

Challenges of Implementing the Independent Curriculum in the Digital Era for Strengthening Students' Character Values: A Literature Review

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Abstract: *The Independent Curriculum provides flexibility for educators to develop student-centered learning, including the strengthening of character values in accordance with the Pancasila Student Profile. However, the digital era presents new challenges, such as low levels of teachers' information technology competence, limited infrastructure, unequal access to technology, and weak supervision of students' gadget use. This study employs a literature review method by examining scientific journals, academic articles, books, research reports, and official policy documents published between 2019 and 2024. The analysis is conducted descriptively by identifying key themes related to the challenges and opportunities for strengthening character through the Independent Curriculum in the digital era. The results and discussion indicate that the main challenges include limited teachers' digital literacy, disparities in facilities among schools, minimal collaboration between schools and parents, and difficulties in integrating character values into digital learning. Nevertheless, technology has the potential to support character internalization through interactive learning media, digital projects based on the Pancasila Student Profile, collaborative platforms, and ethical digital literacy. Strategies for strengthening character include integrating character values into digital learning design, technology-based learning models, meaningful digital literacy, teachers' digital role modeling, school-parent collaboration, and digital-based school programs. Improving teacher competence, ensuring equitable facilities, and fostering synergy with families are key to the successful implementation of this curriculum.*

Keywords: *Digital Era, Independent Curriculum, Students' Character.*

Abstrak: Kurikulum Merdeka memberikan keleluasaan bagi pendidik untuk mengembangkan pembelajaran yang berpusat pada siswa, termasuk penguatan nilai karakter sesuai Profil Pelajar Pancasila. Penelitian ini menggunakan metode kajian literatur dengan menelaah jurnal ilmiah, artikel akademik, buku, laporan penelitian, dan dokumen kebijakan resmi yang diterbitkan antara tahun 2019–2024. Analisis dilakukan secara deskriptif dengan mengidentifikasi tema utama terkait tantangan dan peluang penguatan karakter melalui Kurikulum Merdeka di era digital. Berdasarkan hasil dan pembahasan bahwa tantangan utama meliputi keterbatasan literasi digital guru, kesenjangan fasilitas antar sekolah, minimnya kolaborasi sekolah orang tua, serta kesulitan mengintegrasikan nilai karakter ke dalam pembelajaran digital. Meski demikian, teknologi memiliki potensi mendukung internalisasi karakter melalui media pembelajaran interaktif, proyek digital berbasis Profil Pelajar Pancasila, platform kolaboratif, dan literasi digital yang etis. Strategi penguatan karakter mencakup integrasi nilai karakter dalam desain pembelajaran digital, model pembelajaran berbasis teknologi, literasi digital bermakna, keteladanan digital guru, kolaborasi sekolah-orang tua, dan program sekolah berbasis digital. Peningkatan kompetensi guru, pemerataan fasilitas, dan sinergi dengan keluarga menjadi kunci keberhasilan implementasi kurikulum ini.

Kata Kunci: Era Digital, Kurikulum Merdeka, Karakter Peserta Didik.



Introduction

The development of digital technology in the 21st century has brought significant changes to various aspects of life, including education. Digital transformation not only affects how students access information but also shapes patterns of social interaction, ways of thinking, and the character development of the younger generation (Trilling & Fadel, n.d.). Twenty-first-century education is required not only to focus on the mastery of knowledge but also on the development of critical thinking skills, creativity, collaboration, communication, and the strengthening of character as preparation for increasingly complex global challenges.

In response to these demands, the Indonesian government, through the Ministry of Education, Culture, Research, and Technology, has developed the Independent Curriculum as an effort to transform the national education system. The Independent Curriculum is designed based on the principles of flexibility, student-centered learning, and character strengthening through the Pancasila Student Profile (Toni, 2025). The Pancasila Student Profile, which consists of six dimensions faith and devotion to God Almighty, global diversity, mutual cooperation, independence, critical reasoning, and creativity—serves as the main foundation for shaping students who are not only academically competent but also possess strong character and moral values (Haq et al., 2024).

In the context of the digital era, the use of technology has become an inseparable part of the implementation of the Independent Curriculum. Digital technology offers great opportunities to support innovative learning through the use of interactive media, online learning platforms, and access to diverse learning resources. Appropriate use of technology has been shown to increase learning motivation, students' independence, and support the strengthening of character values such as responsibility, cooperation, and critical thinking skills (Banarsari, 2023), therefore, the integration of the Independent Curriculum, character education, and digital technology has become an unavoidable necessity in contemporary education.

In addition, teachers as the main implementers of the curriculum also face obstacles in integrating character education with technology-based learning. Limited digital literacy and pedagogical competence, insufficient training related to the Independent Curriculum, and difficulties in designing learning activities that effectively internalize the values of the Pancasila Student Profile are common challenges encountered in practice. Disparities in access to technology across regions further exacerbate gaps in the implementation of digital learning, resulting in character strengthening that has not yet been optimal or equitable (Iwani et al., 2025). Therefore, the success of character education today depends not only on technological sophistication but also on the integration of competent educators' roles and consistent family guidance to create a healthy digital ecosystem for students.

On the other hand, the role of families in supervising students' use of digital technology has also not been fully optimized. Some parents still delegate the responsibility for monitoring technology use to schools, even though character education in the digital era requires strong synergy among schools, families, and communities so that character values can be consistently instilled in students' lives (Anatasya, 2024). Thus, character strengthening will not be optimal without the transformation of educators' competencies and the restoration of synergy between schools and parents in creating a consistent learning environment for students.

Based on these issues, this study aims to analyze the challenges of implementing the Independent Curriculum in strengthening students' character values in the digital era and to examine strategies for the positive and effective use of digital technology in supporting character strengthening based on the values of the Pancasila Student Profile. The results of this study are expected to provide theoretical and practical contributions for educators, schools, and policymakers in optimizing the implementation of the Independent Curriculum in alignment with the demands of 21st-century education.

Method

This study employs a literature review method by examining various relevant scientific sources, including accredited national journals, scholarly articles, academic books, research reports, and official policy documents (Annur, 2018; Sugiyono, 2022) related to the Independent Curriculum and digital-era education published between 2019 and 2024. Data were collected through a documentation technique, namely gathering and selecting literature that has strong relevance to the research theme, particularly concerning the implementation of the Independent Curriculum, challenges of the digital era, and the strengthening of students' character.

Furthermore, all data were analyzed using a descriptive analysis approach by identifying key findings, grouping themes, and comparing research results from various sources to identify patterns, similarities, and differences (Ibrahim et al., 2022, 2023). This process aims to generate a comprehensive understanding of the issues examined and to formulate a theoretical synthesis (Brutu et al., 2023), that clearly illustrates the challenges and opportunities for character strengthening in the implementation of the Independent Curriculum in the digital era.

Result and Discussion

Findings

Challenges of Implementing the Independent Curriculum (IKM) in the Digital Era

To understand the background behind the emergence of the Independent Curriculum and Merdeka Belajar policies, it is necessary to examine the changes in the social, technological, and economic environments that have posed major challenges to traditional education systems (Rahmafritri et al., 2024). The implementation of the Independent Curriculum in the digital era faces various complex challenges that directly affect the effectiveness of strengthening students' character. One of the main challenges is the limited digital literacy competence of teachers. Many educators still use technology merely as a presentation tool, rather than as a learning medium that encourages collaboration, creativity, reflection, and the formation of character values.

In addition, weak supervision of students' use of technology creates new problems. Many students use gadgets more frequently for entertainment than for learning, placing them at risk of distraction, social media addiction, and exposure to age-inappropriate content. This condition is exacerbated by the lack of collaboration between schools and parents in establishing boundaries and ethical guidelines for technology use.

Teachers also continue to face difficulties in integrating character values into digital learning. Digital materials generally focus on cognitive aspects, whereas the development of

attitudes, empathy, responsibility, and discipline requires reflective, contextual, and sustainable learning strategies. The implementation of the Pancasila Student Profile Strengthening Project (P5) is also constrained by limited resources, time allocation, and teachers' understanding of the concept of character-based projects that emphasize the learning process rather than merely the final product (Hidayati & Ibrahim, 2024).

Overall, the implementation of the Independent Curriculum still encounters multidimensional barriers encompassing technical, pedagogical, managerial, and collaborative aspects. Disparities in teachers' digital competence and inequalities in infrastructure make it difficult to achieve equitable education quality. The fragmentation of roles between schools and parents indicates that the educational ecosystem is not yet fully cohesive. On the other hand, challenges in integrating the values of the Pancasila Student Profile into digital learning emphasize that digitalization is not merely about providing devices, but about the ability to design meaningful, character-oriented learning experiences.

Thus, the Independent Curriculum requires concrete support at the level of school practice. Character strengthening cannot be realized solely through changes in curriculum documents, but requires the enhancement of teachers' competencies, alignment of family-school roles, and wise management of technology. Technology must be positioned as a means of value formation, not merely as a symbol of learning modernization.

Strengthening Students' Character Values within the Framework of the Independent Curriculum

The Independent Curriculum has strong potential for strengthening students' character through the integration of the Pancasila Student Profile, project-based learning, the use of digital technology, the reinforcement of digital literacy, and the role of teachers as role models in the ethical and responsible use of technology (Primantiko & Rahayu, 2024). Through this approach, learning does not merely emphasize academic achievement, but also the formation of attitudes, habits, and moral values reflected in students' critical thinking skills, social awareness, independence, and sense of responsibility. The integration of these values enables students to learn in more authentic contexts, as they are directly involved in problem-solving activities, group work, and reflection on the consequences of each action within the learning process.

Project-based learning in the Independent Curriculum provides opportunities for students to explore everyday life issues, environmental concerns, and the surrounding community. Such projects encourage the growth of empathy, care, and social sensitivity, while also developing collaboration and communication skills. At the same time, the use of digital technology is directed not only as a medium for delivering information, but also as a means to build digital ethics, information literacy, and awareness of digital footprints. Thus, students are trained not only to be proficient in using technology, but also to understand the boundaries, risks, and moral responsibilities within digital spaces.

Accordingly, the implementation of the Independent Curriculum in the digital era represents a transformative effort with great potential to strengthen students' character through the integration of the Pancasila Student Profile values and project-based learning (P5). However, the effectiveness of this curriculum largely depends on the ability to overcome systemic barriers, such as unequal access to technology and limited digital literacy among educators. The key to successful character education today no longer rests exclusively

with schools, but rather on the creation of strong synergy among teachers as digital role models, parents as primary mentors at home, and the equitable availability of infrastructure. Through this cross-ecosystem collaboration, technology does not merely function as an instructional tool, but becomes a means of consistently internalizing ethical values and responsibility in students' lives.

The success of character education today no longer relies solely on schools, but on the establishment of strong synergy among teachers as digital role models, parents as the main companions at home, and the equitable provision of infrastructure. Teachers guide students in interpreting the positive use of technology, while parents reinforce supervision and habituation within the family environment. Meanwhile, policy and infrastructure support ensure that all students have equal learning opportunities. Through this cross-ecosystem collaboration, technology functions not only as an instructional tool, but also as a medium for consistently internalizing ethical values, responsibility, and independence in students' lives, both in the real world and in digital spaces.

Integrating the Challenges of the Independent Curriculum (IKM) and Character-Strengthening Strategies in the Digital Era

The challenges of implementing the Independent Curriculum in the digital era can be addressed through integrated character-strengthening strategies, including the use of value-based technology, alignment of P5 projects with digital contexts, enhanced collaboration between schools and parents, and the strengthening of teachers' competencies in digital literacy and character pedagogy (Wahyuni et al., 2025). This approach emphasizes that technology should not stand apart from the educational process, but rather be intentionally designed to cultivate attitudes of responsibility, honesty, discipline, care, and mutual cooperation within learning activities.

Furthermore, enhancing collaboration between schools and parents is a crucial factor in maintaining consistency in character development. Schools play a role in formulating policies, providing education, and offering guidelines for digital ethics, while parents ensure supervision, limitations, and role modeling in gadget use at home. This collaboration helps minimize the risk of technology misuse and ensures that the values instilled at school are reinforced rather than interrupted when students are outside the learning environment. Strengthening teachers' competencies in digital literacy and character pedagogy is also a key element. Teachers are not only expected to master technological tools, but also to design learning experiences that integrate cognitive content with value internalization. Continuous professional development, teacher learning communities, and supportive school policies are needed to enable teachers to transform into reflective, critical, and inspiring digital mentors for students.

Thus, the success of implementing the Independent Curriculum in strengthening students' character in the digital era is largely determined by the integration of technological aspects with humanistic values. Despite challenges such as limited digital competence and unequal access, the Independent Curriculum still offers a strong framework through the Pancasila Student Profile and P5 projects as instruments for sustainable character formation. The key to success lies in a holistic strategy: transforming teachers into competent digital mentors, utilizing value-laden technology, and fostering strong synergy among schools, families, and communities. By positioning technology as a means of character internalization

rather than merely an instructional tool, education is expected to produce a generation that is not only digitally proficient but also possesses strong moral integrity and social responsibility.

Discussion

Challenges of Implementing the Independent Curriculum in the Digital Era

The Independent Curriculum and *Merdeka Belajar* policies have transformed the foundations of Indonesia's education system. This initiative represents a response to the demands of an increasingly globalized era that requires educational approaches to be more inclusive, adaptive, and relevant (Rahmafritri et al., 2024). In practice, limited teachers' digital literacy has emerged as a major challenge in the implementation of the Independent Curriculum. This condition indicates that curriculum transformation cannot be separated from the readiness of human resources. Hartawati emphasizes that teachers' ability to design meaningful digital learning is a decisive factor in the successful integration of the Pancasila Student Profile values (Hartawati, 2024). When teachers are not pedagogically prepared, technology tends to be used merely in a technical manner, without embedding character values. In such situations, technology is often limited to presentation tools or online assignment delivery, without value reflection, attitude habituation, or character guidance. Consequently, misalignment between curriculum innovation and educators' competencies may result in the loss of the essence of character education within digital learning.

Insufficient supervision of students' technology use also constitutes a critical issue in character strengthening. Rahmandani et al. reveal that the use of technology without proper guidance risks diminishing values such as discipline, responsibility, and integrity. Students are frequently exposed to excessive entertainment content, task plagiarism, cyberbullying, and unethical behavior in digital spaces (Rahmandani et al., 2018). These conditions indicate that character education in the digital era cannot rely solely on formal curriculum instruments. Continuous supervision, habituation, and the cultivation of digital ethics are required to prevent students from engaging in value-free technology use.

The lack of collaboration between schools and parents further intensifies the complexity of challenges in implementing the Independent Curriculum. In some cases, parents fully delegate educational responsibilities to schools, while schools do not systematically involve parents in digital-based character development programs. Numerous studies emphasize that character education in the digital era requires strong synergy among schools, families, and communities so that the values instilled through learning can be sustained in daily practices at home and within the social environment. Without effective communication, shared commitment, and consistent mentoring mechanisms, character strengthening risks becoming partial and unsustainable.

Strengthening Students' Character Values within the Framework of the Independent Curriculum

The curriculum in an educational institution plays a crucial role as a guideline for the learning process. In addition to serving as a guideline, the curriculum also performs other functions, such as adjustment, integration, differentiation, preparatory, selection, and diagnostic functions (Zainuri et al., 2023). Conceptually, the Independent Curriculum has a strong foundation for strengthening students' character. The integration of the six dimensions of the Pancasila Student Profile emphasizes that character education is an integral part of the

learning process, rather than merely an incidental supplementary program. The implementation of P5, which is designed contextually, based on real-world problems, and involves collaboration among schools, communities, and the surrounding environment, has been proven to have a positive impact on students' attitudes, behaviors, and the internalization of character values. Through this approach, character is not taught merely in a verbal manner, but is directly experienced through learning activities.

The characteristics of teaching materials used in the implementation of the Independent Curriculum are tailored to students' needs and based on an analysis of the learning outcomes specified for each phase of achievement (Ibrahim et al., 2024). Project-based learning and digital technology provide opportunities for students to experience contextual, meaningful, and relevant learning processes aligned with everyday life. Numerous studies indicate that project-based learning encourages the development of character traits such as independence, creativity, responsibility, leadership, and collaboration skills. P5 projects serve as a strategic medium to connect academic knowledge with character values in real contexts, for example through environmental projects, entrepreneurship, cultural literacy, and social care initiatives. Thus, students not only understand concepts but also learn to internalize the values that underpin their actions.

Furthermore, the role of teachers as digital role models is a determining factor in the success of character strengthening. Teachers are not only responsible for teaching, but also for demonstrating ethical, responsible, and socially beneficial uses of technology. Teachers' attitudes in respecting intellectual property rights, maintaining respectful communication, and utilizing technology for educational purposes serve as concrete examples for students (Tobing et al., 2025). Digital-based school programs such as character reflection journals, digital ethics campaigns, habituation of polite language in online spaces, and evaluations of digital behavior—further reinforce the continuous internalization of character values.

Integrating Challenges and Character-Strengthening Strategies in the Digital Era

The challenges of implementing the Independent Curriculum in the digital era can be addressed through integrated and systematic character-strengthening strategies. The use of technology as a value-based learning medium enables it to function not only as a means of content delivery, but also as a vehicle for character internalization (Tobing et al., 2025). Through reflective learning design, guided online discussions, and self-evaluation activities, students are trained to connect their use of technology with responsibility, honesty, discipline, and empathy. In this way, technology is no longer positioned as a threat, but rather as a constructive instrument for character formation.

Aligning P5 projects with digital contexts—such as the development of educational content, digital literacy campaigns, social media-based environmental movements, and digital entrepreneurship projects encourages students to develop creativity while fostering social awareness. Students' involvement in real, problem-based projects can cultivate responsibility, collaboration, and awareness of the social impact of every digital action (Retno, 2025). This strategy demonstrates that technological advancement, when properly directed, can serve as a catalyst for strengthening character education.

Collaboration among schools, parents, and communities is key to the sustainability of character strengthening in the digital era. Supervision, habituation, and value reinforcement must be carried out collectively to prevent gaps between the values taught at school and the

practices occurring at home (Rahmandani et al., 2018). Schools play a role in formulating policies and character development programs, while parents provide guidance and role modeling in technology use within the family environment. Community involvement through local groups, religious organizations, and social institutions further expands the space for value internalization in students' real lives. In addition, enhancing teachers' competencies through digital literacy and character pedagogy training is a primary prerequisite for the successful implementation of the Independent Curriculum (Hartawati, 2024).

The Independent Curriculum can help shape students' character by instilling strong ethical values such as honesty, justice, and responsibility (Brutu et al., 2023). Therefore, teachers need to be equipped with the ability to design project-based learning, integrate technology with character values, and conduct evaluations that emphasize attitudes and behaviors rather than knowledge alone. Without continuous professional development and a supportive school culture, character-strengthening strategies may not be implemented optimally.

Overall, the integration of technology-based strategies, P5 projects, cross-ecosystem collaboration, and enhanced teacher competencies demonstrates that character strengthening in the digital era requires a comprehensive approach. When all elements work synergistically, the Independent Curriculum has great potential to produce students who are not only academically excellent, but also possess strong character, ethical awareness, and responsibility in the use of technology.

Conclusion

Based on the results and discussion, the Independent Curriculum has a strong conceptual foundation for strengthening students' character values through flexible, student-centered learning approaches oriented toward the development of the six dimensions of the Pancasila Student Profile. The integration of intrakurikuler, cocurricular activities, and P5 projects provides broad opportunities for students to develop independence, creativity, collaboration, critical reasoning, and social responsibility. However, the implementation of the Independent Curriculum in the digital era still faces various pedagogical and structural challenges. Therefore, the success of character strengthening in the implementation of the Independent Curriculum in the digital era is highly dependent on improving teachers' competencies in pedagogy and digital literacy, ensuring equitable access to educational technology facilities, and strengthening synergy among schools, parents, and communities. These efforts must be carried out sustainably so that the Independent Curriculum can address the challenges of 21st-century education while also shaping a generation that is characterized by strong moral values, competitiveness, and noble character.

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