designers and teachers in planning.

Project Based Learning (PJBL)

The definition of Project Based Learning (PBJL) is an innovative learning model or approach, which emphasizes contextual learning through complex activities. PBJL is part of the learning process that places a strong emphasis on problem solving as a collaborative effort (Richmond & Striley, 1996). According to Trianto, the Project Based Learning learning model, which is called a project-based learning model, has enormous potential to create a more interesting and useful learning experience for students. In project-based learning, students are encouraged to be more active in learning. The teacher only acts as a facilitator, evaluating the students' work products which are displayed in the results of the projects they are working on, thereby producing real products that can encourage students' creativity. (Trianto, 2011). Based on several definitions from the experts above, it can be concluded that the Project Based



Learning learning model is a learning model that emphasizes contextual learning and reaches the peak of learning by carrying out several stages to create a project or product as a result of learning.

The advantages of the Project Based Learning Model are as follows:

1. Increase student learning motivation. Written reports about the project often say that students like to persevere to the point of exceeding the deadline, trying hard to achieve the project. Teachers also reported improvements in attendance and reduced tardiness. Students report that learning in projects is more fun than other curriculum components.
2. Improve problem solving abilities. Research on the development of students' higher-order cognitive skills emphasizes the need for students to engage in problem-solving tasks and the need for specific learning on how to discover and solve problems. Many sources describe project-based learning environments as making students more active and successful in solving complex problems.
3. Increase collaboration. The importance of group work in projects requires students to develop and practice communication skills. Cooperative work groups, student evaluations, online information exchange are collaborative aspects of a project. New cognitive and constructivist theories assert that learning is a social phenomenon, and that students learn more in collaborative environments.
4. Improve resource management skills. Part of being an independent student is being responsible for completing complex assignments. Project Based Learning that is implemented well provides students with learning and practice in organizing projects, and make an allocation of time and other resources such as equipment to complete the task.

Independent Learning Curriculum

Law No. 20 of 2003 Chapter 1 Article 1 states "curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to achieve certain educational goals". The curriculum was created with the aim of simplifying the educational process. In fact, the curriculum is often changed which causes confusion among various parties which results in the educational process being hampered. Until now, curriculum changes in Indonesia occur frequently (Vhalery et al., 2022). The independent learning curriculum is also a refinement of the 2013 curriculum. One of the advantages of the independent curriculum is that teachers can teach according to students' achievements and students can develop it. Apart from the advantages, there are also weaknesses, namely the large number of educational inequalities in socializing, which creates uneven implementation of the independent learning curriculum. Creating your own teaching module consists of several steps, namely understanding learning outcomes (CP), formulating learning objectives, developing a flow of learning objectives from learning objectives, and designing learning (Wayan Numertayasa et al., 2022).

METHOD

The research was carried out using a qualitative approach with case studies, and is a study that seeks to reveal, describe, analyze, project and give meaning to the learning process using the Project Based Learning model as the implementation of the independent curriculum



at SMA Negeri 105 Jakarta. The qualitative approach uses descriptive words or sentences, starting with data collection to interpreting and reporting research results. This is in line with the opinion of Yusuf (2017, pp. 330-331) who says that qualitative research places great emphasis on searching for meaning, understanding, concepts, characteristics, symptoms, symbols, or descriptions of natural events which are then presented in the form of words. Based on these views, it can be concluded that the qualitative approach is a research approach that focuses on natural conditions in a place or event and uses stages in accordance with the rules or steps required for data collection. The case study in this research is used to study or observe learning activities and analyze in detail and in depth the learning process using the Project Based Learning model as the implementation of the independent curriculum at SMA Negeri 105 Jakarta.

RESULT

With this research being carried out directly at SMAN 105 Jakarta, it certainly focuses on aspects related to several stages of the evaluation component which are analyzed through the CIPP model as shown in the criteria table..

No	Component Evaluation	Aspect	Indicator	Data Acquisition Instrument
1	Context	PJBL Learning Model	Entrepreneurial project	Observation, Documentation, Interview
2	Inputs	CP, ATP	Lesson plan	Observation, Documentation, Interview
3	Process	Suitability of learning model with independent curriculum	Independent	Observation, Documentation, Interview
4	Product	PJBL Learning Outcomes match the P5 program	Creativity	Observation, Documentation, Interview

Based on the previous table, it can be seen that the concepts in the evaluation model that exist in the form of learning at SMAN 105 Jakarta are starting to apply concepts in the form of indicators, which are obtained from informant sources at SMAN 105 Jakarta, where each component of the evaluation is measured using several aspects and indicators which, through interview sessions, documentation and observations, researchers obtained several



forms of findings related to evaluating the form of an independent curriculum with the implementation of the Pancasila profile (P5) in Entrepreneurship subjects as follows using N-Vivo analysis (Priyatni et al., 2020) where this analysis is used to help researchers to express the validity of the information obtained through coding sessions which lead to the evaluation stages assessed in the CIPP model, especially for the form of Entrepreneurship learning at SMAN 105 Jakarta.

Based on the results of the N-Vivo analysis simulated in the previous table, it can be seen that the aspect that makes this school one of the model schools is the learning context aspect, where in the results of this analysis the implementation of independent curriculum activities at SMAN 105 Jakarta has been achieved at 13.43. % based on data findings quoted from the results of the data findings used in this research. Also, this was directly supported by the Deputy Head of Curriculum who provided the following information:

"The implementation of the independent curriculum has been carried out in this school where in this implementation, this school was chosen to become one of the pilot schools where the implementation was fostered through training activities."

From the results of the interview, information can be found that this school has received recognition, even in this case, this school has been used as one of the driving schools, which in this aspect certainly leads to the use of an independent curriculum model. The independent curriculum is a form of curriculum in which the curriculum aspect focuses on students, where the implementation of the independent curriculum is continued and implemented in various types of spaces..

DISCUSSION

Evaluation Review of the Suitability of Implementing the Independent Curriculum at SMAN 105 Jakarta

SMAN 105 Jakarta is one of the schools designated as a pilot school by the Department of Education and Culture, where the learning aspects in this school have been 100% implemented by the 2013 curriculum, which is contextual project-based learning. This was found in the results of interviews previously conducted with several teachers and curriculum areas at the school. As is known, the independent curriculum is a form of curriculum where the implementation of learning is decided by a student and no longer the teacher who provides understanding or steps that must be taken. Everything depends on the existing aspects of the learning field so that it is known as a form of thematic learning model because it is integrated by character and also existing values. According to educational scientific journals, this aspect of the independent curriculum is not actually a basic form of learning but is applied as a form of thinking or potential that exists within a person and this does not rule out the possibility that this independent curriculum can be linked to the reality of students' lives before entering the field. This is completely the same as the context of the project-based learning model which both aims at students as the main subject in achieving learning outcomes so that there is no longer any dependence on the teacher. According to Michael (2011), creativity is the ability to think of various alternative answers and according to Winkel (in M. Ahmad, 2017) creativity is a new, original way of thinking. The power of creativity describes a way of thinking that is



even more original than other people's thinking. Michael Michalko in his book explains that creative thinking is the ability to tolerate ambiguity, dissonance, incoherence, and things that are out of place. A creative thinker looks at problems in various ways and examines all variables and looks for the unexpected (Dewi Anggelia et al., 2022). This is in accordance with aspects of the independent curriculum where the two mutually exchange positions to develop aspects of the achievements that exist within an individual so that the person is able to connect and also be able to support the existing cognitive side and be implemented according to their respective potential. Moreover, project-based learning can improve students' soft skills and potential contained in the independent curriculum. This is supported by the quote given by Aji, Kuntoro (2013)(Aji & Rahayu, 2023) whose research results show that aspects of project-based learning are very effectively implemented in the independent curriculum.

Factors Inhibiting Learning Achievement at SMAN 105 Jakarta

Based on the findings obtained from the interviews and analysis found, it turns out that the results of the achievements still have not produced very precise results so that the results aspect after further evaluation. It was found that there were results that were not optimal and this became a parasite in the learning achievements. Based on the findings, there are two factors which are said to be one of the obstacles or obstacles which are the main problems in implementing the independent curriculum at SMAN 105 Jakarta, namely: Internal Factors and External Factors. Internal factors that come from within the individual scope of a teacher which can cause him to be unable to focus on learning so that learning activities become confusing and this is proven by the results of research carried out by Astuti, (2023)(Iskandar et al., 2023), namely (1) lack of understanding and support from teachers. Implementing the Merdeka curriculum requires more skills and knowledge for teachers, so there is a need for adequate training for teachers. (2) There are no adequate facilities and infrastructure. Schools still have difficulty meeting the needs for facilities and infrastructure that can support the implementation of the independent curriculum; (3) Inconsistent government policies. The government needs to provide consistent support in the implementation of the Merdeka curriculum so that frequent changes do not occur, which can confuse teachers and students. This is similar to several statements given by several Economics teachers at SMAN 105 Jakarta who had difficulties in the adaptation aspect so that in when the learning process is carried out it is not optimal and cannot be implemented. External Factors is a factor that comes from outside a teacher's environment, where the condition is a process of achievement, where the situation leads to aspects that can hinder and become obstacles in itself, namely in the form of time allocation, where time allocation is time learning or implementation time used to carry out tasks or study. However, in the aspect of implementing project-based learning in implementing the independent curriculum, it uses more time so that time is not efficient. Meanwhile, the learning process only happens there and this result is the same as the results of a study carried out by Yusriani (2020) which revealed that the inhibiting factors are, it requires quite a lot of money, teachers have never received training related to the project-based learning model. , there are no project-based LKPD available, teachers hold multiple positions, there is a lot of teacher administration, students are not independent, and assessments take up a lot of time (Yusriani et al., 2020).

CONCLUSION

This Project Based Learning Learning Model was initiated by the implications of the Minister of Education and Culture Circular Letter No.4 of 2020. The Project Based Learning Learning Model has the main aim of providing training to students to be more able to



collaborate, work together and empathize with others. This is in accordance with Trianto's opinion in (Anggraini & Wulandari, 2021) that the aim of PjBL is to: 1) Provide broad insight to students when facing problems directly; 2) Develop critical thinking skills and expertise in dealing with problems received directly. So, when taken in general, the aim of applying this method is to sharpen and give students the habit of carrying out critical thinking activities to solve problems they receive. Apart from that, this method can also be used as an effort to develop students' insight. The Project Based Learning Learning Model has weaknesses: 1) Requires a lot of equipment to be provided; 2) There is a possibility that students are less active in group work. In more detail, Sani in (Nurfitriyanti, 2016) stated the following weaknesses of Project Based Learning: 1) It takes a lot of time to solve problems and produce products; 2) requires sufficient costs; 3) requires teachers who are skilled and willing to learn; 4) requires adequate facilities, equipment and materials; 5) not suitable for students who give up easily and do not have the required knowledge and skills; 6) difficulty involving all students in group work.

Meanwhile, the advantages of the Project Based Learning Model, according to Kurniasih in (Nurfitriyanti, 2016), are: 1) increasing students' learning motivation to learn encourages their ability to do important work, and they need to be appreciated; 2) improve problem solving abilities; 3) make students more active and successful in solving complex problems; 4) improve collaboration; 5) encourage students to develop and practice communication skills; 6) improve students' skills in managing resources; 7) provide students with learning and practice experience in organizing projects and making allocations of time and other resources such as equipment to complete tasks; 8) provide learning experiences that involve students in a complex manner and are designed to develop according to the real world; 9) involving students to learn to retrieve information and demonstrate the knowledge they have, then implement it in the real world; 10) create a pleasant learning atmosphere, so that students and educators enjoy the learning process. The 2022 Merdeka Curriculum which was launched provides the opportunity to implement Project Based Learning (PjBL). However, not all teachers understand this learning model correctly. There are six syntaxes, namely: opening the lesson by asking questions, planning the project, compiling an activity schedule, supervising the progress of the project, assessing the product produced, evaluating. This learning model can encourage students to be more able to collaborate, work together and empathize with others.



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