

PROFILE OF TEACHERS' TEACHING SKILLS IN SOCIAL EMOTIONAL ASPECTS IN THE ERA OF INDEPENDENT CURRICULUM IN ELEMENTARY SCHOOLS

Ida Sanjaya^{1*}, Ganes Gunansyah², Ari Metalin Ika Puspita³

^{1,2,3}Universitas Negeri Surabaya

¹24010855024@mhs.unesa.ac.id

Abstract

This study aims to find out in depth the profile of teachers' teaching skills in the Social Emotional dimension in the era of the Merdeka Curriculum for Elementary Schools and is expected to contribute significantly through a more thorough understanding of teachers' readiness to implement the Social Emotional dimension in the era of the Merdeka Curriculum. This research uses a qualitative approach. The research subjects consisted of first grade teachers and fifth grade teachers at UPT SDN 339 Gresik. The teaching skills of teachers in the Socio-Emotional aspects of the Merdeka Curriculum era in the aspect of self-awareness in the high grade score 12.5 (62.5%) category are sometimes seen, the low grade score 8.5 (42.5%) category is rarely seen. The self-management aspect of the high class score 16.5 (66%) is sometimes seen, the low class score 11.5 (46%) is rarely seen. The social awareness aspect of the high class scored 26 (74.3%) in the often seen category, the low class scored 19.5 (55.7%) in the sometimes seen category. The aspect of relationship skills of the high class scored 31.5 (70%) in the often seen category, while the low class scored 22.5 (50%) in the sometimes seen category. The aspect of Responsible Decision Making in the high class scored 7 (46.7%) in the rarely seen category, while the low class scored 6 (40%) in the rarely seen category. Emotional social skills in low grade teachers are better than high grade teachers, although the percentage of 74.3% is the highest percentage of the maximum 100%, only obtained in the aspect of social awareness. The impact of this research is the urgent need for teacher professional development related to improving Social Emotional Competence, especially for high grade teachers so that there is no gap in application at all grade levels.

Keywords: Social Emotional Skills; Merdeka Curriculum; High Grade; Low Grade

Abstract

This study aims to find out in depth the profile of teachers' teaching skills in the Social Emotional dimension in the era of the Elementary School Independent Curriculum and is expected to contribute significantly through a more comprehensive understanding of teacher readiness in implementing the Social Emotional dimension in the era of the Independent Curriculum. This study uses a qualitative approach. The subjects of the study consisted of grade I and grade V teachers at UPT SDN 339 Gresik. The teaching skills of teachers in the Social Emotional aspect of the Independent Curriculum era in the aspect of high-class self-awareness scored 12.5 (62.5%) in the category sometimes seen, low-class scored 8.5 (42.5%) in the category rarely seen. The aspect of high-class self-management scored 16.5 (66%) in the category sometimes seen, low-class scored 11.5 (46%) in the category rarely seen. The aspect of high-class social awareness scored 26 (74.3%) in the category often seen, low-class scored 19.5 (55.7%) in the category sometimes seen. The aspect of high-class relational skills scored 31.5 (70%) in the category of often seen, while the low class scored 22.5 (50%) in the category of sometimes seen. The aspect of Responsible Decision Making in high classes scored 7 (46.7%) in the category of rarely seen, while the low class scored 6 (40%) in the category of rarely seen. Social emotional skills in low-class teachers were better than high-class teachers, although the percentage of 74.3% was the highest percentage of a maximum of 100%, only obtained in the aspect of social awareness. The impact of this study is the urgent need for teacher professional development related to improving Social Emotional Competence, especially for high-class teachers so that there is no gap in implementation at all class levels.

Keywords: Keterampilan Sosial Emosional; Kurikulum Merdeka, Kelas Atas, Kelas Bawah

Received : 2024-11-28

Revised : 2025-01-04

Approved : 2025-01-14

Published : 2025-01-31



Jurnal Cakrawala Pendas is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

Introduction

Education in Indonesia since using the Independent Curriculum as a new paradigm in the world of education, prioritizes strategies that focus on developing students' character and Social Emotional Competence, not only on improving aspects of competence. In the current situation, teachers' Social Emotional skills are an important thing to have, because teachers have an important role as the main facilitator to create a learning environment that will help students' progress holistically.(Ananda, 2018). Research reveals that the formation of a learning environment where the classroom atmosphere is comfortable and students can increase their involvement during the learning process, all of this can be created because teachers have good Social Emotional Competence.(Husnaini, 2024). In fact, Social Emotional Competence provides its own benefits for teachers, namely playing a role in improving teachers' emotional well-being.(Abu Zarim & Surat, 2022). Therefore, it is very important to understand the profile of teaching skills and educate teachers in the Social Emotional dimension, especially in Elementary Schools in the 21st century, which is very relevant and urgent for further research.

Several studies show that although many teachers have realized the importance of Social Emotional Competence, there is still a gap between the level of understanding and its actual implementation in the field.(Leonard, 2015). Data found from previous research shows that teachers who are still lacking in confidence in implementing the Social Emotional approach, which will support learning activities, are still 60%.(Manggie & M. Yasin, 2022). The results of case studies in some elementary schools show that the dynamics, classroom atmosphere, and student learning outcomes as a whole can be influenced by the lack of teacher Social Emotional Competence, which emphasizes the importance of this research so that a truly real solution can be found in solving these obstacles.(Nur Maslikha et al., nd). Therefore, identifying the profile of teaching skills in the Social Emotional dimension is the aim of this study, which is expected to be able to support and provide more useful recommendations for improving the teaching profession in the Merdeka Curriculum era.

The Independent Curriculum in practice in educational institutions in Indonesia has provided ongoing challenges for Elementary School teachers, especially related to the learning process which must integrate the Social Emotional dimension in each subject matter. (Puspita, 2023) Character education is the main focus in the Merdeka Curriculum, through character education taught in formal schools children's personalities can be formed well.(Mujiyanto, 2024) stated that in the context of the Independent Curriculum only 45% of Elementary School teachers are able and ready to implement Social Emotional learning in the classroom learning process. Furthermore, the results of the study from(Malaika Ramadhani & Hindun, 2023)revealed that 62% of elementary school teachers still experience problems when assessing students' Social Emotional abilities, which are the main elements in the Independent Curriculum. The urgency of this study is strengthened by the findings of(Saniah & Adriyanti, 2020)which investigates the positive relationship between teaching skills in the Social Emotional dimension with increasing motivation and learning achievement of Elementary School students. Thus, a more detailed investigation of the profile of teachers' teaching skills in the Social Emotional dimension is important to help the practice of the Independent Curriculum to be more effective and the quality of Elementary Education in Indonesia to increase.

Aspects of teachers' teaching skills in the dimensions of Social Emotional Learning have been explored by previous research. The results of the study from (Maslikha et al., 2023) stated that the effectiveness of students in learning in Elementary Schools can be increased if teachers seriously follow training in the Social Emotional dimension and implement it in classroom learning activities, but there has been no comprehensive research related to its practice within the framework of the Independent Curriculum. Meanwhile, (Abu Zarim & Surat, 2022) the discovery of a positive relationship between teachers' Social Emotional Competence and the academic outcomes of Elementary School students, but in this study a more detailed context related to the Independent Curriculum has not been considered. The longitudinal study produced by (Nur Maslikha et al., nd) emphasizes the importance of teacher teaching skills in the Social Emotional dimension to help improve student development holistically, but this study still has limitations related to the urban dimension and represents geographical characteristics in Indonesia. The gap in this literature review provides direction to researchers on the importance of conducting more detailed research related to the profile of teacher teaching skills in the Social Emotional dimension, especially in the Merdeka Curriculum era, by considering various educational backgrounds in Indonesia.

This study aims to conduct a more in-depth search and describe in detail the profile of teachers' teaching skills in the Social Emotional dimension in the Independent Curriculum era at the Elementary School level. Specifically, the purpose of this study is to determine the extent to which teachers want to play a role in instilling character education that has full control in designing learning (Puspita, 2023), and identify the main parts of teaching skills in the Social Emotional dimension that are in accordance with the Independent Curriculum (Susiyati, 2022). This research is expected to be able to contribute significantly through a more comprehensive understanding of the readiness and ability of teachers in implementing the Social Emotional dimension in the Independent Curriculum era, and educational strategies that are responsive to needs in the field. (Siregar, 2021). Analyze the factors that influence the development of these skills in the context of curriculum transition, taking into account the variables identified by (Saputra, 2023). Through the achievement of these objectives, the research is expected to provide significant contributions to a more comprehensive understanding of teacher readiness and capacity in implementing the Social Emotional aspects of the Independent Curriculum, as well as providing an empirical basis for the development of more effective teacher training programs and educational policies that are responsive to needs in the field.

The significance of this study lies in its role in a more contextual level of understanding related to teacher competence and readiness when teaching in implementing the Social Emotional dimension in the Independent Curriculum era at the Elementary School level. As expressed (Alfath & Azizah, 2022), Social Emotional Learning practices will be effective largely determined by the teacher's teaching skills, but the profile of these skills has not been properly grouped in the Independent Curriculum framework. Research is able to fill the gap and contribute through an empirical basis for improving more planned and effective teacher training programs. Thus, the results of this study are able to provide a sustainable contribution to more responsive Education policy planning, as recommended by (Sari & Sirozi, 2023), in his research related to education reform in Indonesia. Not only that, by conducting research related to the relationship between teacher teaching skills in the Social Emotional dimension and its feasibility in the implementation of the Independent Curriculum, valuable insights for education practitioners and policy makers can be provided through this research in order to improve the quality of Basic Education in Indonesia.

Research Methods

This study uses a Qualitative approach. The subjects of the study consisted of first-grade teachers and fifth-grade teachers at UPT SDN 339 Gresik who were selected purposively. Data collection was carried out through in-depth interviews, participatory observation during the learning process, and analysis of official documents related to teacher teaching modules. The population of the study were teachers at UPT SDN 339 Gresik, and the research sample was first-grade teachers and fifth-grade teachers. The instruments used were direct observation in the field, and interviews. Furthermore, for the validity of the writing, triangulation was used, which compared the results of interviews and observations with related documents. Then, in the inductive data analysis, the researcher started with observations and then developed the essence of the research using descriptive data analysis.

Results and Discussion

UPT SDN 339 Gresik is one of the Elementary Schools located on Bawean Island in Lebak Village, Tanjung Anyar Hamlet, Sangkapura District, Gresik Regency. Currently, UPT SDN 339 Gresik is implementing Social Emotional Learning skills in the Independent Curriculum era. In the implementation of the review of teaching modules from lower and upper class teachers which was carried out on October 12, 2024. The integration of Social Emotional Competence in the teaching modules in both classes was quite good, it was just lacking in the core activities which focused more on delivering learning materials. Actually, the integration of Social Emotional Competence has long been in the teacher's teaching module, but only the name or term is different. Likewise with the interview activities conducted with lower and upper class teachers which were carried out on October 10, 2024. From the results of the interview, it can be explained that Social Emotional Competence is a new term for both of them, but so far they have both practiced it in learning even though it is not optimal. Both class teachers also did not realize that what had been implemented in the learning activities was part of Social Emotional Competence even though the 5 components were not fully integrated. In teaching practice so far, lower class teachers have quite good knowledge of Social Emotional Learning, this is because lower class teachers have more teaching experience than higher class teachers and the level of maturity is good, it's just that in practice it is not well structured. However, for higher class teachers, knowledge about Social Emotional Learning is still lacking,

In the final activity, the researcher conducted class observation activities twice in the lower and upper classes, namely in the 3rd week of October 2024, the following data were obtained:

Table 1. Comparison of Class Observation Results

Execution time: Semester I Academic Year 2024/2025

Number of Observations : 2 times perclass

Duration : 2 x 35minutes per observation

Observer :Researcher

No	Observed Aspects	Low Class (III)	High Class (V)	Comparative Analysis
<i>A. Preparation and Opening of Learning</i>				
1	The teacher creates a warm and friendly classroom atmosphere.	4	3.5	Empathy is more emphasized in lower grades

2	The teacher carries out opening activities that motivate students emotionally.	3.5	2.5	Lower grade teachers are more communicative in fostering student motivation
3	The teacher explains the learning objectives related to the Social Emotional aspects.	3	2	More contextual in lower grades
B. Learning Strategy		14.5	8.5	
4	Teachers use methods that encourage positive social interactions.	3.5	2	Methods are more varied in lower grades
5	Teachers provide students with opportunities to express emotions in a healthy way.	5	2	Lower grade teachers are more responsive
6	Teachers integrate Social Emotional aspects into subject matter	3	2	Lower grade teachers more often carry out activities that can stabilize students' emotions.
7	Teachers use real life examples to explain Social Emotional concepts.	3	2.5	Relatively balanced with different sample giving frequencies
C. Class Management		16	12.5	
8	Teachers implement classroom rules that support Social Emotional development.	2.5	2.5	Relatively balanced in different ways
9	Teachers respond effectively to disruptive student behavior	4.5	3.5	More responsive in high class
10	The teacher gives praise and positive reinforcement	5	3	Verbal reinforcement is more intensive in lower grades
11	Teachers create an inclusive and respectful learning environment.	4	3.5	Relatively balanced although more dominant in the lower classes
D. Communication and Interaction		17	10.5	
12	Teachers use empathetic and supportive language	4	3.5	Relatively balanced with different language styles
13	The teacher listens to the students attentively	5	2.5	Lower class teachers show genuine empathy
14	The teacher facilitates discussions involving Social Emotional aspects	3.5	2	More intensive guidance in lower grades
15	Teachers provide constructive feedback regarding students' Social Emotional behavior.	4.5	2.5	More opportunities in the lower classes
E. Collaborative Learning		8.5	6.5	
16	Teachers design group activities that encourage collaboration.	2	1.5	Slightly balanced with infrequent activity

17	Teachers help students resolve interpersonal conflicts	3	2	mediation is more active in lower classes
18	Teachers encourage students to help and support each other	3.5	3	A little bit balanced with a different approach
F. Development of Social Emotional Skills		11.5	8.5	
19	Teachers teach emotional regulation strategies	2.5	2	A little bit balanced with a different approach
20	Teachers help students identify and express feelings.	3.5	1.5	More opportunities in the high class
21	Teachers train students in responsible decision making	2.5	2.5	Both of them showed efforts that were not yet optimal
22	Teachers encourage the development of empathy and perspective-taking	3	2.5	A little bit balanced in a different way
G. Social Emotional Aspect Assessment		7	6	
23	Teachers observe students' social emotional behavior	3.5	2.5	Lower grade teachers observe student behavior more intensively
24	Teachers use authentic assessment for Social Emotional aspects	1.5	1.5	Both of them still do it unstructured
25	Teachers engage students in self-assessment related to Social Emotional skills	2	2	Both of them still lack self-assessment
H. Closing of Learning		8.5	7.5	
26	The teacher reflects on the Social Emotional aspects being studied.	2.5	2.5	Both levels show little awareness of the importance of reflection.
27	Teachers provide positive reinforcement for students' Social Emotional development	3	3	Both levels equally show good effort
28	Teachers connect learning with applications in everyday life	3	2	Slightly dominant in the lower classes
Total Number of Components		93.5	68	

Based on table 1, it can be seen that the Social Emotional Competence of lower grade teachers overall scored 93.5 compared to higher grade teachers who scored 68. This shows that in the implementation of Social Emotional Competence in learning activities, lower grade teachers are better than higher grade teachers. From the results of class observations, 5 Social Emotional Competencies (CASEL) can be seen in each of these activities. For more details, it is presented in the table below:

Table 2. Profile of Teachers' Teaching Skills in Social Emotional Aspects in the Era of Independent Curriculum in Elementary Schools

No	Social Emotional Competence	Lower Class (III)		High Class (V)	
		Score	Presentation	Score	Presentation
1	Self-awareness	12.5	62.5%	8.5	42.5%
2	Self Management	16.5	66%	11.5	46%
3	Social Awareness	26	74.3%	19.5	55.7%

4	Relationship Skills		31.5	70%	22.5	50%
5	Responsible Decision Making	Decision	7	46.7%	6	40%

Based on table 2, it can be seen that the teacher's teaching skills in the Social Emotional aspect in the Independent Curriculum era in the self-awareness aspect for high classes scored 12.5 (62.5%) with the category sometimes seen, while for low classes it scored 8.5 (42.5%) with the category rarely seen. In the self-management aspect for high classes it scored 16.5 (66%) with the category sometimes seen, while for low classes it scored 11.5 (46%) with the category rarely seen. In the social awareness aspect for high classes it scored 26 (74.3%) with the category often seen, while for low classes it scored 19.5 (55.7%) with the category sometimes seen. In the aspect of relationship skills for high classes it scored 31.5 (70%) with the category often seen, while for low classes it scored 22.5 (50%) with the category sometimes seen. In the aspect of Responsible Decision Making, the high class received a score of 7 (46.7%) in the rarely seen category, while the low class received a score of 6 (40%) in the rarely seen category.

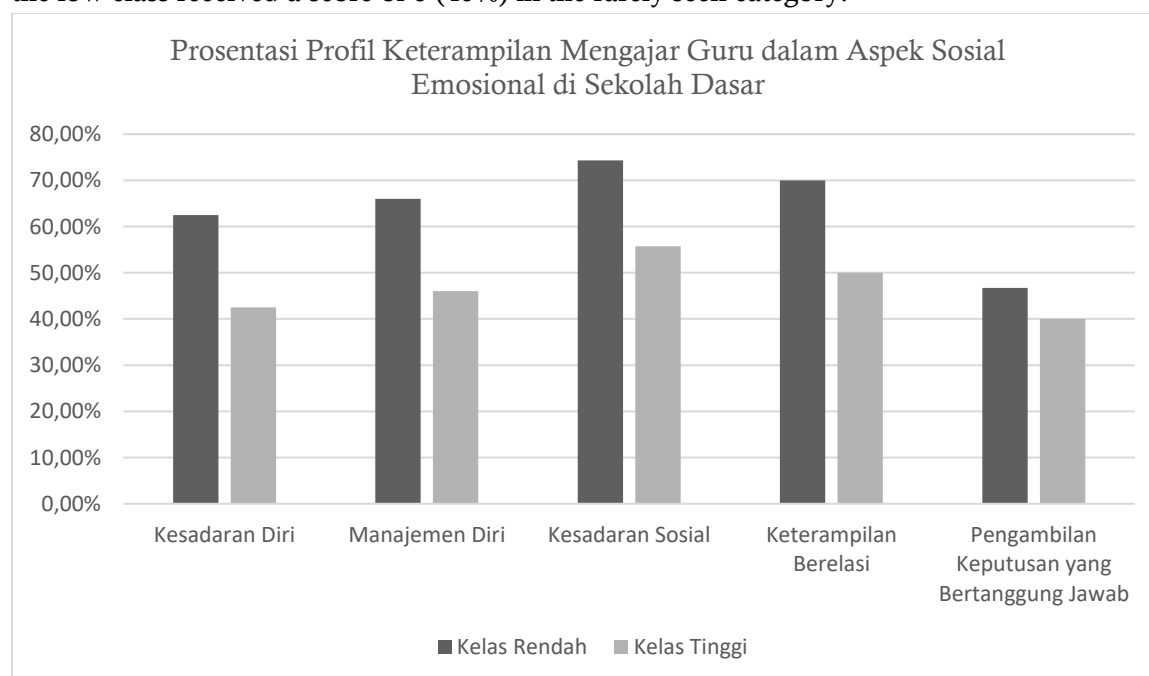


Figure 1. Percentage of Teachers' Teaching Skills Profile in Social Emotional Aspects in Elementary Schools

Based on Figure 1, it can be seen that the ability of teachers' teaching skills related to Social Emotional Competence in lower grade teachers is better than that of higher grade teachers, although the percentage of 74.3% is the highest percentage of a maximum of 100%, and it is only obtained in the aspect of social awareness.

Teachers' teaching skills are a fundamental part of creating a positive and meaningful learning environment for students. According to (Syahputri, nd) Included in teaching skills are teacher competencies in designing, executing and evaluating learning as a whole. (Bukit & Tarigan, 2022) emphasizes that the teacher's ability to understand student characteristics and create a conducive learning environment are characteristics of good teaching skills. Furthermore (Nelly, 2021) identified that competent teachers are teachers who are proficient in integrating various learning approaches that are appropriate to students' learning needs and learning objectives to be achieved. This states that teacher teaching skills include complex

pedagogical aspects, and are not limited to mastery of concepts alone. An important indicator of teaching skills in the context of education is one of the teacher's ability to organize the class and build positive social interactions. Not only that, the teacher's ability to practice teaching skills, one of which is with a contextual learning approach in the right context, greatly determines the success of learning (Puspita, 2018).

The main focus of modern education in learning is Social Emotional Competence especially post Covid 19.(Tazkia & Damayanti, 2024) stating the urgency of improving Social Emotional Competence as a foundation for success academically and in the life process.(Nur Maslikha et al., nd)stated that teachers who have good Social Emotional awareness will direct students to more effective learning to help improve Social Emotional awareness. The study conducted by(Abu Zarim & Surat, 2022)shows that academic results and student well-being have a positive relationship with teachers' Social Emotional Competence. Support from all stakeholders in the school and a systematic approach are needed in the implementation of Social Emotional Learning. Social Emotional Competence must be integrated into each subject context and learning activity. The initial requirement to improve students' Social Emotional skills to the maximum is that teachers must be able to create an emotionally safe learning environment.

Learning that reflects Social Emotional competence in a teacher can be seen in teaching activities through identifying and managing emotions, social interaction with others, solving problems, making responsible decisions, and improving social relationships.(Kajian et al., 2016). Furthermore, Social Emotional Learning is beneficial for students in terms of processing emotions, mentality, character, and social relationships.(Tazkia & Damayanti, 2024). Based on that, that relevant Social Emotional Competence is owned by everyone, most importantly teachers who guide students to achieve their abilities. The Social Emotional Competence (CASEL) framework is grouped into 5 components of Social Emotional ability(Lawson et al., 2019): First, self-awareness: the ability to understand one's own feelings, emotions, and values, and how they influence one's behavior in various life situations and contexts. Second, Self-Management: the ability to manage one's emotions, thoughts, and behavior effectively in a variety of situations and to achieve goals and aspirations. Third, social awareness: the ability to understand the perspective of and empathize with others including those from different backgrounds, cultures, and contexts. Fourth, relationship Skills: the ability to build and maintain healthy and supportive relationships. Fifth, responsible decision making: the ability to make constructive choices based on caring, the capacity to consider ethical and safety standards, and to evaluate the benefits and consequences of various actions and behaviors for the psychological well-being of oneself, society, and groups.

The Independent Curriculum Era in integrating Social Emotional aspects requires a comprehensive approach.(M. Nur et al., 2023)investigated that the balance between cognitive and Social Emotional enhancement must be considered in the Independent Curriculum. The research(Masau, 2024)stated that teacher competence in creating a learning environment that encourages students' Social Emotional development is an indicator of the success of the implementation of the Independent Curriculum.(DD Nur et al., 2022)emphasizes the importance of authentic assessment to assess students' Social Emotional improvement. To improve Social Emotional Competence naturally is a good opportunity for student-centered learning. Learning activities that accommodate positive social relationships need to be designed by teachers. Social Emotional aspects as part of a holistic assessment must be included in the learning evaluation.

The relationship between teachers' teaching skills in the Social Emotional aspect and the Independent Curriculum produces an integrated pattern.(Nur Maslikha et al., nd)explains that teacher competence in integrating Social Emotional aspects into daily teaching practices

determines the effectiveness of learning. Study by (Jatiluhur Purwakarta et al., 2023) stated that teachers who are more successful in implementing the Independent Curriculum are teachers who have good teaching competencies in the Social Emotional aspect. (Sari Dewi et al., nd) shows that the balance between teaching professionalism and the mission of the Independent Curriculum creates a learning atmosphere that is optimal for student development. Organizational support and ongoing professional development are needed to realize effective implementation. Program adaptation and assessment need to be followed up regularly and continuously. And the key to successful implementation depends on collaboration between various stakeholders.

Conclusion

Based on the results of data analysis from document review, interviews and observations of teaching skills of lower and upper grade teachers, it can be explained that the teaching skills of teachers at UPT SDN 339 Gresik as a whole are still not optimal. The Social Emotional Competence of lower grade teachers overall scored 93.5 compared to higher grade teachers who scored 68, the ability of teaching skills of teachers related to Social Emotional Competence in lower grade teachers is better than that of higher grade teachers, although the percentage of 74.3% is the highest percentage of a maximum of 100%, and it is only obtained in the aspect of social awareness. The impact of this study is the urgent need for teacher professional development related to improving Social Emotional Competence, especially for higher grade teachers so that there is no gap in implementation at all grade levels.

References

- 1*, Mh, Sarmiati, E., & Harimurti, Sm (2024). Social Emotional Learning: A Review Of Humanist Philosophy On Happiness In Learning. In Journal Of Education Research (Vol. 5, Issue 2).
- Abu Zarim, Nz, & Surat, S. (2022). Social Emotional Competence And Education: A Systematic Review. Malaysian Journal Of Social Sciences And Humanities (Mjssh), 7(10), E001853. <https://doi.org/10.47405/Mjssh.V7i10.1853>
- Alfath, A., & Azizah, Fn (2022). Developing Teacher Competencies In Welcoming The Independent Learning Curriculum (Vol. 1, Issue 2).
- Ananda, R. (2018). Improving Social Emotional Skills Through Collaborative Games In Kb Children (Vol. 2, Issue 1). <https://obsesi.or.id/index.php/obsesi>
- Puspita, Ami, Istiqfaroh, N., Wicaksono, Vd, & Paksi, Hp (2023, December). Responding To The Challenges Of Diversity In The Digital Era In The Perspective Of The Value Of Collection Through The Implementation Of Learning Models Local Wisdom In Elementary Schools. In International Joint Conference On Arts And Humanities 2023 (Ijcah 2023) (Pp. 2034-2046). Atlantis Press.
- Puspita, A.M.I. (2018). The Influence Of Contextual Approach Implementation On Student Learning Activities And Outcomes At Sdn I Campurdarat. In Dewantara Education Journal. <https://journal.stkipggritrenngalek.ac.id/index.php/kid/article/view/118>
- Jatiluhur Purwakarta, A. Di, Panji Yudha, R., Latifah, I., Simarmata, J., & Septiani, Y. (2023). The Importance Of Implementing The Implementation Of The Independent Curriculum In Raudhatul Institutions. In Jurnal Peradaban Masyarakat (Vol. 3, Issue 2). <https://journal-stiehidayatullah.ac.id/index.php/peradaban>

- Study, J., Research, D., Islam, P., & Asyari, A. (2016). El-Hikmah Emotional Intelligence Improves Teachers' Creativity In Teaching. 10(2), 179–188.
Teacher Competency In Indonesia: Analysis Of The Impact Of Low Quality Of Teacher Human Resources And Solutions For Improvement. (Nd).
- Lawson, G.M., Mckenzie, M.E., Becker, K.D., Selby, L., & Hoover, S.A. (2019). The Core Components Of Evidence-Based Social Emotional Learning Programs. *Prevention Science*, 20(4), 457–467. <https://doi.org/10.1007/S11121-018-0953-Y>
- Malaika Ramadhani, J., & Hindun. (2023). Problems Of Independent Curriculum For Teachers At Elementary School Level. *References*, 2(2), 149–160. <https://doi.org/10.22236/Referen.V2i2.13266>
- Manggie, Sl, & M. Yasin, R. (2022). Teachers' Socio-Emotional Approach In Pdp To Help Galus B40 Year 6 Students. *Malaysian Journal Of Social Sciences And Humanities (Mjssh)*, 7(4), E001424. <https://doi.org/10.47405/Mjssh.V7i4.1424>
- Masau, D. (2024). The Role Of Leading Teachers In The Successful Implementation Of The Independent Curriculum In Elementary Schools. 4(1), 163.
- Mujiyanto, M. (2024). Elementary School Teachers' Ability In Implementing The Independent Curriculum. *Al Qalam: Journal Of Religious And Social Sciences*, 18(2), 927. <https://doi.org/10.35931/Aq.V18i2.3377>
- Nelly, N. (2021). Motivation-Based Learning Strategies. *Edulead: Journal Of Christian Education And Leadership*, 2(2), 306–311. <https://doi.org/10.47530/Edulead.V2i2.63>
- Nur, Dd, Uin, H., Kalijaga, S., Artikel, H., & Kunci, K. (2022). Thematic Education: Journal Of Elementary School Education The Urgency Of Authentic Assessment In Islamic Religious Education Learning At Elementary School Level Article Info Abstract. *Journal Of Elementary School Education |*, 3(2). <https://doi.org/10.59632/Edukasitematic.V3i2>
- Nur, M., Nurdin, I., & Jaya, I. (2023). Analysis Of Humanistic Islamic Education Values In The Independent Curriculum Concept: A Study Of Abdurrahman Mas'ud's Thoughts. 3(1). <https://doi.org/10.14421/Hjie.31-07>
- Nur Maslikha, M., Lie Wulogening, H., Olinda Tennis, M., & Educational Administration Faculty Of Education, D. (Nd). *Journal Of Educational Governance The Urgency Of Developing Teachers' Emotional Intelligence For Learning Effectiveness*. <https://ejournal.upi.edu/index.php/jtkp>
- Saniah, M., & Adriyanti, N. (2020). The Relationship Between Teacher Teaching Skills And Students' Learning Motivation. *Tanjak: Journal Of Education And Teaching*, 1(2), 179–193. <https://doi.org/10.35961/Tanjak.V1i2.153>
- Saputra, F. (2023). Implementation Of The Independent Curriculum: Emotional Intelligence, Self-Concept And Learning Patterns. *Jpkn*, 1(1). <https://doi.org/10.38035/Jpkn.V1i1>
- Sari, Ak, & Sirozi, M. (2023). Politics Of Islamic Education In Indonesia During The Reformation Period (1998-Present). *Tarbawy: Journal Of Islamic Education*, 10(1), 20–37. <https://doi.org/10.32923/Tarbawy.V10i1.3449>

Sari Dewi, T., Widiana, W., Assyifa Nisatulloh, R., & Indrapangastuti, D. (Nd). 6th National Seminar On Educational Innovation (Snip 2022) Shes: Conference Series 6 (1) (2023) 580-587 The Importance Of Teacher Professionalism In Facing The Independent Curriculum.<https://jurnal.uns.ac.id/shes>

Siregar, Es (Nd). The Impact Of Indonesian Education Reform In The 21st Century.

Susiyati, S. (2022). Structured Guidance Of Social Emotional Learning (Sel) Model To Improve Teachers' Pedagogical Competence In Managing Classrooms. Indonesian Journal Of Action Research, 1(2), 283–292.<https://doi.org/10.14421/ijar.2022.12-17>

Syahputri, A. (Nd). “Novel” Improves Critical And Creative Thinking In Indonesian Language Learning For Senior High Schools/Vocational High Schools.

Tazkia, Ha, & Damayanti, A. (2024). Social Emotional Development Of Elementary School Children In School Environment. Journal Of Elementary School Teacher Education, 1(3), 8.<https://doi.org/10.47134/pgsd.v1i3.557>