

## Cultivating Differentiated Learning through SSC (Self Service Creativity) to Realize Independent Learning

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### ABSTRACT

*The background of this study is that the Independent Curriculum has not been fully implemented in SD Negeri 5 Karangrau. The learning carried out has not shown any bias towards students. Students have not been well facilitated in terms of talent, interests, and learning styles. Educators seem to have difficulty in presenting differentiated learning. The purpose of the study was to determine whether the implementation of SSC (Self Service Creativity) in SD Negeri 5 Karangrau can foster differentiated learning in the Independent Curriculum. This study is a type of qualitative research with a case study method. Data collection techniques were carried out through observation, in-depth interviews, and documentation. The results of the study showed that the implementation of SSC (Self Service Creativity) significantly helped educators in implementing differentiated learning. Students get meaningful learning. Students are given the freedom to choose learning strategies that suit their needs. This approach supports the principle of Independent Learning by providing space for creativity and self-reflection for students. The conclusion of this study, SSC (Self Service Creativity) is effectively implemented as a differentiated learning strategy that includes content, process, product by involving aspects of voice, choice and ownership of students. SSC (Self Service Creativity) functions to empower all assets owned by the school. SSC (Self Service Creativity) also involves various components, both biotic and abiotic.*

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## 1. INTRODUCTION

Education is a must for every human being. Through education, humans have good personality quality and integrity. So education is an obligation and responsibility for everyone in this world<sup>1</sup>. Surah Al-'Alaq verses 1-5 is an ideal example of the education process that should be given to all mankind. Surah Al-'Alaq verses 1-5 are the basis of philosophy, ideology and belief in the education process for existing humans<sup>2</sup>. Basically, the purpose of education in Indonesia is to develop all the potential that exists in students, making students who have good character, have Pancasila values, and are competent in various aspects of life. Education itself is a conscious and planned effort carried out by humans in order to realize good character. The learning process aims to help students develop their potential, have life skills, spiritual attitudes, have intelligence, can control themselves, have noble morals, have self-confidence, have responsibility, and have good benefits for themselves, for religion, for society, for the nation and for the country<sup>3</sup>.

Education in Indonesia also aims to prepare quality human resources to face the development of science and technology. Where science and technology move dynamically along with the times. Through education, the government also hopes to produce graduates with character and high competence. The government really hopes that humans will always develop their abilities, so that they can keep up with the current developments, in the 21st century<sup>4</sup>. In order to facilitate the achievement of educational goals, a curriculum is prepared. Curriculum, one of the very important components that must exist in the world of education today. Without a curriculum, educators have difficulty when carrying out their duties in the teaching and learning process in schools. The curriculum is a guideline for implementing the teaching and learning process in the classroom<sup>5</sup>. The curriculum itself in learning is a guide and instruction for educators. Every educator is required to understand, master and develop the existing curriculum.

The curriculum also continues to experience changes and developments to adapt to the needs of the current era, one of which is the Merdeka Curriculum launched by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. Currently, educational units in Indonesia have implemented the Merdeka Curriculum<sup>6</sup>. Likewise, SD Negeri 5 Karangrau also uses the Independent Curriculum as a guideline for implementing teaching and learning activities. The Independent Curriculum itself is designed to provide flexibility to schools. This freedom specifically determines the learning structure that is tailored to the needs of students as educational subjects. This curriculum is also designed to be adjusted to the characteristics of students and the local context in the area. The independent curriculum also refers to the existence of differentiation or individual differences. Among them are related to learning readiness, talents and interests as well as the learning styles of the students themselves.

Through this curriculum, students are given choices in learning achievements. Choices through various models, strategies, methods and learning media according to the uniqueness of each<sup>7</sup>. The implementation of the Independent Curriculum in schools is very visible from the orientation of its learning objectives. Where it does not focus on obtaining knowledge values alone. But more on the meaningful process of learning experienced by students. Also oriented towards realizing the Pancasila Student Profile which consists of six dimensions. Realized through project-based learning. Also through a learning approach that is centered on students<sup>8</sup>. However, the ideal conditions that are expected have not been fully developed in SD Negeri 5 Karangrau. After implementing the Independent Curriculum, looking at the results of observations and interviews, it shows that the learning that has been carried out has not shown a bias towards students. Students have not been well facilitated in terms of talent, interests and learning styles.

Educators seem to have difficulty in presenting differentiated learning. Based on these things, the problems that occur must be resolved immediately through innovations used in learning. The innovation is SSC (Self Service Creativity). SSC (Self Service Creativity) is expected to be able to foster differentiated learning so that students develop optimally. This learning innovation is based on the Constructivism theory put forward by Jean Piaget. The relevance of this theory is in line with differentiated learning and encourages educators to design activities according to the level of readiness of students at school<sup>9</sup>. This innovation combines several principles including voice, choice and ownership of students. Innovation utilizes assets owned by the school, both biotic and abiotic. And utilizes TPACK in learning. Which is in accordance with the characteristics of the Independent Curriculum. Independent Curriculum or what we usually call Independent Learning can be interpreted as a way for students to freely learn, in an effort to find their interests and talents, as well as the abilities they want to develop<sup>10</sup>.

Learning that is appropriate and in line with the objectives of the Independent Curriculum is differentiated learning. Differentiated learning emphasizes the diversity of students' needs by making adjustments to both the teaching approach and the learning media needed by them<sup>11</sup>. Differentiated learning is implemented in terms of content, process, product, or learning environment<sup>12</sup>. From the description above, researchers are interested in researching and describing how SSC (Self Service Creativity) can foster differentiated learning in order to realize Independent Learning at SD Negeri 5 Karangrau.

## 2. RESEARCH METHODS

Research on how to foster differentiated learning through SSC (Self Service Creativity) to realize Independent Learning was conducted at SD Negeri 5 Karangrau located at Jalan Surabakti No. 11, Karangrau Village, Banyumas District, Banyumas Regency. The subjects of the study were five students in grade V. With details of 2 students who have learning completeness above KKTP, 2 students who have completeness equal to KKTP and 1 student who has completeness below KKTP. This selection was based on observations of students and discussions between researchers and accompanying educators. The research period was from March to April 2025. The research uses a qualitative research method consisting of the preparation/pre-field stage, the field work stage and the data analysis stage. The research approach uses a case study. A case study is a research observation activity that is carried out from time to time through detailed and in-depth data collection involving various relevant and reliable sources of information<sup>13</sup>.

The case study approach was chosen in the study because it allows researchers to understand the implementation of SSC (Self Service Creativity) in differentiated learning in the Independent Curriculum. To further strengthen the data obtained, observation, interview and documentation techniques are needed. Observations were carried out by researchers in class. Interviews were conducted by researchers with the main subjects. Meanwhile, documentation techniques were carried out by researchers on academic documents and student work results. Documentation strengthens the results of observations and interviews. The study used primary data and secondary data. Primary data consisted of students and educators in the classroom. While secondary data consisted of school documentation, literature and school policies. The researcher used data analysis techniques, both descriptive analysis and data triangulation.

In making descriptive analysis, using data that has been obtained by researchers from observation, interviews and documentation. The data is arranged by researchers in the form of systematic narratives to describe clear relationships. Data analysis techniques are divided into three activity flows that are carried out together and continuously. The three flows are data reduction, followed by data presentation and drawing conclusions<sup>14</sup>. Meanwhile, research data validation uses data validity techniques including credibility, transferability, dependability and confirmability which are carried out in stages and continuously<sup>15</sup>.

## 3. RESULTS AND DISCUSSIONS

In SSC (Self Service Creativity) the school provides various kinds of goods according to the aspirations of students (voice). The goods will later be chosen by the students themselves according to the products to be made so that between one student and another, of course, they are different. But the amount is limited according to the class agreement. If there is a shortage of goods to make a product, they can exchange goods with friends. In addition to goods, the school also provides a room as a place for SSC (Self Service Creativity). The school must also provide a place to display products. Researchers involve several parties, both biotic and abiotic components of the school. The implementation of SSC (Self Service Creativity) begins with prayer activities and instilling religious character through showing inspirational videos. Educators then carry out diagnostic

<sup>1</sup> Rony Rony and Siti Ainun Jariyah, 'Urgensi Pendidikan Karakter Dalam Membentuk Akhlak Peserta Didik', *Tafkir: Interdisciplinary Journal of Islamic Education*, 1.1 (2021), 79–100 <<https://doi.org/10.31538/tjije.v1i1.18>>.

<sup>2</sup> Jurnal Pendidikan, 'Cendikia Cendikia', 2.2 (2024), 37–45.

<sup>3</sup> Antonius -, 'Pendidikan Karakter Anak Di Sekolah', *Edumedia: Jurnal Keguruan Dan Ilmu Pendidikan*, 6.2 (2022) <<https://doi.org/10.51826/edumedia.v6i2.668>>.

<sup>4</sup> Uci Dwi Cahya and others, *Inovasi Pembelajaran Berbasis Digital Abad 21*, Penerbit Yayasan Kita Menulis, 2023.

<sup>5</sup> Ramdanil Mubarak, 'The Article PERAN DAN FUNGSI KURIKULUM DALAM PEMBELAJARAN PENDIDIKAN AGAMA ISLAM MULTIKULTURAL', *CBJIS : Cross-Border Journal of Islamic Studies*, 3.2 (2022), 75–85 <<https://doi.org/10.37567/cbjis.v3i2.984>>.

<sup>6</sup> AHmad Zainuri, *Manajemen Kurikulum Merdeka, Paper Knowledge . Toward a Media History of Documents*, 2023.

<sup>7</sup> Heny Kristiani and others, *Model Pengembangan Pembelajaran Berdiferensiasi (Differentiated Instruction) Pada Kurikulum Fleksibel Sebagai Wujud Merdeka Belajar Di SMPN 20 Tangerang Selatan, ... Dan Pembelajaran, Badan ...*, 2021.

<sup>8</sup> Susanti Apriana, Suriswo Suriswo, and Rahmad Agung N, 'Implementasi Kurikulum Merdeka Melalui Penguatan Profil Pelajar Pancasila Gugus Raden Saleh', *Journal of Education Research*, 5.3 (2024), 3034–43 <<https://doi.org/10.37985/jer.v5i3.1408>>.

<sup>9</sup> Andi Asrafiani Arafah, Sukriadi Sukriadi, and Auliaul Fitrah Samsuddin, 'Implikasi Teori Belajar Konstruktivisme Pada Pembelajaran Matematika', *Jurnal Pendidikan Mipa*, 13.2 (2023), 358–66 <<https://doi.org/10.37630/jpm.v13i2.946>>.

<sup>10</sup> Yan Yan Heryanti, Tatang Muhtar, and Yusuf Tri Herlambang, 'Makna Dan Implementasi Kurikulum Merdeka Belajar Dan Relevansinya Bagi Perkembangan Siswa Di Sekolah Dasar : Telaah Kritis Dalam Tinjauan Pedagogis', *Jurnal Elementaria Edukasia*, 6.3 (2023), 1270–80 <<https://doi.org/10.31949/jee.v6i3.6118>>.

<sup>11</sup> Rintayati Peduk, 'Strategi Pembelajaran Berdiferensiasi', 2016, 1–23.

<sup>12</sup> Mariati Purba and others, *Prinsip Pengembangan Pembelajaran Berdiferensiasi (Differentiated Instruction)*, Pusat Kurikulum Dan Pembelajaran Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi, 2021.

<sup>13</sup> Et.al Fiantika, Wasil M, Jumiayati, Honesti, Wahyuni, Jonata, *Metodologi Penelitian Kualitatif. In Metodologi Penelitian Kualitatif*, Rake Sarasin, 2022 <<https://doi.org/10.31237/osf.io/jhxuw>>.

<sup>14</sup> Aisyah Mutia Dawis and others, *Pengantar Metodologi Penelitian*, 2023.

<sup>15</sup> Mouwn Erland, *Metodologi Penelitian Kualitatif. In Metodologi Penelitian Kualitatif*, Rake Sarasin, 2020.

assessments to determine the profile of students. The results of the assessment are used as the basis for implementing differentiation of content, process and product<sup>16</sup>.

For content differentiation, students learn according to their learning styles, namely visual, auditory and kinesthetic types. Researchers also utilize TPACK in learning. Researchers make videos containing lesson materials in QR form. Students who have a visual learning type can scan barcodes using their respective devices. Meanwhile, students who have an auditory learning style can listen to the educator's explanation. And students who have a kinesthetic learning type can draw the products they will make. After the content differentiation is carried out, students are given the opportunity to shop for the items needed according to the agreement. Students then carry out process differentiation in making products both individually and in groups. Students make products according to their wishes (choice). The products they make vary (product differentiation). The products are displayed in the prepared display case (ownership). To measure the effectiveness of the implementation of SSC (Self Service Creativity), the researcher used observation, interviews and documentation.

Observation in this study includes observation activities on the behavior and social interactions of research subjects. The researcher as the main actor is involved in the process of collecting data needed in the study<sup>17</sup>. Observations were made by directly observing the implementation process of SSC (Self Service Creativity) in differentiated learning activities in the classroom. With several aspects observed, the researcher made a closed questionnaire. These aspects include differentiated learning planning with the indicator of educators compiling Teaching Modules. Another aspect observed was the implementation of SSC (Self Service Creativity) in the classroom, with the indicator being independent exploratory activities according to students' interests and students having the freedom to choose media, methods, or work results.

The next aspect to be observed is the role of educators as facilitators, for the indicator educators provide guidance but do not limit students' ideas. The next aspect is interaction between students, with the indicator that collaboration occurs and ideas are shared. Furthermore, the aspect of students' creative products uses indicators of products or works reflecting differentiation of interests and learning styles. The last aspect observed is the learning environment using indicators of an environment that supports creativity and independent choice. Researchers use interviews to gain deeper understanding, experience and reflection of the main subject. An interview is a human conversation conducted with the intention of obtaining information as data from existing interview theories<sup>18</sup>.

The interview questions for educators in this study include "What do educators know about differentiated learning in the Independent Curriculum?", "How can educators design SCC (Self Service Creativity) in differentiated learning in the Independent Curriculum?", "What are the challenges that educators encounter when implementing SSC (Self Service Creativity) in differentiated learning in the Independent Curriculum?", "How do students respond after implementing SSC (Self Service Creativity) in differentiated learning?" and "Is SSC (Self Service Creativity) effective in bridging the diverse talents and interests of students?". Meanwhile, interview questions for students include "What do you think about SSC (Self Service Creativity)?", "Are you free to express yourself in implementing SSC (Self Service Creativity)?", "What do you like most about implementing SSC (Self Service Creativity)?", "Does the work you create match your wishes?" and "Has your work been displayed in the display case?".

The researcher also conducted documentation techniques with the aim of analyzing and evaluating written or visual evidence related to the implementation of SSC (Self Service Creativity) in differentiated learning. Documentation, a part of data collection techniques and is carried out through a review of related documents that are needed<sup>19</sup>. The documents reviewed include the Teaching Module, focusing on "What is the purpose of implementing SSC (Self Service Creativity) in differentiated learning?". Another document reviewed is the educational reflection journal, focusing on notes and evaluation of the implementation of SSC (Self Service Creativity). With indicators of success notes and obstacles. The next document reviewed is the student portfolio, focusing on "Is there a variation in student work as a result of SCC (Self Service Creativity) in differentiated learning?", the indicator is the variety of forms of student work. The next document used is photos or videos during learning with the main focus on visualizing SCC (Self Service Creativity) activities.

The indicator used is documentation relevant to SCC (Self Service Creativity). The last instrument as a study material is an assessment instrument that focuses on "Are the assessment results used by educators as a

<sup>16</sup> Kristiani and others.

<sup>17</sup> Sulistyawati, *Penelitian Kualitatif: Metode Penelitian Kualitatif*, Jurnal *EQUILIBRIUM*, 2023, v <<http://belajarsikologi.com/metode-penelitian-kualitatif/>>.

<sup>18</sup> Nadiya Fiolita anshori and Maulidyah Amalina Rizqi, 'Beban Kerja Bagian Pengawasan Berdampak Stress Kerja Di PT. Pos Indonesia Kcu Jember', *Jurnal Ekonomi Manajemen Sistem Informasi*, 5.3 (2024), 209–25 <<https://doi.org/10.31933/jemsi.v5i3.1795>>.

<sup>19</sup> Maimun Maimun, Mohammad Jamaluddin, and Ahmad Hinirrazi, 'Pengembangan Layanan Bimbingan Dan Konseling IAIN Madura Melalui Tes Psikologi Di Lembaga Pendidikan Islam SMP Plus Nurul Hikmah Pamekasan', *Edu Consilium : Jurnal Bimbingan Dan Konseling Pendidikan Islam*, 5.1 (2024), 79–87 <<https://doi.org/10.19105/ec.v5i1.8704>>.



*choice for student learning in differentiated learning?*", where the indicators are in the form of different assignments. The application of SSC (Self Service Creativity) in differentiated learning has shown significant improvement. This can be seen from the involvement and motivation of students in learning. Students are then given the freedom to choose learning methods that suit their interests, learning styles and level of readiness. In accordance with the principles of differentiated learning in the aspects of process, content, product and learning environment. In the implementation of SSC (Self Service Creativity), educators act as facilitators who provide various choices and learning resources and allow students to explore materials according to their abilities.

The implementation of SSC (Self Service Creativity) has been proven to support the creation of an adaptive and inclusive learning environment. In line with the objectives of the current Independent Curriculum and facilitates student voice, choice and ownership. The methods used to measure the effectiveness of the implementation of SSC (Self Service Creativity) in differentiated learning are observation, interviews, and documentation. Observations were made on six main aspects. With specific indicators including the aspect of differentiated learning planning (MA). Based on the results of the observation questionnaire, educators have prepared a good teaching module (MA) that provides a choice of activities based on SSC (Self Service Creativity). This is evidenced by the use of the dominant "Yes" scale option. When viewed from within the classroom, observations show that independent exploratory activities according to the interests of students occur with high frequency. With an average implementation score in the good category, which means that the implementation of SSC (Self Service Creativity) has been running effectively.

Meanwhile, the aspect of the role of educators is considered to have played a role as a facilitator by showing an average good score. So they provide guidance without limiting students' ideas. For the aspect of interaction between students, collaboration and sharing of ideas between students are going quite well. In developing creativity, students also support each other. The products or works produced reflect the differentiation of interests and learning styles with a good score. When viewed from the aspect of the learning environment, the classroom environment is considered to support creativity and independent choice, with an average good score. Judging from the results of interviews with educators, it is proven that educators understand the concept of differentiated learning and Independent Learning well. They stated that the design of SSC (Self Service Creativity) encourages student creativity, even though there are challenges such as limited time and facilities. So in general, educators feel that SSC (Self Service Creativity) is effective in developing the potential of diverse students.

The results of interviews with students, most students feel free and comfortable expressing themselves through SSC (Self Service Creativity) activities. They stated that they liked activities that involved the freedom to choose learning methods and media. In addition, students also felt that their work reflected their identity and personal interests. They also felt appreciated because their work was displayed in the display case. For the results of the document analysis, several types of supporting documents were carried out. Most of the Teaching Modules studied had included the application of SSC in learning activities or objectives. Then for the results of the analysis of the educator's reflection journal, it showed that educators recorded the success of students when exploring creativity, and noted several technical obstacles in the implementation of SSC (Self Service Creativity). For the results of the student portfolio analysis, there was a significant variation in the form of work, proving that students were able to produce products that reflected the differentiation of interests and learning styles.

Analysis of photos or videos of activities, visual documentation showed the active involvement of students in SSC (Self Service Creativity) activities with a variety of media and methods used. Meanwhile, the results of the assessment instruments used were product-based and adjusted to the students' learning choices, which showed flexibility in evaluating learning outcomes. Based on the observation results, it shows that educators have integrated SCC (Self Service Creativity) in learning planning through the preparation of Teaching Modules (MA) that provide a variety of activity choices. This strongly supports the principle of differentiated learning that provides space for students to choose according to their interests and needs. This finding is in line with the theory of choice-based learning which states that providing choices in learning can increase intrinsic motivation and student involvement. In the implementation of SCC (Self Service Creativity) students get facilities for independent exploration activities.

When observations are recorded that students have the freedom to choose methods, media, and work results, with a high average score assessment scale. So SSC (Self Service Creativity) is able to show that students can create space to express their creativity. In the context of SSC (Self Service Creativity) the role of educators is very important. Based on the results of observations, the role of educators as facilitators who provide guidance without limiting students' ideas. In line with the student-centered learning (Weimer) approach, the effectiveness of the facilitator's role in supporting student autonomy shows a high observation score. Based on the aspect of student interaction, it also shows positive results. Collaboration and sharing of ideas often occur in SCC (Self Service Creativity) activities in accordance with Vgotsky's theory of the importance of social interaction in cognitive development.

Creative and varied products from students show that SSC (Self Service Creativity) has succeeded in accommodating differences in interests and learning styles that strengthen the principle of differentiated learning. The learning environment created through the implementation of SCC (Self Service Creativity) is considered to support creativity and independent choice. In the implementation of SCC (Self Service Creativity) when interviewed with educators it was revealed that although there were several challenges such as limited time and resources, educators felt that SCC (Self Service Creativity) was effective in developing students' potential. When interviewed with students showed that students felt comfortable, free and more involved in learning when given the opportunity to choose. Analysis of Teaching Modules, assessment instruments, reflection journals, visual documentation, and student portfolios showed that SSC (Self Service Creativity) had been integrated into various aspects of learning.

This is in accordance with the findings of interviews and observations that support the documentation. The application of differentiation in the evaluation of learning outcomes shows variations in the form of work and product-based assessments. Based on the research results by freeing creativity, providing choices and supporting social interaction, it shows the importance of implementing SSC (Self Service Creativity) in differentiated learning and has the potential to improve student learning achievement, involvement and motivation.

#### 4. CONCLUSIONS

SSC (Self Service Creativity) has proven to be very effective in being implemented as a differentiated learning strategy that includes differentiation of content, process and product and involves aspects of voice, choice and ownership of students. SSC (Self Service Creativity) has the function of empowering all assets owned by the school involving various components, both biotic and abiotic, which have proven to be effective in supporting the implementation of the Independent Curriculum which is implemented by emphasizing the freedom of learning of students and providing space for students to independently choose materials, methods, and learning products that are in accordance with their learning styles, interests and levels of readiness and are encouraged to be more creative, active and confident in the learning process.

SSC (Self Service Creativity) also helps teachers when identifying and accommodating differences in student characteristics, which can create an adaptive and inclusive learning environment. By implementing SSC (Self Service Creativity) in differentiated learning, it not only improves learning outcomes, but also forms students who are independent and responsible for their own learning process in accordance with the main objectives of Independent Learning.

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