

# Sociocultural-based Subject-Specific-Pedagogy as an Effort to Strengthen the Pancasila Student Profile

Maryono<sup>1\*</sup>, Hendra Budiono<sup>2</sup>, Eka Sastrawati<sup>3</sup>, Issaura Sherly Pamela<sup>4</sup> 

<sup>1,2,3</sup> Primary Teacher Education, Universitas Jambi, Jambi, Indonesia

## ARTICLE INFO

### Article history:

Received August 03, 2023

Revised August 10, 2023

Accepted December 13, 2023

Available online December 25, 2023

### Kata Kunci:

Subject Specific Pedagogy,  
Sosiokultural, Sekolah Dasar

### Keywords:

Subject Specific Pedagogy,  
Sociocultural, Elementary School



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright ©2023 by Author. Published by Universitas Pendidikan Ganesha.

## ABSTRAK

*Pengembangan pedagogi khusus mata pelajaran berbasis sosial budaya merupakan pendekatan penting dalam meningkatkan pemahaman dan penghayatan nilai-nilai Pancasila di tingkat sekolah dasar. Pendekatan ini mengintegrasikan aspek sosial, budaya dan kontekstual dalam pembelajaran mata pelajaran yang berkaitan dengan Pancasila. Pedagogi sosiokultural membekali siswa dengan pengetahuan dan keterampilan untuk menerapkan nilai-nilai tersebut dalam berbagai aspek kehidupan mereka, yang dapat membawa pada perubahan masyarakat yang positif. Pedagogi sosiokultural mendorong pengembangan keterampilan dunia nyata seperti komunikasi, pemecahan masalah, dan kerja tim, yang penting untuk menerapkan nilai-nilai Pancasila dalam situasi praktis. Penelitian ini bertujuan untuk menghasilkan produk Pedagogi Khusus Mata Pelajaran berbasis sosiokultural sebagai upaya penguatan profil siswa Pancasila di sekolah dasar. Penelitian ini merupakan penelitian dan pengembangan dengan metode pengembangan yang digunakan yaitu model 4D. Subyek penelitian ini adalah validator, guru dan siswa kelas IV SD. Jenis data penelitian adalah data kualitatif dan kuantitatif. Instrumen pengumpulan data yang digunakan adalah angket validasi dan angket praktikalitas. Hasil penelitian menunjukkan bahwa produk yang dikembangkan mempunyai validitas produk sebesar 3,99 dengan kategori Valid, dan tingkat praktikalitas sebesar 4,32 dengan kategori sangat praktis. Dapat disimpulkan bahwa produk Pedagogi Khusus Mata Pelajaran berbasis sosiokultural sebagai upaya penguatan profil siswa Pancasila siswa sekolah dasar layak digunakan dalam proses pembelajaran.*

## ABSTRACT

The development of sociocultural-based subject-specific pedagogy is an important approach in increasing understanding and appreciation of Pancasila values at the elementary school level. This approach integrates social, cultural and contextual aspects in learning subjects related to Pancasila. Sociocultural pedagogy equips students with the knowledge and skills to apply these values in various aspects of their lives, which can lead to positive societal change. Sociocultural pedagogy encourages the development of real-world skills such as communication, problem-solving, and teamwork, which are essential for applying Pancasila values in practical situations. This research aims to produce a sociocultural-based Subject Specific Pedagogy product as an effort to strengthen the profile of Pancasila students in elementary schools. This research is research and development with the development method used, namely the 4D model. The subjects of this research were validators, teachers and fourth grade elementary school students. The types of research data are qualitative and quantitative data. The data collection instruments are validation questionnaires and practicality questionnaires. The research results show that the product developed has a product validity of 3.99 in the Valid category, and a practicality level of 4.32 in the very practical category. It can be concluded that the sociocultural-based Subject Specific Pedagogy product as an effort to strengthen the Pancasila student profile of elementary school students is suitable for use in the learning process.

## 1. INTRODUCTION

Education can encourage change for the better compared to previous generations, producing superior and intelligent generations with noble morals. Through education, Indonesia can also generate creative, innovative, problem-solving, and productive generations in nation-building. As stated in the

\*Corresponding author

E-mail addresses: [hendra.budiono@unja.ac.id](mailto:hendra.budiono@unja.ac.id) (Maryono)

preamble of the 1945 Constitution, education is responsible for improving the lives of society, and it should also make individuals recognize, understand, and comprehend the realities of daily life. This is one of the positive impacts of education (Ananda & Hudaidah, 2021; Khusni et al., 2022; Tarigan et al., 2022).

Education in Indonesia has undergone various developmental processes, one of which is curriculum development. Curriculum development has been ongoing since independence and has continued to evolve over time. With the changing times and an increasingly dynamic society, the education system has also undergone transformation to adapt to globalization. It is expected that through the curriculum, educational success can be achieved. The curriculum plays a key role in education as it is related to determining the direction, content, and educational processes that ultimately determine the type and qualifications of graduates from an educational institution (Dhani, 2020; Fahmi & Bitasari, 2020; Sumarsih et al., 2022). Previous study express that one aspect that cannot be separated from education is the presence of the curriculum (Ananda & Hudaidah, 2021). In broad terms, the implementation of the curriculum includes three main components: program development, learning implementation, and innovative, dynamic, and periodic evaluation in line with the changing times and assessment ((Ananda & Hudaidah, 2021; Cholilah et al., 2023; Sofyan, 2019).

Merdeka curriculum is a curriculum currently being developed in schools. This curriculum is understood as a curriculum that provides freedom in learning. "Merdeka Belajar" contributes to improving the competencies of students to learn independently. The concept of "Freedom in Learning" provides students with the opportunity to access knowledge from various learning sources. Merdeka curriculum is an educational transformation aimed at producing outstanding generations with a learning design that allows students to learn in a fun, stress-free environment and showcase their natural talents (Angga & Sofyan, 2022; R. Rahayu et al., 2022). In line with this, it is also believed that the concept of "Merdeka Belajar" is important for the future vision and mission of Indonesian education to create high-quality individuals capable of competing in various fields of life. Furthermore, school autonomy in interpreting the basic competencies of the curriculum becomes their assessment (Jannati et al., 2023; Sibagariang et al., 2021).

Merdeka curriculum is developed as a more flexible curriculum framework. One of the characteristics of merdeka curriculum is the strengthening of the Pancasila profile. The curriculum emphasizes efforts to improve competencies and the formation of the national character in the form of a Pancasila profile for each student in educational institutions (Barlian et al., 2022; Z. A. A. Sari et al., 2022). To ensure that the Pancasila profile is instilled in students, cooperation and commitment are required in its implementation. In this regard, schools, as educational institutions, bear responsibility for shaping the character of students (Ansori, 2020; F. B. Sari et al., 2020). The Pancasila student profile is a vision that the Ministry of Education and Culture (Kemendikbudristek) aims to achieve, as outlined in Ministerial Regulation No. 22 of 2020 regarding the Strategic Plan of the Ministry of Education and Culture for the years 2020-2024. This strategic plan focuses on the "Merdeka Belajar" policy as a guideline for developing human resources to organize and maximize the demographic bonus, which is a key factor in achieving a progressive nation with social justice, as envisioned by the founders of the nation.

It cannot be denied that the transition from the 2013 Curriculum to the Merdeka Curriculum has had the most significant impact on teachers. A change in the curriculum entails changes in teaching materials and various approaches that are typically used. Therefore, teachers must make many new preparations to adapt to the newly introduced curriculum. One noticeable change is the shift in teaching approaches. In primary schools, there has been a transition from thematic-integrative learning back to a subject-based approach. Teachers, as facilitators of "Merdeka Belajar," are responsible for planning and implementing the learning process and must also create a conducive learning environment (Arviansyah & Shagena, 2022; Saraswati et al., 2022). One measure of the success of education is the active role played by teachers (Ningrum & Suryani, 2022; Priatna & Setyarini, 2019).

The challenges faced by teachers in relation to strengthening the Pancasila student profile within the integration of the merdeka curriculum are evident in the learning conditions at SDN197/IX Pematang Gajah. Interviews with fourth-grade teachers revealed that they welcome the merdeka curriculum and support character development through strengthening the Pancasila student profile in the learning process. However, they struggle to adequately prepare for and implement it. Teachers have not yet been able to design a Learning Objective Flowchart to replace the syllabus based on the learning outcomes specified in SK BSKAP No. 033 of 2022. The lesson plans in the form of teaching modules created do not meet the format and standards of the merdeka curriculum. This has resulted in assessment of learning that does not align with the specified learning outcomes. Additionally, the selected content has not been focused on essential material in line with the developmental stages of the students, resulting in dense lesson content (Arviansyah & Shagena, 2022; Saraswati et al., 2022).

Furthermore, the learning process still emphasizes individual learning. Individual learning clearly weakens the sociocultural aspects of the nation. Additionally, individual learning contradicts the nature of humans as social beings. Elementary school students enjoy engaging in activities they like together, in accordance with social cognitive theory, which views children as social beings who construct their thoughts and understanding through social interactions. According to previous study there are many factors contributing to low education quality, including learning activities that are not responsive to individual diversity and the environment in which students live (Septianti & Afiani, 2020). Therefore, the learning process needs to be designed and developed based on the conditions of students as learning subjects and the cultural communities where students reside.

Sociocultural-based subject-specific pedagogy offers several advantages when employed as an effort to strengthen the Pancasila student profile in elementary schools. Sociocultural pedagogy emphasizes the integration of cultural and social contexts into the learning process. This approach ensures that the teaching materials and methods are culturally relevant to the students, making it easier for them to relate to and understand the concepts of Pancasila. By connecting the lessons to students' real-life experiences and cultural backgrounds, sociocultural pedagogy can enhance student engagement and motivation. When students see the relevance of Pancasila values in their daily lives, they are more likely to be interested in learning and applying these values (Maryati et al., 2022; Utari & Afendi, 2022; Wahyuni et al., 2023).

In summary, sociocultural-based subject-specific pedagogy has several advantages in strengthening the Pancasila student profile in elementary schools. It promotes cultural relevance, engagement, holistic understanding, and the application of Pancasila values in students' lives, ultimately contributing to the development of well-rounded, socially responsible citizens (Fransiska Faberta Kencana Sari et al., 2023; Palangda et al., 2023). Based on the issues outlined, Socio-Cultural-Based Subject Specific Pedagogy needs to be developed for elementary school students. Previous study argue that there needs to be a socio-cultural revolution in teaching and learning activities so that human resources can meet global challenges (Arini & Umami, 2019). Through SSP, socio-cultural values and learning materials are integrated into comprehensive learning tools. This is expected to contribute to strengthening the six dimensions of the Pancasila Student Profile for Elementary School Students. In addition to learning the importance of social and cultural values, SSP helps foster teamwork and social attitudes, instill a love for the environment, and provide an educative interactive learning experience while delivering the core learning content.

## 2. METHOD

This research is a research and development. In this study, the development carried out is the Development of Socio-Cultural-Based Subject Specific Pedagogy as an Effort to Strengthen the Pancasila Student Profile for Elementary School Students. The Subject Specific Pedagogy referred to includes teaching modules, student worksheets, and assessment instruments. The model used is the 4D development model. The 4D development model consists of four main stages, namely Define, Design, Develop, and Disseminate (Arkadiantika et al., 2020). The development of Socio-Cultural-Based Subject Specific Pedagogy (SSP) as an Effort to Strengthen the Pancasila Student Profile for Elementary School Students.

The trial subjects in this developmental research are Grade IV students and teachers from SDN 197/IX Pematang Gajah. The purpose of testing this tool is to obtain feedback in the form of notes on all responses, reactions, and comments from students and teachers for the purpose of revising or improving the draft that will be produced. This testing is also conducted to assess its practicality. The types of data in this research include quantitative and qualitative data. Quantitative data is data in the form of numbers or qualitative data that are quantified, while qualitative data are data in the form of words, sentences, diagrams, charts, and photos. Quantitative data in this study come from questionnaires completed by content experts, language experts, and media experts, as well as data from questionnaires completed by students and teachers. Meanwhile, qualitative data in this study consist of suggestions, criticisms, and responses from validators, teachers, and students, which are used as considerations for improvements. The data sources in this study are validators, teachers, and students (Sugiyono, 2018).

The data collection instrument in this research consists of a questionnaire. In this study, the researcher used a closed-ended questionnaire. A closed-ended questionnaire is a questionnaire where the number of items and answer alternatives as well as responses are predetermined, and respondents simply choose based on their actual circumstances. This instrument is used to assess the suitability of the developed Subject Specific Pedagogy. The data to be obtained in this research will be both qualitative and quantitative. Qualitative data consist of responses and suggestions/feedback from the expert team, which are gathered and recommended for product improvement. Meanwhile, quantitative data consist of assessments of product development obtained from the expert team and all respondents, which will be analyzed and processed. Next, calculations are performed using the data obtained from the expert

questionnaires to determine the level of validity of the media, content, and language. The calculations are done using the following formulas. To see the score intervals and validity categories of the developed Subject Specific Pedagogy (SSP) can be seen in [Table 1](#).

**Table 1. Score Interval and Category**

Scor Interval	Category
4.22 – 5.00	Very Valid
3.41 – 4.21	Valid
2.61 – 3.40	Fairly Valid
1.80 – 2.60	Less Valid
0 – 1.79	Very Invalid

Data regarding the practicality of the developed product is obtained from the assessment questionnaires given to teachers and students. The questionnaires in this research are structured in the form of a Likert scale. The teacher response questionnaire consists of five statement alternatives, namely Strongly Agree with a score of 5, Agree with a score of 4, Somewhat Agree with a score of 3, Disagree with a score of 2, and Strongly Disagree with a score of 1. The analysis of practicality also employs the same method as validity analysis. To calculate the average results from the response questionnaires of each student, the mean formula is first used. Furthermore, to see the score intervals and practicality categories can be seen in [Table 2](#).

**Table 2. Score Interval and Category**

Scor Interval	Category
4.22 – 5.00	Very Practical
3.41 – 4.21	Practical
2.61 – 3.40	Quite Practical
1.80 – 2.60	Less Practical
0 – 1.79	Very Less Practical

### 3. RESULT AND DISCUSSION

#### Result

This research resulted in a Socio-Cultural-Based Subject Specific Pedagogy product as an effort to strengthen the Pancasila student profile in elementary schools, in the form of teaching modules, student worksheets, and valid and practical assessment instruments. The validity level of the Subject Specific Pedagogy produced is show in [Table 3](#).

**Table 3. Validation Level of Subject Specific Pedagogy Product**

Validation	1st Validation Average	2nd Validation Average	Category
Content Validation	3.8	4.3	Very Valid
Language Validation	3.55	3.88	Valid
Media Validation	3.7	3.9	Valid
<b>Average</b>	<b>3.68</b>	<b>3.99</b>	<b>Valid</b>

[Table 3](#) shows the level of validity of the developed subject-specific pedagogy. From the data, the average product validity is 3.99 with the category of Valid. In content validation, the average of the second validation is 4.3, indicating it is Very Valid. Based on these values, it can be inferred that the content coverage in the product is usable, incorporating improvements suggested by the validators based on their previous feedback. During the language validation process, the final average validation score is 3.88, falling into the Valid category. This validation covers the language aspects present in the teaching modules, student worksheets, and assessment instruments. Therefore, the product of the subject-specific pedagogy meets the valid language aspects. The third validation, which is media validation, covers the appearance of the developed product. From the final validation results, the average media validation score is 3.9, falling into the Valid category. This means that the media presentation meets the criteria of good media and can be used by students in the learning process.

The first product developed is the teaching module. In the initial section, the cover of the teaching module is presented. The cover of the teaching module serves as the identity of the product being developed,



containing the title and topic that will be taught. The cover also includes images of temples and various traditional dances from several provinces in Indonesia, demonstrating cultural diversity in line with the learning topic. The cover portrays the various sociocultural aspects present in Indonesia as show in Figure 1.



Figure 1. Teaching Module Cover Display

The strengthening of the Pancasila learner profile within the teaching module is integrated into every learning activity. Student-centered learning activities are expected to shape good character in line with the predetermined objectives. Thus, this teaching module provides maximum benefits in assisting teachers in forming the Pancasila learner profile in their students. The content of the teaching module is show in Figure 2.



Figure 2. The Content of the Teaching Module

The second product developed as a form of socio-cultural-based subject-specific pedagogy is the student worksheets. In this research, the student worksheets are created based on the activities found in the content of the teaching module. The display of student worksheets is show in Figure 3.



Figure 3. Display of Student Worksheets

The next product that is part of subject-specific pedagogy is the assessment instrument. In this section, a summative assessment instrument in the form of a rubric is developed. This instrument is designed in accordance with the learning outcomes and learning objectives that have been defined. Assessment instrument sheet is show in Figure 4.

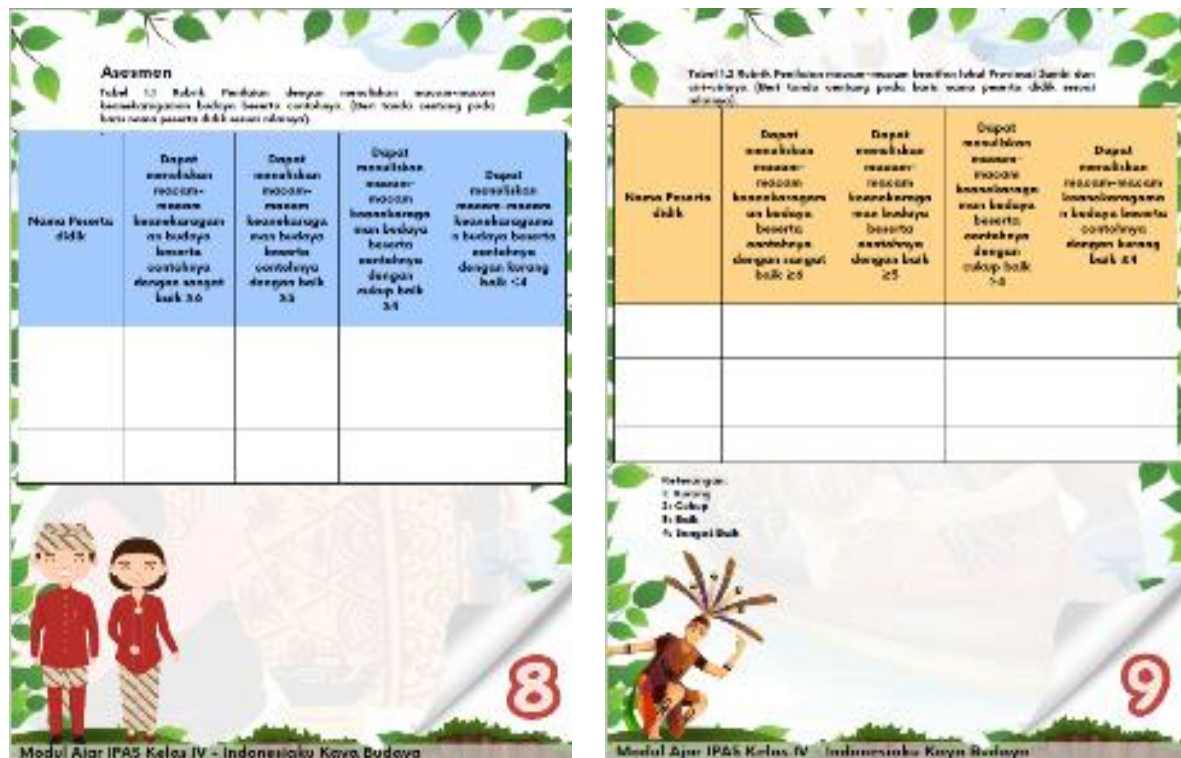


Figure 4. Assessment Instrument Sheet

The Subject Specific Pedagogy product that has been validated is subsequently tested to assess its practicality. The test subjects in this case are the teachers and fourth-grade students at SDN 197/IX Pematang Gajah. From the conducted testing, the practicality data are show in Table 4.

**Table 4.** The Level of Practicality of the Subject Specific Pedagogy Product

No.	Subject	Score	Category
1	Teacher	4.2	Practical
2	Small group test student	4.72	Very Practical
3	Large group test student	4.5	Very Practical
<b>Average</b>		<b>4.32</b>	<b>Very Practical</b>

Table 4 shows the average practicality rating of the product, which is 4.32, categorized as very practical. The questionnaire results given to teachers as product users indicate an average score of 4.2, categorized as practical. Meanwhile, the questionnaire given to students in the small group test yielded an average score of 4.72, categorized as very practical. Similarly, in the large group test, an average score of 4.5 was obtained, categorized as very practical. The final stage, after obtaining a valid and practical product, is the dissemination of the product to other schools. In this phase, the product that has been produced is distributed to several schools with different environments but still within the scope of the Jambi province. The distribution is carried out in two schools, namely SD 55/I Sridadi in Batanghari District and SDN 61/III Kebun Baru in Kerinci District. During this activity, input and feedback are obtained from teachers and students regarding the produced product.

### Discussion

This research and development study begins with the initial phase of front-end analysis. Through the front-end analysis, fundamental problems requiring solutions or problem-solving according to the needs in the form of Subject Specific Pedagogy are identified. The front-end analysis leads to the identification of problems and alternatives/choices in problem-solving, determining the developed Subject Specific Pedagogy. The front-end analysis aims to uncover and establish the fundamental issues faced by students and teachers in the learning process (Aulia & Andromeda, 2019; Lestari, 2018).

The second step involves the analysis of fourth-grade elementary school students. Previous study explained that during student analysis, it is essential to consider students' abilities and experiences in the subject (Nuriha & Tsurayya, 2021). The observation results indicate that fourth-grade students at SDN 197/IX Pematang Gajah have a high level of curiosity, prefer learning through hands-on activities, and enjoy group activities and concrete learning experiences. Based on this, a picture of product adaptation that aligns with the actual characteristics and circumstances of the students is obtained. The third step involves concept analysis by analyzing the learning outcomes, which represent the competencies that students must achieve. In this case, learning outcomes for fourth-grade students are selected that align with the research variable, which is sociocultural. The learning outcomes used in product development are related to sociocultural aspects in Indonesia, particularly in the Jambi province, which align with the cultural diversity and local wisdom. Concept analysis is carried out to identify the main concepts that will be developed (Muqdamien et al., 2021; Nuriha & Tsurayya, 2021).

In the next stage, which is task analysis, several skills that need to be mastered by students in accordance with the predetermined learning outcomes are identified. These skills are incorporated into the resulting product. The final step in the Define stage is the formulation of learning objectives (specifying instructional objectives). This stage is part of the development of the Learning Objective Flow, which is one of the products of the subject-specific pedagogy. Learning objectives and competencies to be taught need to be formulated first to ensure that the resulting product aligns with the needs (Fitzsimons, 2014; Taufiq et al., 2019). Previous study stated that SSP is not just about how to learn something (cognitive) but also why and how to learn about something to be useful for oneself and others (affective) (Ulfah, 2018). The learning objectives developed from the learning outcomes are as follows: students should be able to explain and discover cultural diversity, local wisdom, history, and preservation efforts in their province of residence and connect them to the current life context. After the defining stage, the product is designed according to the specified format and storyboard. The developed product includes teaching modules, student worksheets, and instruments. Some components of SSP include Lesson Implementation Plans, Student Worksheets, and assessment sheets (Parlato-Oliveira et al., 2020; Prastyo et al., 2021). Once the product is created, it undergoes development through validation processes, including language validation, instructional validation, and content validation. Previous study stated that validation aims to assess the suitability of the product to determine whether it is worthy of further testing (Chan et al., 2019). Validation by subject matter experts and language experts is an essential evaluation step in the development process (Chrisyarani & Yasa, 2018; C. Rahayu & Festiyed, 2019).

The content of the teaching module is developed according to the format specified in the implementation of the Merdeka Curriculum. In the content of the teaching module, various traditional costumes from different provinces are also displayed. This presentation aims to encourage students to



respect and appreciate the diversity that exists in their country, fostering a greater love for their homeland. Sociocultural insights in every lesson (character education) are one alternative approach to reducing the influence of foreign cultures that is difficult to avoid. Previous study also explain that sociocultural awareness begins with recognizing the importance of education that considers the processes of culture and education as inseparable (Perdana et al., 2019; Puspasari et al., 2019).

In the content of the teaching module, there are also integrated learning activities aimed at guiding students in the formation of the Pancasila learner profile, which includes values such as mutual cooperation, moral integrity, creativity, and critical thinking. Previous study states that the Pancasila learner profile is a national educational goal and serves as a reference for educators in building the character and competencies of students (Ibad, 2022). Furthermore, the determination of the Pancasila learner profile, emphasized in the learning process, becomes an integral part of the teaching module that must be included and implemented. Other study highlights that strengthening the Pancasila learner profile focuses on building national character and the ability to implement these values in daily life (Rahayuningsih, 2022).

The second product is the student worksheet, created to assist and facilitate the learning process, thereby increasing student engagement. Previous study explains that student worksheets serve as a tool to aid and simplify the teaching and learning process, fostering effective interactions between students and ultimately enhancing student activity and academic achievement (Umbaryati, 2019). Furthermore, there are studies state that student worksheets are a crucial teaching resource for assignments that are relevant to the material being taught (Hartobi et al., 2023; S. Rahayu et al., 2021). Another product that is produced is the assessment instrument. This instrument will facilitate teachers in assessing students' abilities during the learning process. Other study explain that an instrument, also referred to as an evaluation tool, is something that can be used to achieve objectives more effectively and efficiently (Chasanah et al., 2022).

The practicality level is assessed through the distribution of questionnaires to both teachers and students. Previous study state that the purpose of conducting a practicality assessment of the developed product is to determine the extent to which the product is usable and to gauge its practicality (Chan & Budiono, 2019). This is assessed by using questionnaires given to teachers and students to gather feedback and evaluations after using the tested product. Other study also mention that one way to assess the practicality level of a product is through the distribution of questionnaires (Silalahi & Budiono, 2023). Testing in small and large groups is essential in research and development.

The development of sociocultural-based subject-specific pedagogy is an important approach in increasing understanding and appreciation of Pancasila values at the elementary school level. This approach integrates social, cultural and contextual aspects in learning subjects related to Pancasila. First of all, it is important to identify the Pancasila values that you want to instill in students. The values of Pancasila include Belief in One Almighty God, Just and Civilized Humanity, Indonesian Unity, Democracy Led by Wisdom in Deliberation/Representation, and Social Justice for All Indonesian People. Once these values are identified, they can be integrated into the learning plan. Teachers need to plan student-centered learning, considering students' social and cultural backgrounds. Learning must be relevant to students' daily lives, so that they can relate the values of Pancasila to their own experiences (da Vinha, 2021; Irawati et al., 2022; Wahyuni et al., 2023)

It is important to teach students how to apply Pancasila values in everyday life. Teachers can provide concrete examples of how these values can be reflected in their actions and behavior. Ongoing evaluation is needed to measure the effectiveness of this pedagogical approach. Teachers and schools must continue to monitor students' progress in understanding and applying Pancasila values. The development of special pedagogy for socioculturally based subjects can help strengthen the profile of Pancasila students in elementary schools, making them more aware and involved in understanding and implementing the basic values of the Indonesian nation. This research contributes to teachers by providing an understanding of how to develop subject-specific pedagogy based on sociocultural principles in the form of teaching modules, student worksheets, and assessment instruments in line with the current curriculum demands of the Kurikulum Merdeka. This research also offers knowledge to teachers about the correct steps in developing teaching modules, student worksheets, and assessment instruments. For the future research, it is recommended to develop similar products for different grade levels, subjects, and broader learning outcomes and topics.

#### 4. CONCLUSION

The subject-specific pedagogy products based on sociocultural principles developed in this research, namely teaching modules, student worksheets, and assessment instruments, have been proven to be valid for use by fourth-grade students. This is evident from the average scores for content, language, and media validation, which resulted in an overall product validity score falling into the Valid category. The



subject-specific pedagogy products based on sociocultural principles developed are highly practical for use in the learning process. This is supported by the survey results given to teachers and students, with an average practicality score categorized as very practical. However, it's worth noting that this research has limitations as it focused on one grade level and one subject, natural and social sciences for fourth-grade elementary school students.

## 5. REFERENCES

- Ananda, A. P., & Hudaidah. (2021). Perkembangan Kurikulum Pendidikan Indonesia dari Masa ke Masa. *Jurnal Pendidikan Sejarah Dan Kajian Sejarah*, 3(2), 102–108. <https://doi.org/10.31540/sindang.v3i2>.
- Angga, & Sofyan, I. (2022). Kepemimpinan Kepala Sekolah dalam Mewujudkan Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*, 6(3), 5295–5301. <https://doi.org/10.31004/basicedu.v6i3.2918>.
- Ansori, Y. Z. (2020). Pembinaan Karakter Siswa Melalui Pembelajaran Terpadu Di Sekolah Dasar. *Jurnal Educatio FKIP UNMA*, 6(1), 177–186. <https://doi.org/10.31949/educatio.v6i1.308>.
- Arini, A., & Umami, H. (2019). Pengembangan Pembelajaran Pendidikan Agama Islam Melalui Pembelajaran Konstruktivistik Dan Sosiokultural. *Indonesian Journal of Islamic Education Studies (IJIES)*, 2(1), 104–114. <https://doi.org/10.33367/ijies.v2i2.845>.
- Arkadiantika, I., Ramansyah, W., Effindi, M. A., & Dellia, P. (2020). Pengembangan Media Pembelajaran Virtual Reality Pada Materi Pengenalan Termination Dan Splicing Fiber Optic. *Jurnal Dimensi Pendidikan Dan Pembelajaran (JDPP)*, 8(1), 29–36. <https://doi.org/10.24269/dpp.v0i0.2298>.
- Arviansyah, M. R., & Shagena, A. (2022). Efektivitas Dan Peran Dari Guru Dalam Kurikulum Merdeka Belajar. *Lentera; Jurnal Ilmiah Kependidikan*, 17(1), 40–50. <https://doi.org/10.33654/jpl.v17i1.1803>.
- Aulia, A., & Andromeda. (2019). Pengembangan E-Modul Berbasis Inkuiri Terbimbing Terintegrasi Multirepresentasi dan Virtual Laboratory pada Materi Larutan Elektrolit dan Nonelektrolit untuk Kelas X SMA/MA. *Edukimia Journal*, 1(1), 94–102. <http://edukimia.ppj.unp.ac.id/ojs/index.php/edukimia/article/view/34>.
- Barlian, U. C., Solekah, S., & Rahayu, P. (2022). Implementasi Kurikulum Merdeka Dalam Meningkatkan Mutu Pendidikan. *Journal of Educational and Language Research*, 1(12), 2105–2118. <https://doi.org/10.53625/joel.v1i12.3015>.
- Chan, F., & Budiono, H. (2019). Pengembangan Buku Petunjuk Praktikum IPA Berbasis Learning Cycle Bagi Siswa Kelas IV Sekolah Dasar. *Jurnal Gentala Pendidikan Dasar*, 4(2), 166–175. <https://doi.org/10.22437/gentala.v4i2.7919>.
- Chan, F., Budiono, H., & Setiono, P. (2019). Pengembangan Multimedia Interaktif Berbasis Keterampilan Proses Dasar Pada Materi Tumbuhan Dan Bagian-Bagiannya Di Sekolah Dasar. *ELSE (Elementary School Education Journal)*, 3(1), 9–17. <https://doi.org/10.30651/else.v3i1.2330>.
- Chasanah, N., Widodo, W., & Suprpto, N. (2022). Pengembangan Instrumen Asesmen Literasi Sains Untuk Mendeskripsikan Profil Peserta Didik. *PENDIPA Journal of Science Education*, 6(2), 474–483. <https://doi.org/10.33369/pendipa.6.2.474-483>.
- Cholilah, M., Tatuwo, A. G. P., Komariah, Rosdiana, S. P., & Fatirul, A. N. (2023). Pengembangan Kurikulum Merdeka Dalam Satuan Pendidikan Serta Implementasi Kurikulum Merdeka Pada Pembelajaran Abad 21. *Sanskara Pendidikan Dan Pengajaran*, 1(2), 56–67. <https://doi.org/10.58812/spp.v1i02.110>.
- Chrisyarani, D. D., & Yasa, A. D. (2018). Validasi modul pembelajaran: Materi dan desain tematik berbasis PPK. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 8(2), 206–212. <https://pdfs.semanticscholar.org/809d/caaa14cdd74c4b19626bba146dde1335089c.pdf>.
- da Vinha, L. (2021). Using hybrid simulations to enhance student learning of international relations theories. *Issues in Educational Research*, 31(3), 739–759. <https://doi.org/https://search.informit.org/doi/abs/10.3316/informit.190870490005319>.
- Dhani, R. R. (2020). Peran Guru Dalam Pengembangan Kurikulum. *Jurnal Serunai Administrasi Pendidikan*, 9(1), 45–50. <https://doi.org/10.37755/jsap.v9i1.251>.
- Fahmi, F., & Bitasari, W. (2020). Revitalisasi Implementasi Kurikulum Pendidikan. *Al-Fikru: Jurnal Ilmiah*, 14(2), 81–91. <https://doi.org/10.51672/alfikru.v14i2.30>.
- Fitzsimons, M. (2014). Engaging students' learning through active learning. *International Council for Small Business*, 3(1). <https://search.proquest.com/openview/dec1e74ffb977>.
- Fransiska Faberta Kencana Sari, Sukarno, & Tri Murwaningsih. (2023). The New Paradigm of Merdeka Curriculum: Implementation of Pancasila Education Subject in Elementary School. *International Journal of Elementary Education*, 7(1), 79–88. <https://doi.org/10.23887/ijee.v7i1.54092>.
- Hartobi, S., Suradi, A., & Saputra, A. (2023). The Patterns of Implementation of Independent Learning

- Curriculum (Merdeka Belajar) at SD Negeri 56 Kota Bengkulu. *Indonesian Journal of ...*, 1(1), 53–62. <https://ejournal.aecindonesia.org/index.php/ijier/article/view/18>.
- Ibad, W. (2022). Penerapan Profil Pelajar Pancasila Di Tingkat Sekolah Dasar. *JIEES: Journal of Islamic Education at Elementary School JIEES*, 3(2), 84–94. <https://doi.org/10.47400/jiees.v3i2.47>.
- Irawati, D., Najili, H., Supiana, S., & Zaqiah, Q. Y. (2022). Merdeka Belajar Curriculum Innovation and Its Application in Education Units. *Edumaspul: Jurnal Pendidikan*, 6(2), 2506–2514. <https://doi.org/10.33487/edumaspul.v6i2.4603>.
- Jannati, P., Ramadhan, F. A., & Rohimawan, M. A. (2023). Peran Guru Penggerak Dalam Implementasi Kurikulum Merdeka Di Sekolah Dasar. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 7(1), 330. <https://doi.org/10.35931/am.v7i1.1714>.
- Khusni, M. F., Munadi, M., & Matin, A. (2022). Madrasah for girls and private school for boys? The determinants of school type choice in rural and urban Indonesia. *International Journal of Educational Development*, 12(1), 60–71. <https://doi.org/10.1016/j.ijedudev.2018.02.006>.
- Lestari, N. (2018). Prosedural Mengadopsi Model 4D Dari Thiagarajan Suatu Studi Pengembangan LKM Bioteknologi Menggunakan Model PBL Bagi Mahasiswa. *Jurnal Ilmiah Teknologi FST Undana*, 12(2), 56–65. [https://ejournal.undana.ac.id/jurnal\\_teknologi/article/view/1170](https://ejournal.undana.ac.id/jurnal_teknologi/article/view/1170).
- Maryati, S., Dwi Lestari, G., & Riyanto, Y. (2022). The Effectiveness of Mentoring in the Implementation of the Project-based Learning (PjBL) Model in the Independent Curriculum for PAUD Educators. *European Journal of Education and Pedagogy*, 3(6), 12–18. <https://doi.org/10.24018/ejedu.2022.3.6.471>.
- Muqdamien, B., Umayah, U., Juhri, J., & Raraswaty, D. P. (2021). Tahap Definisi Dalam Four-D Model Pada Penelitian Research & Development (R&D) Alat Peraga Edukasi Ular Tangga Untuk Meningkatkan Pengetahuan Sains Dan Matematika Anak Usia 5-6 Tahun. *Intersections*, 6(1), 23–33. <http://128.199.239.11/index.php/intersections/article/vi>.
- Ningrum, A. R., & Suryani, Y. (2022). Peran Guru Penggerak Dalam Kurikulum Merdeka Belajar. *AR-RIAYAH: Jurnal Pendidikan Dasar*, 6(2), 219–232. <https://doi.org/10.29240/jpd.v6i2.5432>.
- Nuriha, C., & Tsurayya, A. (2021). Pengembangan Video Pembelajaran Berbantuan Geogebra untuk Meningkatkan Kemandirian Belajar Siswa. *Jurnal Cendikia: Jurnal Pendidikan Matematika*, 5(1), 48–64. <https://doi.org/10.31004/cendekia.v5i1.430>.
- Palangda, L., Walukow, M. R., Naharia, O., Wullur, M. N., & Sumual, S. D. M. (2023). Implementation of Merdeka Belajar Policy: Constraints in the Pancasila Students Profile Strengthening Project. *International Journal of Multidisciplinary Approach Research and Science*, 1(02), 104–116. <https://doi.org/10.59653/ijmars.v1i02.62>.
- Parlato-Oliveira, E., Chetouani, M., Cadic, J.-M., Viaux, S., Ghattassi, Z., Xavier, J., Ouss, L., Feldman, R., Muratori, F., Cohen, D., & Saint-Georges, C. (2020). The emotional component of Infant Directed-Speech: A cross-cultural study using machine learning. *Neuropsychiatrie de l'Enfance et de l'Adolescence*, 68(2), 106–113. <https://doi.org/10.1016/j.neurenf.2019.10.004>.
- Perdana, Y., Sumargono, & Rachmedita, V. (2019). Integrasi Sosiokultural Siswa Dalam Pendidikan Multikultural Melalui Pembelajaran Sejarah. *Jurnal Pendidikan Sejarah*, 8(2), 79–98. <http://repository.lppm.unila.ac.id/16161>.
- Prastyo, E., Kartika, I., & Wibowo, W. S. (2021). Kualitas Subject Specific Pedagogy (SSP) IPA Berbasis Model Iqra' Dan Literasi Mitigasi Bencana Merapi. *Edu Sains: Jurnal Pendidikan Sains & Matematika*, 9(2), 130–137. <https://doi.org/10.23971/eds.v9i2.2244>.
- Priatna, A., & Setyarini, G. (2019). Pengaruh Model Pembelajaran Role Playing Terhadap Keterampilan Berbicara Siswa Kelas IV SD Pada Pembelajaran Bahasa Indonesia. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 4(2), 71–76. <https://doi.org/10.23969/jp.v4i2.2139>.
- Puspasari, A., Susilowati, I., Kurniawati, L., Utami, R. R., Gunawan, I., & Sayekti, I. C. (2019). Implementasi Etnosains dalam Pembelajaran IPA di SD Muhammadiyah Alam Surya Mentari Surakarta. *SEJ (Science Education Journal)*, 3(1), 25–31. <https://sej.umsida.ac.id/index.php/sej/article/download/1599/1801>.
- Rahayu, C., & Festiyed. (2019). Validitas Perangkat Pembelajaran Fisika SMA Berbasis Model Pembelajaran Generatif Dengan Pendekatan Open- Ended Problem Untuk Menstimulus Keterampilan Beroikir Kristis Peserta Didik. *Jurnal Pendidikan Fisika*, 7(1), 1–6. <https://doi.org/10.24252/jpf.v7i1.5363>.
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini, P. (2022). Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak. *Jurnal Basicedu*, 6(4), 6313–6319. <https://doi.org/10.31004/basicedu.v6i4.3237>.
- Rahayu, S., Ladamay, I., Ulfatin, N., Kumala, F. N., & Watora, S. A. (2021). Pengembangan Lkpd Elektronik Pembelajaran Tematik Berbasis High Order Thinking Skill (Hots). *EduHumaniora | Jurnal Pendidikan Dasar Kampus Cibiru*, 13(2), 112–118.

- <https://www.academia.edu/download/99163894/pdf.pdf>.
- Rahayuningsih, F. (2022). Internalisasi Filosofi Pendidikan Ki Hajar Dewantara Dalam Mewujudkan Profil Pelajar Pancasila. *SOCIAL: Jurnal Inovasi Pendidikan IPS*, 1(3), 177-187. <https://doi.org/10.51878/social.v1i3.925>.
- Saraswati, S., Safitri, A., & Kabiba, K. (2022). Peran Guru dalam Implementasi Kurikulum 2013. *Jurnal Pendidikan Dan Pengajaran (JPP)*, 1(3). <https://doi.org/10.51454/jpp.v1i3.56>.
- Sari, F. B., Amini, R., & Mudjiran. (2020). Lembar Kerja Peserta Didik Berbasis Model Integrated Di Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1194-1200. <http://jbasic.org/index.php/basicedu/article/view/524>.
- Sari, Z. A. A., Nurashiah, I., Lyesmaya, D., Nasihin, N., & Hasanudin. (2022). Wayang Sukuraga: Media Pengembangan Karakter Menuju Profil Pelajar Pancasila. *Jurnal Basicedu*, 6(3), 3526-3535. <https://doi.org/10.31004/basicedu.v6i3.2698>.
- Septianti, N., & Afiani, R. (2020). Pentingnya Memahami Karakteristik Siswa Sekolah Dasar Di SDN Cikokol 2. *As-Sabiqun: Jurnal Pendidikan Islam Anak Usia Dini*, 2(1), 7-17. <https://doi.org/10.36088/assabiqun.v2i1.611>.
- Sibagariang, D., Sihotang, H., & Murniarti, E. (2021). Peran Guru Penggerak Dalam Pendidikan Merdeka Belajar Di Indonesia. *Jurnal Dinamika Pendidikan*, 14(2), 88-99. <http://repository.uki.ac.id/id/eprint/7959>.
- Silalahi, R. B., & Budiono, H. (2023). Pengembangan Bahan Ajar Flipbook Berbasis Web pada Muatan IPA Materi Hubungan Antarmakhluk Hidup dalam Ekosistem di kelas V Sekolah Dasar. *Journal of Education Research*, 4(3), 1341-1349. <https://repository.unja.ac.id/46092>.
- Sofyan, F. A. (2019). Implementasi Hots Pada Kurikulum 2013. *Inventa*, 3(1), 1-9. <https://doi.org/10.36456/inventa.3.1.a1803>.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Sumarsih, I., Marliyani, T., Hadiyansah, Y., Hernawan, A. H., & Prihantini. (2022). Analisis Implementasi Kurikulum Merdeka di Sekolah Penggerak Sekolah Dasar. *Jurnal Basicedu*, 6(5), 8248-8258. <https://doi.org/10.31004/basicedu.v6i5.3216>.
- Tarigan, M., Alvindi, Wiranda, A., Hamdany, S., & Pardamean. (2022). Filsafat Pendidikan Ki Hajar Dewantara dan Perkembangan Pendidikan di Indonesia. *Mahaguru: Jurnal Pendidikan Guru Sekolah Dasar*, 3(1), 149-159. <https://ummaspul.e-journal.id/MGR/article/download/3922/1439>.
- Taufiq, M., Ghani, A., Hamzah, M., Ramli, S., Ab, W., Daud, A. W., Rijal, T., Romli, M., Najihah, N., & Mokhtar, M. (2019). a Questionnaire-Based Approach on Technology Acceptance Model for Mobile Digital Game-Based Learning. *Journal of Global Business and Social Entrepreneurship (GBSE)*, 5(14), 24621714. [http://www.gbse.my/V5 NO.14 \(MARCH 2019\)/Paper-199-.pdf](http://www.gbse.my/V5%20NO.14%20(MARCH%202019)/Paper-199-.pdf).
- Ulfah, A. (2018). Pengembangan Subject Specific Pedagogy (SSP) Tematik Berbasis Local Wisdom Untuk Membangun Karakter Hormat dan Kepedulian Siswa SD. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 8(1), 16-25. <https://doi.org/10.24246/j.js.2018.v8.i1.p16-25>.
- Umbaryati, U. (2019). Pentingnya LKPD pada Pendekatan Scientific Pembelajaran Matematika. *PRISMA, Prosiding Seminar Nasional Matematika*, 217-225. <https://journal.unnes.ac.id/sju/index.php/prisma/article/view/21473>.
- Utari, D., & Afendi, A. R. (2022). Implementation of Pancasila Student Profile in Elementary School Education with Project-Based Learning Approach. *EduLine: Journal of Education and Learning Innovation*, 2(4), 456-464. <https://doi.org/10.35877/454ri.eduline1280>.
- Wahyuni, H. I., Budiman, A., Abidin, R., & Yuliandari, E. T. (2023). Potential of Fables as Learning Resources for Environmental Education and Its Relevance to the Merdeka Belajar Curriculum. *Jurnal Pendidikan Indonesia Gemilang*, 3(1), 87-96. <https://doi.org/10.53889/jpig.v3i1.189>.