

# Fostering Character Development in Elementary School Students: Implementing the Independent Curriculum Through the Pancasila Student Profile Program

Suwarni

Universitas Dehasen Bengkulu, Indonesia; [suwarni.h13@gmail.com](mailto:suwarni.h13@gmail.com)

---

## ARTICLE INFO

### Keywords:

Merdeka Curriculum;  
Pancasila Student Profile;  
moral degradation;  
qualitative research,  
educational innovation

---

### Article history:

Received 2024-07-19  
Revised 2024-09-04  
Accepted 2024-12-04

---

## ABSTRACT

The implementation of new curricula often encounters challenges, particularly in aligning the understanding of curriculum developers and users. This study addresses the issue of moral degradation among students in Indonesia and the role of the Merdeka Curriculum in fostering the Pancasila Student Profile to mitigate these concerns. This qualitative research utilized observations, interviews, and documentation to explore the application of the Merdeka Curriculum in *sekolah penggerak*. Data were analyzed to examine its stages and effectiveness in developing the Pancasila Student Profile. The findings reveal that the six dimensions of the Pancasila Student Profile align with the five principles of Pancasila. The implementation in *sekolah penggerak* follows four key stages: preparation, planning, implementation, and evaluation. Habituation practices are integral, and divided into routine and spontaneous habituation. These approaches effectively nurture religious character and moral values among students. The Merdeka Curriculum offers opportunities for independent thinking, creativity, and innovation while addressing moral deficiencies. *Sekolah penggerak* serves as a critical platform for embedding these values, ensuring the development of well-rounded, character-driven students. The Merdeka Curriculum, when systematically implemented, promotes the formation of the Pancasila Student Profile, which is essential for addressing student moral degradation. This curriculum can be a strategic tool in achieving educational and societal objectives.

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



---

### Corresponding Author:

Suwarni

Universitas Dehasen Bengkulu, Indonesia; [suwarni.h13@gmail.com](mailto:suwarni.h13@gmail.com)

---

## 1. INTRODUCTION

The Merdeka Curriculum was formed to replace the prototype curriculum or drive the school curriculum that has been used so far. With the postponement of the Independent Curriculum, it will become a curriculum that applies throughout the country in 2024. At the beginning of the implementation of the new curriculum, problems sometimes occur (Calderón & Tannehill, 2020). The learning crisis

caused by the COVID-19 virus which spread throughout the world in 2019 prompted the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) to implement an independent curriculum to overcome the learning crisis and achieve school targets. The independent curriculum designs learning for students so that learning is more optimal but remains interesting, fun, and without pressure. Freeing students to think creatively is the focus of independent learning. Freedom to learn gives teachers flexibility and freedom in learning with contextual and meaningful designs according to *Pancasila* student profile standards (Sibagariang 2021). Teachers are given the freedom to choose various teaching tools by adjusting the interests, needs, and character of students to strengthen the character of the *Pancasila* student profile (Saperstein & Fancera, 2020).

The world of Indonesian education is still concerned about the moral degradation of this country's students in addition to the problem of implementing the curriculum. To this day, there are still many deviations such as student fights, harassing behavior, lack of concern for others, and lack of respect for teachers and friends. It is very important to resolve the problem of moral crisis among students immediately (Murray, Sandlin, & Tatalovich, 2023).

Educational services in schools can help prevent moral deficiencies among students and produce students with character. Formal education in schools should help improve the quality of students in various aspects, especially the character of Indonesian students. Education is intended to develop valuable abilities and character as well as national civilization. Education aims to make students become people who believe and are devoted to God Almighty, have a noble character, and are healthy, knowledgeable, capable, creative, independent, and democratic. However, the efforts made by schools to build character do not have a significant effect on student character development (Roth, 2021).

Formal education at school will help outline the curriculum problems and student characteristics mentioned previously. As a result, a curriculum oriented towards character development must be implemented. Good knowledge (moral knowing), good feelings (moral feeling), and good behavior are components of good character education. A curriculum oriented towards developing character can be overcome if school principals and teachers, as curriculum developers and implementers, can implement it. Thus, education can identify various sources that are responsible for various problems related to the nature of the nation (Berkowitz, 2021).

The aim of the Merdeka Curriculum, with its *Pancasila* student profile is to realize the vision of Indonesian education reform. Its presence can encourage schools to make efforts to develop a contextual and participatory curriculum. This is a good opportunity for *sekolah penggerak* to try to implement the Independent Curriculum with a focus on developing the character profile of their *Pancasila* students (Heikkilä, 2021).

There are many research findings about curriculum implementation. One of them is research conducted by Gerdin et al. (2024), which shows that the combination of three curricula can influence student character. Then, descriptive qualitative research was conducted in 2022 by Safitri et al. (2022). Furthermore, a study on *sekolah penggerak* was conducted in 2022 by Rahayu et al. (2022) which studied the problems and difficulties that occurred in its implementation. Furthermore, studies on curriculum management as an approach to implementing the 2013 curriculum (Kowalik, 2020).

Considering these challenges, it becomes crucial to investigate how the Independent Curriculum can effectively foster the *Pancasila* Student Profile, particularly in elementary-level *sekolah penggerak* implementing the Merdeka Curriculum. This research examines the alignment between the dimensions and components of the *Pancasila* Student Profile outlined in the Merdeka Curriculum document and the principles of *Pancasila*. Additionally, the study explores how *sekolah penggerak* operationalize the Independent Curriculum by focusing on the stages of preparation, planning, implementation, and evaluation. These processes are analyzed to understand how they contribute to character development efforts within schools, aiming to instill core *Pancasila* values in students. The active roles of teachers and school principals in implementing and sustaining these practices underscore their pivotal responsibility in achieving the curriculum's goals (Rahayu et al., 2022). This research seeks to provide insights into

effective strategies for integrating character education within the framework of the Independent Curriculum, ultimately contributing to the holistic development of students.

## 2. METHODS

This type of research is qualitative research. Qualitative research is a study that prioritizes descriptions that examine the quality of a relationship, condition, activity, or various materials. Explaining qualitative research with a case study type is research that studies in depth the correlation that occurs between phenomena and reality. The population in this study was the principal, homeroom teacher and all students at SD Negeri 101 Kota Bengkulu in 2024. The number of students was 110 students. Homeroom teacher for classes 1-6 and principal of SD Negeri 101 Kota Bengkulu. The samples in this study were the principal, class IV homeroom teacher and 22 class IV students (Hole, Schnellert & Cantle, 2021).

Data collection techniques in this research are structured interviews and observation. Observation is one of the data collection techniques of qualitative research methods. Non-participant observation is a data collection method that relatively does not interact directly with the subjects being studied. This research uses data analysis techniques according to Miles and Hubberman, among others (Dogan & Kirkgoz, 2022):

a. Data collection

In this research, collecting data used interview and observation techniques which had guidelines on the research instrument grid.

b. Data reduction

Data reduction can be interpreted as a process of in-depth reasoning that requires capability, openness and high insight understanding.

c. Data Display

Data display or presentation is a collection of sentences that are easy to understand logically.

d. Conclusion

Conclusions are an interpretation activity, namely understanding the meaning or intent of the data that has been presented.

Data validity testing is a standard that shows the actuality of data from research results that focus on information in the field (Shafaghi & Yousefi, 2023).

## 3. FINDINGS AND DISCUSSION

### 3.1 Character Profile Dimensions

Research at SD Negeri 101 Kota Bengkulu identified six dimensions of *Pancasila* student character profiles: (1) faith, purity, and noble character; (2) independence; (3) cooperation; (4) global diversity; (5) critical thinking; and (6) creative. Each dimension has elements, and some are further divided into subelements (Amiruddin, Baharuddin, Takbir & Setialaksana, 2023). The first dimension consists of religious morals, personal morals, morals towards humans, morals towards nature, and morals towards the state. The two components of the second dimension are (1) self-awareness and the conditions faced; and (2) self-regulation. The three components of the third dimension are cooperation, caring, and sharing.

Furthermore, the fourth dimension consists of three components (Amiruddin, Baharuddin, Takbir & Setialaksana, 2023): (1) understanding and appreciation of culture; (2) the ability to communicate with other people interculturally; (3) analysis and evaluation of reasoning; (4) decision-making; and (5) reflection and responsibility for the experience of diversity. The sixth dimension consists of four components: (1) obtaining and processing ideas and concepts; (2) making decisions; and (4) reflecting on thinking and thinking processes.

The elements and subelements of the *Pancasila* student profile are related to the five principles of *Pancasila*. According to Simek & Stewart (2024), six strong dimensions unite various characters, abilities, and *Pancasila* values. Table 1 shows the six dimensions and several components as manifestations of the five principles of *Pancasila*.

**Table 1.** Manifestations of the Five *Pancasila* Principles in the *Pancasila* Student Profile Dimensions

Dimensions and Elements					
Have faith, have faith in God Almighty, and have noble character	Global Diversity	Independent	Worked together	Critical Reasoning	Creative
Religious Morals ( <i>sila</i> 1)	Know and Appreciate Culture ( <i>sila</i> 3)	Understanding yourself and the situation you are facing ( <i>sila</i> 2)	Collaboration ( <i>sila</i> 3 dan 4)	Obtain and process information and ideas ( <i>sila</i> 4)	Generate original ideas ( <i>sila</i> 2)
Personal Morals ( <i>sila</i> 1)	Intercultural communication and interaction ( <i>sila</i> 3)	Self Regulation ( <i>sila</i> 2)	Concern ( <i>sila</i> 2)	Analyze and evaluate reasoning and procedures ( <i>sila</i> 4)	Produce original work and actions ( <i>sila</i> 2)
Morals towards Humans ( <i>sila</i> 1 dan 2)	Reflection and responsibility for the experience of diversity ( <i>sila</i> 3)		Sharing ( <i>sila</i> 2)	Reflection of thoughts and thought processes ( <i>sila</i> 4)	Reflection of thoughts and thought processes ( <i>sila</i> 2, 3, dan 4)
Morals towards Nature ( <i>sila</i> 1)	Social Justice ( <i>sila</i> 3)				
State Morals ( <i>sila</i> 5)					

### 3.2 Implementation Stages

As shown in Table 1 above, the five principles of *Pancasila* are manifested in the character of the *Pancasila* Student Profile in six dimensions, as shown by data obtained from observation, documentation, and interviews. If *Pancasila* values are instilled in students' minds, they will shape the moral character of Indonesia's young generation (Revalina et al., 2023). Therefore, moral deficiencies can be resolved.

The new curriculum will bring changes in education. The themes put forward, management, content, and contents of the curriculum, and the learning and assessment systems used are all part of the renewal. Teachers and school leaders need to adapt to the new curriculum. Schools must make adjustments to both concepts and applications for the new curriculum that is being used. Because the role of school principals and teachers is very important in implementing the new curriculum, good response and readiness are needed (Meng, Horrell, McMillan & Chai, 2021).

Planning, implementation, and evaluation are the steps in implementing the curriculum. During curriculum implementation, it is important to pay attention to these stages (Sorensen, Primdahl, Norredam & Krasnik, 2024). The Merdeka Curriculum, which focuses on Character Development of *Pancasila* Student Profiles, is used at SD Negeri 101 Kota Bengkulu by the *sekolah penggerak*. In an interview with the principal of SD Negeri 101 Kota Bengkulu, he stated that the principal must form a learning committee during the preparation stage. The student committee consists of the principal, class IV teacher, religion teacher, and sports teacher. The learning committee that had been formed then took part in *sekolah penggerak* curriculum training which was conducted online for ten days. The training discusses the rules or regulations governing the implementation of the Independent Curriculum, its characteristics, and how the curriculum is structured. In implementing the new curriculum, teachers and school principals must be given a good understanding of its substance. A good understanding of the characteristics of the new curriculum will be very influential (Melesse & Belay, 2022). The SD Negeri 101 Kota Bengkulu school committee also received material about learning with a new paradigm, *Pancasila* student profiles, and comparisons and differences between the Merdeka Curriculum and the previous curriculum.

They were also given instructions on how to create the supporting documents needed to implement the Merdeka Curriculum in *sekolah penggerak*. In-home training (IHT) activities outside of school, student committees share knowledge and understanding of the Independent Curriculum with other teachers. Teachers gain insight into the new curriculum and its implementation through IHT (Xhemajli, Malaj & Mehmeti, 2023). This IHT was carried out at the *sekolah penggerak* SD Negeri 101 Kota Bengkulu.

In the planning section, the Principal of SD Negeri 101 Kota Bengkulu said that the plan was to create KOSP (Educational Unit Operational Curriculum), which functions as a basis and guideline for implementing the curriculum in schools. The principal of SD Negeri 101 Kota Bengkulu also said that the school's operational curriculum preparation team consisted of the principal, teachers, and school committee. KOSP is prepared based on national education standards, the concept of independent learning, and the application of the *Pancasila* student profile.

Planning is also carried out by teachers in class IV. Teachers create learning tools. The teachers read the CP (learning outcomes), break them down into TP (learning objectives), and sort them into ATP (learning objective flow) in school KKG groups. After that, the teacher also creates a learning module, previously known as an RPP (learning implementation plan). The teacher also made plans for a project to strengthen the profile of his *Pancasila* students.

The KOSP planning for the *sekolah penggerak* at SD Negeri 101 Kota Bengkulu was then implemented in intra-curricular, and extracurricular activities and projects to strengthen the character of students' *Pancasila* profiles (co-curricular). This was conveyed by the Class IV teacher who is also a member of the SD Negeri 101 Kota Bengkulu school committee. Curriculum implementation activities aim to incorporate curriculum planning into operations (Angit & Jarvis, 2024). The new differentiated learning paradigm is applied by teachers in intracurricular activities. The teacher makes a mapping by examining the conditions, background, stage of development, and student achievements at the previous level. As stated by the head of SD Negeri 101 Kota Bengkulu, teacher learning practices are student-centered so that they learn according to their needs and stage of development. The *Pancasila* Student Profile has served as a guide for learning and assessment in *sekolah penggerak* in the new paradigm learning era (Cirocki & Anam, 2021). The dimensions of the *Pancasila* student profile used in extracurricular learning at SD Negeri 101 Kota Bengkulu are by the characteristics of the subjects.

### 3.3 Extracurricular Activities

Extracurricular learning develops students' interests and talents (Hammoda, 2023). In terms of extracurricular activities, it was explained by the class IV teacher and school committee members that at the SD Negeri 101 Kota Bengkulu *sekolah penggerak*, extracurricular activities were divided into two categories, namely mandatory extracurriculars and optional extracurriculars. All students in grades I

to VI are required to take part in scout extracurriculars designed to foster the ability to collaborate and defend the country, in line with the *Pancasila* principles, namely cooperation and love of the country. In his interview, the Class IV teacher said that apart from extracurriculars that students are required to participate in, there are also optional extracurriculars that are designed and organized according to students' talents and interests. Little Soldier is an extracurricular choice for class IV-VI students in the field of national defense development which is in line with the principles of *Pancasila*.

In an interview, a teacher in class IV and a member of the school committee said that the *sekolah penggerak* at SD Negeri 101 Kota Bengkulu chose the theme of local wisdom with various activities adapted to the development of students in class IV. Class IV made stamped batik from banana stem stems. The aims, content, and learning activities of the project do not have to be linked to the aims and material of extracurricular lessons (Carbonaro & Maloney, 2019). The character-strengthening project activities for the *Pancasila* Student Profile consist of routine habituation activities carried out by the SD Negeri 101 Kota Bengkulu *Sekolah penggerak* every day. Monday's ceremony was led by the school principal, teachers, and education staff. Tuesday, Tiwisada cadres underwent a medical examination; Wednesday, students are trained in literacy and numeracy before starting to study; and Thursday, Christian, Catholic, and Hindu students receive spiritual conditioning from their respective religious teachers. To foster a sense of love and concern for the environment, Clean Friday is held on Thursdays, and Joint Gymnastics is held on Saturdays. The actualization of school culture in the context of implementing the Independent Curriculum oriented towards Character Development of *Pancasila* Student Profiles is carried out through regular habituation activities both daily, weekly, monthly, and annually which are clearly stated in the school operational documents for the 2024-2025 academic year.

### 3.4 Routine Habituation Program

In an interview, the principal of *Sekolah Penggerak* SD Negeri 101 Kota Bengkulu emphasized the school's commitment to cultivating strong character profiles in students through its superior habituation program, *Krida Dharma Yuana Memuji*. This program is systematically integrated into extracurricular activities with the aim of instilling faith and devotion by encouraging students to glorify God's greatness and consistently protect and preserve His creations. This is achieved through adherence to religious principles, such as fulfilling God's commands and refraining from His prohibitions.

In addition to spiritual development, the school implements a program that teaches students essential social etiquettes, such as saying "please," "sorry," and "thank you," and practicing behaviors like smiling, greeting, and showing politeness. Environmental responsibility is also emphasized, with all school members engaging in activities to maintain cleanliness and sustainability around the school environment. These activities include regular water flushing, reducing plastic waste, and proactive trash collection, fostering an environmentally conscious mindset among students and producing graduates who demonstrate care for their surroundings.

The habituation activities at SD Negeri 101 Kota Bengkulu are designed to actualize a positive school culture and align with the six character dimensions of the *Pancasila* Student Profile. These structured and spontaneous techniques guide students to embody values central to *Pancasila* principles, including religiousness, humanity, and ecological awareness. Moreover, the school culture plays a pivotal role in curriculum implementation, as it creates an environment conducive to developing attitudes, behaviors, and ways of thinking that reflect the values of the Merdeka Curriculum (Yang & Li, 2022). By integrating these approaches, the school not only fosters academic excellence but also holistic character development.

### 3.5 Evaluation Process

The final stage is conducting an evaluation. At the evaluation stage, the Principal of SD Negeri 101 Kota Bengkulu stated that project management office (PMO) activities were carried out once a month with the help of a PSP facilitator who was appointed as the *sekolah penggerak* assistant. The Central

Management Secretariat (PMO) carries out evaluations, reflections and discussions regarding the achievements of *sekolah penggerak*. PMO activities also discuss the problems faced by schools when implementing the Independent Curriculum and how to plan follow-up and solutions to these problems. Apart from that, schools also carry out regular curriculum evaluations; This evaluation is carried out once a year for the short term and once every four years for the long term. The results of the learning evaluation determine the implementation of curriculum evaluation. The school principal carries out routine curriculum evaluations with the school committee, curriculum development team, and related parties who collaborate with the school. This evaluation process is very important for teachers and school principals to get feedback on curriculum implementation and ways to strengthen its implementation (Szoko, et al., 2023). The implementation of the Merdeka Curriculum at SD Negeri 101 Kota Bengkulu shows a structured approach in integrating *Pancasila* principles into student character development. Through systematic planning, implementation and evaluation, the school has succeeded in cultivating a holistic educational environment that fosters well-rounded and moral individuals.

#### 4. CONCLUSION

The research concludes that the implementation of the Independent Curriculum at SD Negeri 101 Kota Bengkulu through the Pancasila Student Profile program involves three key stages: planning, implementation, and evaluation. This curriculum is executed via intracurricular and extracurricular activities to strengthen the Pancasila character profile in students. Additionally, school habituation or cultural activities play a significant role in reinforcing these values. Evaluation processes, including project management office meetings and curriculum reviews, ensure continuous improvement in achieving educational goals. Based on the findings, it is recommended that teachers enhance their competence through targeted training and workshops to ensure effective curriculum implementation. Collaboration between schools, parents, and stakeholders, including local governments and communities, is also vital for improving program sustainability and impact. For future research, a deeper exploration into the specific dimensions of the Pancasila Student Profile is suggested. This could include detailed analyses of how each dimension is integrated into educational practices, its effects on student character development, and the challenges faced during implementation. Such studies would provide valuable insights into optimizing curriculum practices and advancing character education through the Pancasila framework.

#### REFERENCES

- Amiruddin, Baharuddin F. R., Takbir, & Setialaksana, W. (2023). May student-centered principles affect active learning and its counterpart? An empirical study of Indonesian curriculum implementation. *SAGE Open*, 13(4).
- Angit, S., & Jarvis, A. (2024). An Indigenous view of social justice leadership in the Malaysian education system. *AlterNative: An International Journal of Indigenous Peoples*, 20(1), 215–224.
- Berkowitz, M. W. (2021). Implementing and assessing evidence-based character education. *Journal of Education*, 202(2), 1–7.
- Calderón, A., & Tannehill, D. (2020). Enacting a new curriculum models-based framework supported by digital technology within a learning community. *European Physical Education Review*, 27(3), 1–20.
- Carbonaro, W., & Maloney, E. (2019). Extracurricular activities and student outcomes in elementary and middle school: Causal effects or self-selection? *Socius: Sociological Research for a Dynamic World*, 5. <https://doi.org/10.1177/2378023119845496>.
- Cirocki, A., & Anam, S. (2021). "How much freedom do we have?" The perceived autonomy of secondary school EFL teachers in Indonesia. *Language Teaching Research*, 28(2), 1–26.

- Dogan, C., & Kirkgoz, Y. (2022). Promoting continuous professional development of English teachers through action research. *International Journal of Educational Reform*, 3(3).
- Gerdin, G., et al. (2024). Despite good intentions: The elusiveness of social justice in health and physical education curricula across different contexts. *European Physical Education Review*.
- Hammoda, B. (2023). Extracurricular activities for entrepreneurial learning: A typology based on learning theories. *Entrepreneurship Education and Pedagogy*.  
<https://doi.org/10.1177/25151274231218212>.
- Heikkilä, M. (2021). Finnish teachers' participation in local curriculum development: A study of processes in five school contexts. *Policy Futures in Education*, 19(7), 752–769.
- Hole, R., Schnellert, L., & Cante, G. (2021). Sex: What is the big deal? Exploring individuals with intellectual disabilities experiences with sex education. *Qualitative Health Research*, 32(3), 453–464.
- Kowalik, A. C. (2020). (Un)intended consequences of the 2016 educational reform on early childhood education and care in Poland: The story of a few applications that led to significant disorder. *Policy Futures in Education*, 18(6), 806–823.
- Melesse, S., & Belay, S. (2022). Curriculum conceptualization, development, and implementation in the Ethiopian education system: Manifestations of progressive curriculum orientations. *Journal of Education*, 202(1), 69–79.
- Meng, X., Horrell, A., McMillan, P., & Chai, G. (2021). 'Health First' and curriculum reform in China: The experiences of physical education teachers in one city. *European Physical Education Review*, 27(3), 595–612.
- Murray, G. R., Sandlin, G., & Tatalovich, R. (2023). Crisis leadership and moral rhetoric after a foreign attack on the homeland: Zelenskyy, Bush, and Churchill. *Political Research Quarterly*, 77(1), 386–400.
- Rahayu, S., et al. (2021). Hambatan guru sekolah dasar dalam melaksanakan kurikulum sekolah penggerak dari sisi manajemen waktu dan ruang di era pandemi Covid-19. *Jptam.Org*, 5(3), 5759–5768.
- Revalina, A., Moeis, I., & Indrawadi, J. (2023). Degradasi moral siswa-siswi dalam penerapan nilai Pancasila ditinjau. *Jurnal Moral Kemasyarakatan*, 8(1), 24–36.
- Roth, D. (2021). Narrative metaphor as a tool for exploring character formation. *International Journal of Christianity & Education*, 25(1), 96–111.
- Safitri, A., et al. (2022). Proyek penguatan profil pelajar Pancasila: Sebuah orientasi baru pendidikan dalam meningkatkan karakter siswa Indonesia. *Jurnal Basicedu*, 6(4), 7076–7086.
- Saperstein, E., & Fancera, S. F. (2020). Developing a global studies curriculum: The case of Northern High School. *Journal of Cases in Educational Leadership*, 23(4), 35–46.
- Shafaghi, M., & Yousefi, S. H. (2023). The effect of university students' motivation and attitude on test performance: Construction and validation of an instrument on English proficiency test. *International Journal of Educational Reform*.
- Simek, L., & Stewart, W. H. (2024). International student recruitment and support in Indonesia: A systematic review of literature from 2012–2022. *Journal of Studies in International Education*.  
<https://doi.org/10.1177/10283153241235706>.
- Sorensen, J., Primdahl, N. L., Norredam, M., & Krasnik, A. (2024). Challenges and opportunities for implementing diversity competence in a medical education curriculum: A qualitative study of perceptions among students and teachers. *Journal of Medical Education and Curricular Development*, 11.
- Szoko, N., Ragunathan, B., Radovic, A., Garrison, J. L., & Torres, O. (2023). Antiracist curriculum implementation for pediatric residents. *Journal of Medical Education and Curricular Development*, 10.  
<https://doi.org/10.1177/23821205231162986>.
- Xhemajli, A., Malaj, F., & Mehmeti, L. (2023). Current challenges of implementing the new curriculum in primary education. *International Journal of Educational Reform*.  
<https://doi.org/10.1177/105678792311458>.

Yang, W., & Li, H. (2022). The role of culture in early childhood curriculum development: A case study of curriculum innovations in Hong Kong kindergartens. *Contemporary Issues in Early Childhood*, 23(1), 48–67.