



Introduction to Betawi Culture in Kindergarten Learning: A Review of Teacher Readiness to Implement the Merdeka Curriculum

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ARTICLE INFO

Article history:

Received January 16, 2023

Revised January 20, 2023

Accepted May 10, 2023

Available online August 25, 2023

Kata Kunci:

Budaya Betawi, Kesiapan guru, Kurikulum Merdeka

Keywords:

Betawi Culture, Teacher Readiness, Independent Curriculum



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ABSTRAK

Mengenalkan budaya melalui proses pembelajaran kepada anak usia dini memerlukan kesiapan dari para pendidik. Tujuan penelitian ini adalah untuk mendeskripsikan bagaimana kesiapan guru dalam memperkenalkan budaya Betawi dalam pembelajaran di TK. Penelitian dilakukan dengan menggunakan metode kualitatif dengan pendekatan studi kasus. Responden berjumlah 2 orang yang terdiri dari kepala sekolah dan guru. Pengumpulan data dilakukan dengan metode wawancara terbuka, observasi proses pembelajaran, dan dokumentasi. Analisis data dilakukan dengan menggunakan model Milles dan Hubberman dengan 4 langkah yaitu pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi. Hasil penelitian menunjukkan bahwa meskipun guru masih perlu meningkatkan pemahamannya terhadap Kurikulum Merdeka, namun guru siap memperkenalkan budaya Betawi kepada anak-anak khususnya tema Aku Cinta Indonesia dengan topik Es Selendang Mayang. Kesiapan terlihat dari pemilihan bahan, penyiapan bahan ajar, dan penguasaan bahan ajar, dimana hal ini terjadi antara lain karena refleksi kritis guru dan kerjasama kepala sekolah, guru, dan orang tua. Implikasinya adalah perlunya kerjasama antara guru, kepala sekolah, dan orang tua dalam memperkenalkan budaya lokal sebagai implementasi Kurikulum Mandiri; serta meningkatkan pengetahuan guru tentang budaya lokal sehingga dapat menguasai materi yang akan disampaikan sekaligus mampu menciptakan lingkungan belajar yang sesuai dengan materi budaya lokal.

ABSTRACT

Introducing culture through the learning process to early childhood requires readiness from educators. The purpose of this research is to describe how the teacher's readiness to introduce Betawi culture in learning in Kindergarten. The research was conducted using qualitative methods with a case study approach. Respondents were 2 people consisting of school principals and teachers. Data collection was carried out using open interview methods, observation of the learning process, and documentation. Data analysis was carried out using the Milles and Hubberman model with 4 steps, namely data collection, data reduction, data presentation, and drawing conclusions/verification. The results of the study show that although teachers still need to improve their understanding of the Merdeka Curriculum, teachers are ready to introduce Betawi culture to children, especially the I Love Indonesia theme with the topic Es Selendang Mayang. Readiness can be seen from the selection of materials, preparation of teaching materials, and mastery of teaching materials, where this occurs, among other things, due to the teacher's critical reflection and the collaboration of school principals, teachers, and parents. The implication is the need for collaboration between teachers, principals, and parents in introducing local culture as the implementation of the Independent Curriculum; as well as increasing teacher knowledge about local culture so that they can master the material that will be presented while at the same time being able to create a learning environment that is in accordance with the local cultural material.

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1. INTRODUCTION

The independent curriculum is a curriculum that is developed by providing opportunities for students to learn according to their interests and talents. Learning in the independent curriculum emphasizes providing diverse intracurricular learning by presenting more interesting learning content (Munawar, 2022; Yudha et al., 2023). Intracurricular learning is carried out with the aim that students can deepen concepts and strengthen their knowledge competencies through a fun learning process (Lestarinigrum, 2022; Sriandila et al., 2023). The Pancasila Student Profile is an important point contained in the Curriculum. The Pancasila student profile is a form of translation of national education goals, has a role as the main reference that directs educational policies, including being a reference for educators in building the character and competence of students. (Adawiyah, 2023; Hamzah et al., 2022; Kiska et al., 2023). There are 6 dimensions, one of which is the Global Diversity dimension. The key elements of this are recognizing and appreciating culture, communication and interaction between cultures, reflection and responsibility for experiences of diversity, and social justice. (Damayanti & Nawawi, 2023; Sulastri et al., 2022). Teachers as primary educators in schools need to understand what and how to bring out the dimensions of Global Diversity in the classroom. The knowledge and understanding they have will determine their readiness when they have to present material related to this in the learning process.

However, the reality in the field shows that the level of teacher understanding regarding the implementation of the independent curriculum is still relatively low. This is because this curriculum is classified as a new curriculum which still requires adjustments in each implementation. In the process of implementing the independent curriculum, teachers can utilize local culture to strengthen the 6 Pancasila student profiles in students. Islamic Kindergarten XXX is one of the institutions that provides educational services for early childhood, located in the South Jakarta area, which has made efforts to introduce local culture to its students. Apart from that, the XXX Islamic Kindergarten is one of the driving kindergartens and also has several driving teachers. As a driving school, It is an obligation to be able to implement the Independent Curriculum, which means we must also be able to implement the Strengthening the Pancasila Student Profile (P5) Project.

The aim of P5 itself is to enrich insight and cultivate character from an early age. For the implementation of the activities, four main themes have been determined with the distribution of time completely handed over to the school. One of the themes is the theme I Love Indonesia. This theme was chosen with the aim of making students familiar with the identity and characteristics of the country, cultural diversity and other characteristics of Indonesia so that they understand their identity as Indonesian children and are proud to be Indonesian children. For the implementation of the activities, four main themes have been determined with the distribution of time completely handed over to the school. One of the themes is the theme I Love Indonesia. This theme was chosen with the aim of making students familiar with the identity and characteristics of the country, cultural diversity and other characteristics of Indonesia so that they understand their identity as Indonesian children and are proud to be Indonesian children. For the implementation of the activities, four main themes have been determined with the distribution of time completely handed over to the school. One of the themes is the theme I Love Indonesia. This theme was chosen with the aim of making students familiar with the identity and characteristics of the country, cultural diversity and other characteristics of Indonesia so that they understand their identity as Indonesian children and are proud to be Indonesian children.

One culture that can be introduced to students is Betawi culture. Betawi is one of the indigenous tribes in Indonesia who lives in the city of Jakarta, the capital of Indonesia. Just like other regions, the Betawi tribe has its own culture. Betawi culture in general is the result of the marriage of various cultures, both those originating from other regions in the archipelago and foreign cultures. As time goes by, Betawi culture, like other cultures in Indonesia, is experiencing erosion. Indonesian culture is increasingly being eroded by the current of the times, due to the many western cultural values that have entered into Indonesian cultural values. (Adinugraha et al., 2020; Setiawan & Teh, 2020). To be able to preserve Betawi culture, there are many strategies that can be implemented, such as maintaining the ondel-ondel culture, the big Betawi dolls, namely by building community identity and utilizing information technology to introduce, socialize and promote it to the community. (Callula et al., 2022; Siregar & Nadiroh, 2017). Another strategy is to use Betawi culture as a learning resource, such as utilizing the Palang Pintu tradition for learning cultural literacy and citizenship. (Zakaria, 2020). Likewise, in Biology subjects, the potential of Betawi culture can be used as an alternative approach to learning Local Wisdom and Culture (KALBU) in the 2013 Curriculum because this approach can measure competencies, including spiritual attitudes, social attitudes, knowledge and skills. (Adinugraha et al., 2020). Betawi culture can also improve the skills of the younger generation, especially related to making crafts from recycled materials sourced from Betawi cultural icons (Santono & Odang, 2023; Woelandhary et al., 2022).

The use of local culture in learning, including Betawi, is certainly nothing new. One of the principles in learning for early childhood education is to utilize learning media and learning resources. Local culture can be said to be a source of learning because of the amount of knowledge that can be conveyed to students, including values and skills (Gunawan & Liauw, 2022; Irwan et al., 2020). Various studies were found related to Betawi culture in learning, especially in kindergarten. These include using traditional Betawi games with songs to improve cognitive development in early childhood, increasing interpersonal intelligence through the Hompimpa game, developing children's balance through the Engklek Depok game, and developing children's reading creativity through Betawi culture in the form of puzzles with Betawi culture pictures (Elyana & Samta, 2021; Syaikh & Napis, 2020). Apart from using games as a learning resource, introduction to traditional food and drinks can also be used as a learning medium for students. The criteria or characteristics of traditional food are the use of endogenous ingredients used in cooking, namely the presence of local raw materials that are unique and locally typical (Natalina et al., 2023; Sari, 2019). Because the ingredients and spices are unique, the resulting taste and aroma are also unique. However, nowadays traditional food is very rarely found, starting to disappear along with the times. The younger generation prefers fast food compared to traditional snacks. They think that traditional food is less classy, it is prestigious to eat it and has no commercial value compared to fast food. Therefore, efforts are needed to preserve and develop traditional foods. Including traditional drinks.

Implementing local culture in the process of implementing the independent curriculum certainly requires readiness from the school and teachers. So teachers must be more creative and innovative in implementing the learning process. Several studies that have been conducted reveal that teachers understand the structure of the independent curriculum and still need training regarding the preparation of teaching modules and assessment of learning in the independent curriculum (Purani & Putra, 2022). The results of other research reveal that teachers' readiness in implementing the free learning curriculum in elementary schools is quite optimal, while the obstacles for elementary school teachers in implementing the free learning curriculum are a lack of understanding of the free learning curriculum between teachers and parents, as well as inadequate facilities and infrastructure (Febrianningsih & Ramadan, 2023). The results of further research revealed that elementary school teachers were ready to implement the independent curriculum in classroom learning (Heryahya et al., 2022). Based on several research results, it can be said that teacher readiness in the process of implementing the independent curriculum is quite good. It's just that in previous research, there have been no studies that specifically discuss teachers' readiness to implement the Independent Curriculum, especially related to the introduction of local culture, especially Betawi culture. So this research focuses on this study with the aim of describing how prepared teachers are to introduce Betawi culture in learning in kindergarten.

2. METHOD

This research is classified as a qualitative research type with a case study approach. Qualitative research methods with a case study approach were used to obtain an overview of teachers' readiness in introducing Betawi culture to kindergarten children. Teacher readiness in teaching is an important thing to pay attention to so that the learning process that will be carried out can be described. This approach was chosen in accordance with the research objective, namely to obtain an overview of teachers' readiness in implementing the Merdeka Curriculum through the introduction of local Betawi culture. The research was conducted at the XXX Islamic Kindergarten in South Jakarta in November 2022 for 1 month, with details of 3 weeks of learning observation activities on the theme I Love Indonesia with the topic of ice Selendang Mayang. The first week is used for the interview process. The XXX Islamic Kindergarten was chosen as the research site because it had implemented the Merdeka and P5 Curriculum, had implemented the I Love Indonesia theme, was willing to be a research site, was willing to be a research respondent, and was a driving school.

There were 2 respondents in this study, namely the principal and one senior teacher from group B who were selected by fellow teachers. To facilitate data processing, each respondent was given a different code, where the principal was given the code 'ks' and the teacher was given the code 'gr'. There were 2 respondents in this study, namely the principal and one senior teacher from group B who were selected by fellow teachers. To facilitate data processing, each respondent was given a different code, where the school principal was given the code 'ks' and the teacher was given the code 'gr'. There were 2 respondents in this study, namely the principal and one senior teacher from group B who were selected by fellow teachers. To facilitate data processing, each respondent was given a different code, where the principal was given the code 'ks' and the teacher was given the code 'gr'. Data was collected using open-ended interview sheets. This means that respondents can provide answers freely. Questions can also be developed based on the answers given by respondents while still referring to the research objectives. In

the process, interviews were conducted over 3 meetings, each lasting 1 hour 30 minutes, which were equipped with the use of a recorder on a cellphone so that the respondents could repeat the answers given. Questions asked about teachers' readiness to introduce local culture consisted of understanding the independent curriculum, selecting teaching materials, mastery of teaching materials, critical reflection, and parental cooperation. Data collection was also carried out using the observation method in the learning process. Observation activities were carried out for 3 weeks in class B4 on the theme I Love Indonesia with the topic Ice Selendang Mayang. Photos and videos were taken to obtain research supporting data and information. Documentation is also carried out by requesting teaching modules used on the theme. The research instrument grid can be seen in [Table 1](#).

Table 1.instrument Grille

No.	Components of Teacher Readiness	Question Focus
1	Understanding the Independent Curriculum	<ol style="list-style-type: none"> 1. Independent Learning Curriculum 2. Pancasila Youth Student Concept
2	Selection of teaching materials	<ol style="list-style-type: none"> 1. Efforts in preparing teaching materials to be used 2. The process of creating teaching modules 3. Difficulties faced in creating teaching modules
3	Mastery of teaching materials	<ol style="list-style-type: none"> 1. Efforts are made to master the content of teaching materials 2. Correct information about the culture to be taught
4	Critical reflection	<ol style="list-style-type: none"> 1. Focus on thinking within yourself 2. Essential (active and resistant)-continuous and regular 3. Avoid passive negative feedback 4. Believing in things that are reasonable/reasonable 5. Ask positive questions 6. Don't rush into decisions and make careful considerations 7. Take decisions and decide in a skillful manner
5	Parental cooperation	<ol style="list-style-type: none"> 1. Efforts to map the local culture that will be taught 2. Identify the child's cultural background

Data analysis was carried out in stages using the Milles and Huberman model, which includes data collection, data reduction, data presentation, and conclusions or verification. The activity begins with collecting data through interviews with respondents, followed by taking notes on the interview results which are recorded on a cellphone or making a transcript. After all the information was recorded, the researcher then read each answer given by the respondent again and listened again to the answers given. This is done to ensure that no information is wrong or missed. Validation of research results was carried out using membercheck, namely the process of checking the data obtained by the researcher with the data provider. The aim is to find out the truth of the data presented in the transcript with the information provided by the respondent. Member checking is carried out by asking respondents to read and clarify the notes that constitute the answers that have been given. If there are errors or incomplete information recorded, the respondent can put a cross then write the appropriate sentence in the column provided. For correct answers, respondents can mark the checklist or ignore it. Then the respondent can put a cross then write the appropriate sentence in the column provided. For correct answers, respondents can mark the checklist or ignore it. Then the respondent can put a cross then write the appropriate sentence in the column provided. For correct answers, respondents can mark the checklist or ignore it.

Coding or coding is done after all data has been collected and validated. Creating a code is done by carefully reading each answer given, then collecting the answers based on their similarities or similarities in the meaning conveyed. Coding is done manually, without using an application program, reading the data, then marking it with color, and dividing it into several parts. The same color is given to answers that have the same meaning, and different colors to answers that have different meanings. In this process, data is generated that will be used and ignores data that does not provide specific information. The coding results in one group become the basis for creating categories that form the main idea.

3. RESULT AND DISCUSSION

Result

The results of the data analysis carried out show that there are several findings in this research, including: the first finding is related to teachers' understanding of the Independent Curriculum. The

Merdeka Curriculum is a curriculum with diverse intracurricular learning and more optimal content. By using the Independent Curriculum, it is hoped that students will have sufficient time to deepen concepts and strengthen competencies. From the teacher's side, they are given the freedom to choose various teaching tools so that learning can be tailored to the learning needs and interests of students. Efforts to understand the Independent Curriculum have been carried out by the principal and teachers at Islamic Kindergarten XXX. Some of them provide training at the beginning of the semester. But it is not easy to understand something new. It takes extra effort for both school principals and teachers to understand the Independent Curriculum. However, teachers, including school principals, still face obstacles. According to the principal, the obstacles faced include having to combine school targets with government graduation standards. The mastery process also requires long and detailed discussions. This is because there is a lot of material that must be understood, including concept maps. Apart from that, teachers must also understand the content in the Independent Curriculum, where currently the learning planning section contains at least learning objectives, learning steps or activities, and learning assessments.

It's just that in the implementation process, teachers still experience mistakes, especially in relation to learning objectives. Often teachers still equate learning objectives with activity objectives. The understanding that teachers must also have regarding the Independent Curriculum is the assessment. There are two assessments that teachers must understand, namely assessments for intracurricular and assessments for extracurricular, in this case during the implementation of P5. According to the principal, assessment for P5 is only when P5 is implemented like now (implementation of the Selendang Mayang ice making project). If the extracurricular (usual) is finished. In fact, previous learning objectives can be taken, as long as the teacher is observant, the teacher understands what learning objectives the child must achieve in the first 3 months, but not all of them are memorized. So you really have to master it. There are 6 dimensions to the P5 assessment, in 1 project there are 2 dimensions, so only that aspect is assessed. In fact, if the teacher is observant, the teacher can take in all aspects of learning. You get religious values and character, you get your identity, you get literacy. But teachers don't understand this yet (ks).

Second finding associated with selection of teaching materials for the introduction of local culture. Teaching materials are tools used by teachers in schools to facilitate learning and understanding of concepts in students. The material provided in it is used to support learning objectives. The existence of teaching materials allows teachers to organize classrooms, thereby making learning real. In this regard, teachers at Islamic Kindergarten XXX have made efforts to prepare teaching materials in accordance with the demands of the Independent Curriculum as well as implementing the Strengthening Pancasila Student Profile project. Preparing teaching materials begins with determining a theme. There are four big themes, namely I Love the Earth, I Love Indonesia, Playing and Working Together/We are All Brothers; and My Imagination/My Imagination and Creativity. Islamic Kindergarten XXX takes the theme I Love Indonesia, considering the ease of implementation. However, challenges are still experienced, including because there are more cafes around the school. Until finally the material related to entrepreneurship was determined.

Material determination is carried out through a continuous process. Starting with the teachers' perception of the country of Indonesia - so that the material to be taught can be included in the chosen theme - to conveying information to parents regarding the tasks given to children in relation to where their mother and father come from. This was also conveyed by the teacher, where the principal determines the learning material by inviting the teacher to a discussion. The principal invites teachers to discuss the material that will be discussed. The principal asked what he wanted if Kindergarten B. The teacher mentioned nasi uduk, kerak telur, bir pletok, uli. It's just that the process takes longer and is less popular with children. We will be asked again which one the children prefer. Before giving it to 267long267that we already feel for our children. If you eat uduk rice and you fill up quickly, make uli in the process267The anjang and the children ate as much as they could. Finally it was agreed that TK B would discuss making Mayang Shawls. The shape is also good, children know the ingredients, weighing and so on.

In implementing the Independent Curriculum, especially for implementing the P5 project, teaching modules are used. Modules as one of the teaching materials are important for teachers to prepare before learning. Teaching modules are a number of tools or media facilities, methods, instructions and guidelines that are designed systematically and interestingly. The teaching module is an implementation of the Learning Objectives Flow which was developed from Learning Outcomes with the Pancasila Student Profile as the target. Teaching modules are arranged according to the phase or stage of student development, considering what will be learned with learning objectives, and based on long-term development. And, the principal hopes that teachers can make it. However, this cannot yet be implemented. The strategy used by the school principal to deal with this condition is to create a team to prepare initial learning plans. Next, just involve the teacher. Although in reality it is not easy for teachers

to create modules and lesson plans even though examples are available. An overview of the teaching modules created can be seen at [Figure 1](#).



Figure 1. Cover of Teaching Module

The existence of a module does not necessarily replace the position of a learning implementation plan (RPP), even though the module contains various information needed to be able to carry out learning. This means that lesson plans are still needed so that teachers really understand the teaching modules. In fact, the existence of teaching modules can replace lesson plans. The principal stated that at the beginning it was explained about the modules, there was no longer a need for lesson plans, but the modules were for one week or two weeks, there was no order, which was the first day, the second day. But every day you have to know what you want to do first, even though the module already exists, in the end what is mandatory is the RPP. Back again to the RPP. Finally, so that the teachers understand, that's it (ks). Apart from creating modules, The teacher also prepared learning support materials in the form of pictures of types of food as well as videos about ethnic groups, and videos of the tools and materials for making Mayang Shawls. The teacher also provides resource books. And, the book used must be listed in the module by including the book cover. Preparation of teaching materials was carried out throughout the implementation of the Selendang Mayang ice making project, which was carried out together with teachers from other group B. To ensure that the teaching materials present correct information about the culture that will be taught (Mayang Shawls), the teacher has done several things, namely repeatedly watching learning videos and inviting Mayang Shawl sellers who have good qualifications. Examples of the media used can be seen in and a video of the tools and materials for making Mayang Shawls. The teacher also provides resource books. And, the book used must be listed in the module by including the book cover. Preparation of teaching materials was carried out throughout the implementation of the Selendang Mayang ice making project, which was carried out together with teachers from other group B. To ensure that the teaching materials present correct information about the culture that will be taught (Mayang Shawls), the teacher has done several things, namely repeatedly watching learning videos and inviting Mayang Shawl sellers who have good qualifications. Examples of the media used can be seen in and a video of the tools and materials for making Mayang Shawls. The teacher also provides resource books. And, the book used must be listed in the module by including the book cover. Preparation of teaching materials was carried out throughout the implementation of the Selendang Mayang ice making project, which was carried out together with teachers from other group B. To ensure that the teaching materials present correct information about the culture that will be taught (Mayang Shawls), the teacher has done several things, namely repeatedly watching learning videos and inviting Mayang Shawl sellers who have good qualifications. Examples of the media used can be seen in Preparation of teaching materials was carried out throughout the implementation of the Selendang Mayang ice making project, which was carried out together with teachers from other group B. To ensure that the teaching materials present correct information about the culture that will be taught (Mayang Shawls), the teacher has done several things, namely repeatedly watching learning videos and inviting Mayang Shawl sellers who have good qualifications. Examples of the media used can be seen in Preparation of teaching materials was carried out throughout the implementation of the Selendang Mayang ice making project, which was carried out together with teachers from other group B. To ensure that the teaching materials present correct information about the culture that will be taught (Mayang Shawls), the teacher has done several things, namely repeatedly watching learning videos and inviting Mayang Shawl sellers who have good qualifications. Examples of the media used can be seen in The teacher has done several things, namely repeatedly watching learning videos and inviting Mayang Shawl sellers who have good qualifications. Examples of the media used can be seen in The teacher has done several things, namely repeatedly watching learning videos and inviting Mayang Shawl sellers who have good qualifications. Examples of the media used can be seen in [Figure 2](#).



Figure 2. Instructional Media

There are no difficulties in preparing teaching materials because of collaboration between teachers. According to the teacher, this can happen because there is a division of roles, namely someone is in charge of preparing lesson plans, shopping, making Mayang Selendang ice. then the teaching materials are rearranged and the teaching materials are re-read so that we can find out whether the teaching materials are correct or not. Infrastructure is also something that must not be forgotten to be prepared as part of the teaching materials. The teacher's experience in preparing infrastructure begins with thinking about how children can directly practice buying food ingredients but don't need to go to a big mall or market, to how to provide cooking utensils consisting of stoves and pans.

Third finding related to mastery of teaching materials for the introduction of local culture. Mastering teaching material is an absolute must for teachers, so that in conveying it to students there are no mistakes and nothing is missed. There are many ways you can master teaching material. Teachers at Islamic Kindergarten XXX have made various efforts to master the material regarding Selendang Mayang ice. Es Selendang Mayang is a typical Betawi drink, made from various flours (hunkwe flour, sago flour, wheat flour, brown sugar, coconut milk, vanilla leaves, and food coloring). Something that can be said to be easy to make but has challenges if you have never tasted this drink, let alone made it. While in the learning process introduce things including food or drink, You can't just introduce the ingredients or just taste them, but as much as possible you can also teach them. This has been done by the XXX Islamic Kindergarten teacher. Some of the methods that teachers have done is by watching videos of making Selendang Mayang ice from YouTube over and over again. Apart from that, teachers also communicate with students' parents, especially parents who have cooking skills or work as traders. This is done with the aim of providing teachers with information about delicious food dishes. And, it is known that the ingredients for making Selendang Mayang ice are not only coconut milk (with other ingredients) but also milk. One proof that a teacher has mastered the teaching material can of course be seen from his success in delivering the teaching material to his students. or success in the work or products produced. In this case it is Selendang Mayang ice. Careful use of food ingredients is the key to ensuring that teachers have mastered the teaching material. The teacher further revealed that the teacher was always careful in using the materials and the materials used remained in accordance with the existing measurements.

Fourth finding related to teachers' critical reflection for the introduction of local culture. Teachers need to critically reflect on all their abilities in order to be able to carry out their obligations as teachers well. Reflection is an important vehicle for fulfilling the breadth and depth of teachers' professional knowledge. There are at least three elements of professional knowledge that always become material for teachers' self-reflection, namely content knowledge, pedagogical knowledge, and knowledge of packaging content in meaningful learning (pedagogical content knowledge). Reflection can be used as the main literature for teachers in developing new strategies in solving problems in the learning and teaching process so that culturally it becomes a reference in developing professional practice. There are at least 4 aspects that are the focus of teacher reflection in their professional practice, namely environment, professional behavior, competence, and beliefs. The environment is related to how the teacher makes use of the learning environment. Next is professional behavior, such as a positive response to change or innovation. Competency is related to responses to the importance of improving 3 professional competencies, and teacher beliefs (beliefs) about their profession. Related to this, the teacher has carried out critical reflective thinking before and during the learning process in making Selendang Mayang ice. Next is professional behavior, such as a positive response to change or innovation. Competency is related to responses to the importance of improving 3 professional competencies, and teacher beliefs (beliefs) about their profession. Related to this, the teacher has carried out critical reflective thinking before and

during the learning process in making Selendang Mayang ice. Next is professional behavior, such as a positive response to change or innovation. Competency is related to responses to the importance of improving 3 professional competencies, and teacher beliefs (beliefs) about their profession. Related to this, the teacher has carried out critical reflective thinking before and during the learning process in making Selendang Mayang ice.

The first teacher's reflection, in determining teaching materials, was seen when they had to determine local cultural materials, both cultural tourist attractions and regional food. The teacher further stated that if you go to a tourist spot, there is Setu Babakan but surely a lot of people have gone there and there are many varieties and types. If it were held here (class) he would explain it in more detail, because the conditions are still a pandemic, keep your distance, parents don't worry about their children going outside. For food, there is uduk rice, egg crust, pletok beer, uli. It's just that the process takes longer and is less popular with children. If you eat uduk rice you get full quickly, making uli is a long process and the kids eat just enough. The teacher's reflection can also be seen on the ability he has to make Selendang Mayang ice. Starting with a feeling of lack of self-confidence, accompanied by challenges from the school principal, the teacher was able to explore more about the material that would be introduced to the children. The feeling of lack of confidence arises from feeling unsure about being able to make Selendang Mayang ice because the teacher has never made it before, even though he already knows the taste of the drink. Another thing that was also seen was that when the children tasted the Selendang Mayang ice made by the seller, many said that it didn't taste good, it tasted bitter. Motivation arises for teachers to be able to make things that are tastier and more liked by children. The feeling of lack of confidence arises from feeling unsure about being able to make Selendang Mayang ice because the teacher has never made it before, even though he already knows the taste of the drink. Another thing that was also seen was that when the children tasted the Selendang Mayang ice made by the seller, many said that it didn't taste good, it tasted bitter. Motivation arises for teachers to be able to make things that are tastier and more liked by children.

The third teacher reflection is awareness of changing times which have an impact on the need for change in education. The teacher stated that education is always changing, learning is more detailed, the knowledge conveyed is becoming more narrow. As a teacher, you must be able to keep up with the times, you must follow the wishes of the curriculum and the needs of the children. What was conveyed was deeper and more exciting than in previous years. The depth of the material that must be conveyed to children means that the teacher must master the material to be taught until the child understands the material. To achieve this, the teacher has made efforts, including by watching video tutorials on how to make Selendang Mayang ice. In order to make Selendang Mayang ice successfully, Teachers should not be confident of their success just because they watch videos over and over again, but they also need to be careful in their implementation later. One thing that is proof that the teacher has gone through a critical reflective thinking process is that the teacher is not easily influenced by other people. While other teachers did different things when cooking food to make Selendang Mayang ice, group B teachers continued to complete the cooking task with their knowledge. The teacher also wants children to get more and more complete experience in making Selendang Mayang ice. Including the processes related to giving brown sugar. The teacher revealed that making sugar in the selendang mayang drink was one of the things that was difficult to do, This is because the students joined in pouring the sugar without being involved first. This then results in the sugar taking longer to dissolve.

Fifth finding related to parental cooperation in implementing the introduction of local culture. The success of a learning process carried out by a teacher is of course due to various things that have been prepared before the learning begins. However, another thing that also contributes is the cooperation or collaboration between schools and parents that occurs before and during the learning process. The principal as the leader of an educational institution has a big role in determining decisions to implement policies given by the government, in this case the Ministry of Education, as well as being the party who directs teachers to study and motivates teachers to be enthusiastic in implementing the new curriculum. The enthusiasm, encouragement and involvement of the school principal is a special motivation for teachers in preparing the learning material to be delivered. Collaboration between teachers can be seen from the agreement in choosing easy learning resources, providing tools and materials, looking for learning resources (Selendang Mayang ice seller), and determining where children can shop. As for collaboration with parents, it has been established since it was planned to introduce Betawi culture to children. Parents were told that children were given the task of asking their parents at home about

their mother's and father's region of origin or tribe. Even though the school has data on parents and children, teachers try to involve parents to support the introduction of Betawi culture to children. At the same time, it also indirectly makes parents aware of the importance of introducing regional culture to their children. looking for learning resources (Selendang Mayang ice seller), and determining where children can shop. As for collaboration with parents, it has been established since it was planned to introduce Betawi culture to children. Parents were told that children were given the task of asking their parents at home about their mother's and father's region of origin or tribe. Even though the school has data on parents and children, teachers try to involve parents to support the introduction of Betawi culture to children. At the same time, it also indirectly makes parents aware of the importance of introducing regional culture to their children. Parents were told that children were given the task of asking their parents at home about their mother's and father's region of origin or tribe. Even though the school has data on parents and children, teachers try to involve parents to support the introduction of Betawi culture to children. At the same time, it also indirectly makes parents aware of the importance of introducing regional culture to their children. Parents were told that children were given the task of asking their parents at home about their mother's and father's region of origin or tribe. Even though the school has data on parents and children, teachers try to involve parents to support the introduction of Betawi culture to children. At the same time, it also indirectly makes parents aware of the importance of introducing regional culture to their children.

Discussion

The function of the curriculum for teachers is to guide the student's learning process so that various efforts are needed so that teachers can fully understand the current curriculum, namely the Independent Curriculum.(Anwar & Zaenullah, 2019; Hamdi & Triatna, 2022; Yudha et al., 2023). The goal is so that teachers can provide educational services correctly and can achieve the goals that have been set. Educators need to have an understanding of the Independent Learning Curriculum, so that the objectives of the Independent Learning program can be achieved(Wasis, 2022). But it is not easy to understand something new. Of course, there are quite a few obstacles that will be faced. This is because not all teachers have critical awareness, a progressive, adaptive and futuristic attitude towards current developments, including changes in the curriculum(Suhandi & Robi'ah, 2022).However, good collaboration with teachers is still needed to be able to carry out innovative learning. One of the causes of the low understanding of teachers in understanding the Independent Curriculum is due to the lack of socialization and seminars that discuss Independent Learning, especially at the PAUD level.(Ifadah & Fatmawati, 2022). However, with a strong desire to learn coupled with the support of the school principal and collaboration with colleagues, it is not impossible that teachers will be able to understand the Independent Curriculum well and be able to apply it correctly.

Having determination and a strong desire for children to learn more is one strategy to be able to implement the Independent Curriculum, especially in implementing P5 on the theme I Love Indonesia and providing learning in accordance with the objectives of implementing the Independent Curriculum. Critical reflection by teachers is also important so that the Independent Curriculum can be implemented as it should. The ability to think reflectively is a key element in learning. One of teachers' key competencies is being able to analyze and adapt their teaching to students within a particular social, cultural and political context, which is especially challenging when teaching students who are culturally, ethnically and racially different from the majority of society.(Hakiky et al., 2023; Lestarinigrum, 2022).However, if teachers want to encourage active, meaning-directed, application-directed, self-regulated, and cooperative student learning, their role becomes increasingly demanding and complex.(Rismorlita et al., 2021; Sumarsih et al., 2022). It is not enough just to explain the subject matter well, organize students' learning, and motivate them to learn; However, teachers must take on new roles as diagnosticians, challengers, models, activators, monitors, evaluators and reflectors of the student learning process.

Reflection itself is interpreted as self-criticism, an investigation of the process by which teachers consider the effects of their pedagogical decisions on their teaching practices with the aim of improving those teaching practices. Reflective practice includes several dimensions, namely the cognitive/intellectual dimension, the affective dimension, the motivational dimension (needs, desires and

goals in the situation), the personal dimension (personality characteristics of a reflective teacher), and the body dimension (reflection as embodied practice). (Barlian et al., 2022; Sopiandiah & Masruroh, 2021). Critical reflection is only possible in an environment where doubts about certain views and actions are permitted and where individuals are willing to doubt and expand the boundaries of their comfort zone (Indarta et al., 2022; Šarić & Šteh, 2017). Educators need to acquire self-regulation skills to improve not only students' learning growth but also their own perception of self-efficacy during the learning process (Mawarsari & Wardani, 2022; Zaki, 2018). Teachers at Al Ikhlas Islamic Kindergarten can be said to have carried out critical reflection, to find out how much knowledge and understanding teachers have to be able to introduce Selendang Mayang ice to children as part of local Betawi food. As Abdurrahman stated, there are three elements of professional knowledge that become material for teachers' self-reflection, namely content knowledge, pedagogical knowledge, and packaging knowledge. Regarding content knowledge, the teacher realized that he did not have the experience to serve Selendang Mayang ice, but the teacher already knew how it looked and tasted. To overcome this, the teacher watched the making video repeatedly and observed how the Selendang Mayang ice seller made it. On pedagogical knowledge, Teachers understand what must be provided regarding tools and materials to make Selendang Mayang ice, how children can obtain the materials and tools needed. And regarding the knowledge of packaging content in learning, teachers do this by discussing and sharing roles with other teachers. Bearing in mind that each teacher does not have sufficient understanding regarding making Selendang Mayang ice.

Regarding the collaboration carried out by teachers and parents, the principal is also responsible for the success of education which is directly related to the learning process, giving a big contribution to the progress and success of students, paying attention to what teachers need, providing assistance and guidance to teachers in activities to remain enthusiastic in achieving common goals (Kartini, 2020). Having an attitude of mutual trust, helping each other in guiding children and communicating between parents and teachers, will make children feel they have the freedom to be creative in order to develop their potential, so that they can increase creativity and be able to motivate children in learning. Communication is an important thing in fostering cooperation, teachers' communication with parents is important for them to collaborate and share information (Prianti, 2022; Sherly et al., 2020). Without cooperation and support from parents, no matter how good the learning plan is made, no matter how precisely the modules are arranged, the activities will not be able to be carried out, and the goals of the Merdeka Curriculum will certainly not be achieved optimally. (Hidayat et al., 2020; Susilawati, 2021). The results obtained in this research are in line with the results of previous research, which also revealed that teachers' understanding regarding the structure of the independent curriculum and that they still need training regarding the preparation of teaching modules and assessment of learning in the independent curriculum (Purani & Putra, 2022). The results of other research reveal that teachers' readiness in implementing the free learning curriculum in elementary schools is quite optimal, while the obstacles for elementary school teachers in implementing the free learning curriculum are a lack of understanding of the free learning curriculum between teachers and parents, as well as inadequate facilities and infrastructure. (Febrianningsih & Ramadan, 2023). The results of further research revealed that elementary school teachers were ready to implement the independent curriculum in classroom learning (Heryahya et al., 2022). So based on several research results, it can be said that teacher readiness in the process of implementing the independent curriculum is quite good.

4. CONCLUSION

Introducing local Betawi culture to children certainly requires teacher readiness so that the learning that will be given can be carried out well and achieve the expected goals. From the results of interviews and observations, it can be said that even though teachers do not fully understand the Independent Curriculum, they are ready to implement the curriculum, especially in the Project for Strengthening the Profile of Pancasila Students with the theme I Love Indonesia through the introduction of Es Selendang Mayang. Readiness can be seen from the availability of teaching materials, teachers who master the teaching materials, continuously carrying out critical reflection, and the cooperation of parents, school principals and teachers.

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