



## Implementation of the Independent Curriculum for PAUD School Readiness

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### ABSTRACT

The problem faced by PAUD teachers is that they are not ready for an independent curriculum policy that regulates education in Indonesia, especially in PAUD. Therefore, the purpose of this study is to help early childhood teachers implement the independent curriculum and deal with the policies in it. The method used a qualitative descriptive method, regarding real conditions and data that becomes information for researchers. This research was carried out at Pluz Az Zahra Pakal Islamic Kindergarten Surabaya on May 16, 17 and 18, 2023, through interviews and observations of the principal, curriculum representative, and all teachers. The results of this study indicate that the readiness carried out by the Pluz Az Zahra Islamic Kindergarten teacher in implementing the independent curriculum is quite ready, as evidenced by the ability and knowledge regarding the independent curriculum in the independent part. The impact of implementing an independent curriculum at the Pluz Az Zahra Islamic Kindergarten is that the learning process can be achieved and modified according to needs.

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## 1. INTRODUCTION

In Indonesia, the application of the curriculum has certainly made many improvements and changes every year, including in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (revision of the 1994 curriculum), 2004 (Competency-Based Curriculum), and 2006 (Level Curriculum Education units), and 2013 (Kurtilas) (Ulinniam et al., 2021). The Ministry of Education and Culture of the Republic of Indonesia is implementing a new policy that will change the 2013 curriculum to an independent curriculum. Minister of Education and Culture of the Republic of Indonesia's New Indonesia Cabinet, Nadiem Makarim, announced the policy via the "KEMENDIKBUD RI" youtube channel on Friday, 11 February 2022 (Siregar et al., 2020). According to Nadiem, the curriculum must be studied by the teacher before being taught to students. There will be no learning if the teacher does not pay attention to the curriculum and skills assessment, even if he or she has extraordinary abilities (Supala et al., 2020).

The concept of independent learning is in accordance with its name "merdeka" which means freedom. At this time a new curriculum was present, namely the independent curriculum. The curriculum was created so that students can choose and avoid stress and anxiety while studying. Meanwhile, the independent curriculum is interpreted as an educational design for students to study in a calm, relaxed, enjoyable, stress-free and pressure-free way, to show their natural talents (Fauzi, 2022).

The education system in the independent curriculum will also change, where the subjects previously taught move out of class (outing class). This will make learning more enjoyable for students because they can discuss topics with their teacher in more depth. In addition, these out-of-class activities will also provide students with the opportunity to embed their knowledge and skills in real-world contexts, thereby increasing their understanding and involvement in the learning process. Thus, it is hoped that this learning can motivate students to participate actively, encourage creativity, and form more mature critical thinking patterns. This outdoor class learning can form independent, courageous, socially smart, polite, polite characters, and this learning does not only rely on rankings, because this system will only worry parents and their children (Angga et al., 2022).

Teacher's advice is needed to achieve success. It's the same with the opinion as a teacher, we can set a good example to our students (Budiwati & Fauziati, 2022). The independent curriculum is one of the national education systems in Indonesia, which this statement was made in order to plan for change and progress that would allow the nation to adapt to the changing times (Yamin & Syahrir, 2020). Start with what the Minister of Education Nadiem Makarim said: "Educational reform cannot be carried out solely through an administrative approach, and a culture of transformation must also be carried out" (Karomani & Satriawan, 2021). The addition of the independent curriculum ensures that students' abilities will develop optimally, because it will provide education that has critical, creative, expressive, high-quality, adaptable, and progressive abilities. As for similarities in other opinions because the independent curriculum requires togetherness, attachment, persistence and implementation from all parties, students who have Pancasila profiles will be better (Sari et al., 2020).

In implementing the independent curriculum, many problems were encountered by teachers or school officials. Because the school is still in the process of implementing the new curriculum. The implementation of this curriculum depends on the readiness of the school, but reflecting on the previous curriculum changes, the government requires schools to implement an independent curriculum in the end. Preparation is a condition related to

the ability to perform tasks from a physical, mental, or emotional point of view (Tiara & Pratiwi, 2020). Preparations for the implementation of the independent curriculum in the implementation of the independent curriculum are running well and maximally. The first readiness is the mindset of educators, the second is students' mentality, the third is skills, the fourth is infrastructure, and the fifth is independent curriculum (Pratiwi & Riyana, 2023). Various factors will contribute to achieving the goal of implementing an independent curriculum in the school environment. However, not all schools implement the new curriculum systematically. There are several schools that require time and attention to detail when implementing the independent curriculum.

Based on the problems above, at this time the researchers had the goal of preparing PAUD teachers in implementing the independent curriculum in PAUD schools so that the learning process at Pluz Az Zahra Pakal Surabaya Islamic Kindergarten could run smoothly in implementing the independent curriculum.

## 2. METHODS

### 2.1 Research Approach and Design

This type of research uses a qualitative descriptive method suggests that in qualitative research, data is not only sought statistically (Rusli, 2021). This is also the method described below a method used to explain a concept, a method used to explain a concept, but without specifying its meaning (Nurmalasari & Erdiantoro, 2020). The descriptive qualitative method involves analyzing, identifying, and describing the results of real-life conditions from all the data collected during the research.

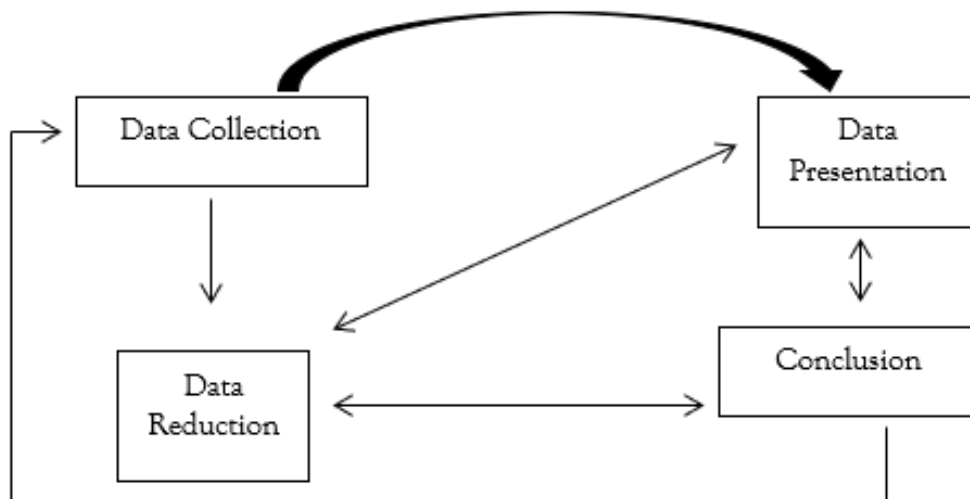
### 2.2 Data Sources and Data Collection Procedures

The subjects of this study were school principals, curriculum leaders, and all teachers of Pluz Az Zahra Pakal Islamic Kindergarten Surabaya on 16, 17, and 18 May 2023, by means of interviews and observations in the data collection techniques used in this study. The results of this data collection technique were taken through data processing techniques which were carried out through data collection methods consisting of similar data needs and groupings (Fatmawati & Latif, 2019). The results of data reduction will be further analyzed with the help of some relevant research.

### 2.3 Data Analysis

The results of data analysis to answer questions that arise during the study. It was revealed what steps were taken in the success of the independence curriculum at the Pluz Az Zahra Pakal Islamic Kindergarten PAUD school in Surabaya. Consider how effective the Merdeka Curriculum is at Pluz Az Zahra Pakal Islamic Kindergarten Surabaya. Also, what constraints were used during the implementation of the independent curriculum.

The design process begins with collecting data, processing data, and presenting research data in a format that readers can understand. Qualitative research subjects using observational technology are places, people, and processes. The research was conducted in the main city PAUD schools in Surabaya. Principals and teachers are the subjects of this study. The data analysis technique used is shown schematically in **Figure 1**.



**Figure 1.** Interactive Model Data Analysis (Miles dan Huberman).

### 3. RESULTS AND DISCUSSION

#### 3.1 Results

The results of observations made at Pluz Az Zahra Islamic Kindergarten on May 16 2023, a plan for the school administration to implement an independent curriculum at Pluz Az Zahra Islamic Kindergarten has been prepared. Preparation in planning the implementation of the independent curriculum is carried out in the K3TK group (Kindergarten Head Working Group). Training in making KOSP (Operational Education Unit Curriculum) at Pluz Az Zahra Islamic Kindergarten was carried out in the K3TK group. Also, the school principal conveyed socialization on the implementation of the Independent Curriculum to teachers at Pluz Az Zahra Islamic Kindergarten.

The Principal of the Pluz Islamic Kindergarten Az Zahra prepared the KOSP (Educational Unit Operational Curriculum) with his participation in the K3TK group. The results of the K3TK were presented by the Principal of the Pluz Az Zahra Islamic Kindergarten School in the framework of a meeting of all Pluz Az Zahra Islamic Kindergarten teachers. In this forum, the Principal of Pluz Islamic Kindergarten Az Zahra discussed the results of the K3TK meeting. Seeing this, the Principal of the Pluz Az Zahra Islamic Kindergarten believes in the need for leadership in coordinating the implementation of the independent curriculum in the Pluz Az Zahra Islamic Kindergarten.

The next step, on May 17, 2023, in the process of implementing the independent curriculum, namely teachers at the Pluz Az Zahra Islamic Kindergarten, registered the independent curriculum in the changing independent section. This problem was carried out in the first year of the implementation of the independent curriculum at Pluz Az Zahra Islamic Kindergarten. Registration is only done on the recommendation of the school principal. However, this problem has also been promoted and recommended by the Surabaya education and training office. Curriculum representatives carry out intensive and continuous consultations with independent learning criteria supervisors.

Pluz Az Zahra Islamic Kindergarten curriculum representative said that if you want to register the implementation of the independent curriculum in a changing independent section, there should have been direction and guidance carried out by the supervisors of Pluz Az Zahra Islamic Kindergarten and the Surabaya city education office. All of this was planned and became a springboard for Pluz Az Zahra Islamic Kindergarten to be able to enroll in a school in the self-changing section. The direction and guidance provided by

supervisors and the education office for Pluz Az Zahra Islamic Kindergarten is something that needs to be prepared from the facilities, infrastructure, and teacher preparation in implementing the independent curriculum at Pluz Az Zahra Islamic Kindergarten.

Based on the information provided by the curriculum representative of Pluz Az Zahra Islamic Kindergarten, facilities, facilities, and expertise, Pluz Az Zahra Islamic Kindergarten is now in the right position to accelerate the implementation of the independent curriculum in a changing independent section. Therefore, the curriculum representative conveyed to all teachers at Pluz Az Zahra Islamic Kindergarten, especially teachers who teach at Kindergarten A, to be able to apply the independent curriculum in the learning process.

After that, on May 18 2023 the curriculum representative and the school carried out a comparative study at RAM NU 10 Banin Banat Manyar Gresik, which is one of the schools that has implemented the independent curriculum. The incident had an impact on a number of teachers, especially those who teach in class A Pluz Az Zahra Islamic Kindergarten curriculum representative carried out readiness by directly learning from RAM NU 10 Banin Banat Manyar Gresik. Curriculum representatives understand the explanations about KOSP and KTSP, as well as the formulation of various teacher administrations so as to make textbooks open. Knowledge was obtained from RAM NU 10 Banin Banat Manyar Gresik from a curriculum representative while implementing the independent curriculum at Pluz Az Zahra Islamic Kindergarten.

Curriculum representatives also prepared themselves by attending a workshop on implementing the independent curriculum which was held at the Pluz Az Zahra Islamic Kindergarten with the arrival of presenters from the LPMP (Education Quality Assurance Institute) which was not only attended by curriculum representatives, but also the presence of all teachers and students at Pluz Az Zahra Islamic Kindergarten. Class teachers also carry out preparations for those who will prepare the independent curriculum. The reason was to continue the comparative study at RAM NU 10 Banin Banat Manyar Gresik. The results are similar to those obtained by the teacher. Just knowledge from comparative studies that are more focused on the role of the teacher as a teacher. The teacher who carried out this comparative study gained knowledge in the learning process and the implementation of the independent curriculum.

Finally, all teachers study teaching material books so that they join the teaching material teacher group according to the material being taught so they can discuss and study the independent curriculum. Because, all teachers at Pluz Az Zahra Islamic Kindergarten also take part in a special group, namely learning about project implementation, especially teachers at Kindergarten A. This group was formed so that teachers who are interested in educating at Kindergarten A level at Kindergarten Islam Pluz Az Zahra can work together to plan, implement, and evaluate project-based learning activities. Apart from the class teacher, another important figure is the Art teacher.

As an Arts teacher, this job has been done which is to understand the entire merdeka curriculum, no matter how complex it may be. This was carried out privately by the Art Teacher to prevent the dissemination of information about the independent curriculum. And because of that, the teachers at Pluz Az Zahra Islamic Kindergarten always make use of internet technology in learning and exploring facts about the independent curriculum. Pluz Az Zahra Islamic Kindergarten Art Teacher also took part in the workshop with the arrival of LPMP presenters. This workshop was held to learn the basics of implementing the independent curriculum.

In addition, the Arts teacher introduced all teachers to the independent curriculum by holding various workshops and seminars. The Art teacher conveyed that a teacher must

increase knowledge through workshops, seminars, or training to prepare for the implementation of the independent curriculum which has changed quite a bit. Art teachers are active in discussing the independent curriculum and can exchange knowledge with the MGS Seni group throughout the city of Surabaya in preparation for the independent teaching of the curriculum implemented at the Pluz Az Zahra Islamic Kindergarten. This event has been held several times and was attended by art teachers from all over Surabaya, both nationally and internationally.

### **3.2 Discussion**

The readiness of Pluz Az Zahra Islamic Kindergarten in the PAUD unit has very serious problems in implementing the independent curriculum (Febrianningsih & Ramadan, 2023). The preparation of the Pluz Az Zahra Islamic Kindergarten in welcoming the independent curriculum has included quite the maximum changes. When looking at the environment around Pluz Az Zahra Islamic Kindergarten, you will see the infrastructure that helps implement the independent curriculum. The presence of center classes at Pluz Az Zahra Islamic Kindergarten can help implement the independent curriculum. Because, from the independent curriculum, when learning in class it is not only the teacher who is always active but also the activeness of the students. Learning is carried out by using students as the focal point of the learning process. Independent curricula bring transformative changes to classroom dynamics, redefining the traditional roles of teachers and students. In this innovative approach, the learning environment is characterized by a shift from passive and conventional student roles to active involvement. Gone are the days where teachers only controlled the learning process; instead, students are empowered to actively participate, share perspectives, and contribute to the learning discourse. The approach changes to a student-centered approach. Students are encouraged to learn freely and independently in order to develop according to their abilities, skills and interests. The availability of center classes can improve the implementation of the independent curriculum in learning, especially for all students.

Based on the research that was carried out at the Pluz Az Zahra Islamic Kindergarten, the researchers found that the school had sufficient preparation in implementing the independent curriculum. Pluz Az Zahra Islamic Kindergarten has a center class to carry out center class learning. And at Pluz Az Zahra Islamic Kindergarten also has a reading room in improving the learning process that is guided by the profile of Pancasila students. Pluz Az Zahra Islamic Kindergarten also has a prayer room which is used to carry out prayers in the actual form of the Pancasila student profile.

The readiness of the Pluz Az Zahra Islamic Kindergarten began with the participation of the Principal of the Pluz Az Zahra Islamic Kindergarten in participating in the MKKS for the discussion of KOSP. The results of this MKKS were disseminated by the principal of the Pluz Az Zahra Islamic Kindergarten to educational staff and teachers at the Pluz Az Zahra Islamic Kindergarten in implementing the independent curriculum. This socialization relates to the main objectives in implementing the independent curriculum and what is needed in its implementation. There is a desire, encouragement, and enthusiasm for the teachers as well as in the Pluz Az Zahra Islamic Kindergarten to continue to explore the independent curriculum through the independent curriculum policy that has been made by the government. Other activities carried out by the school management include providing socialization opportunities to Kindergarten class A students who follow the independent curriculum. This is carried out with the intention of establishing cooperation and open relations between parents of students.

In the implementation of the independent curriculum at Pluz Az Zahra Islamic Kindergarten it is quite optimal, the involvement of the school principal is very important. The principal is a motivator for teachers at Pluz Az Zahra Islamic Kindergarten who provides financial support to teachers so they can learn the independent curriculum (Hidayat et al., 2023). The encouragement given by the school principal was provided through debriefing and outreach by the principal of the Pluz Az Zahra Islamic Kindergarten to class teachers. Socialization was also carried out in order to increase student learning motivation in Pluz Az Zahra Islamic Kindergarten (Nurmitasari et al., 2022). In addition to teacher training, outreach was also carried out for students. This is done to ensure that throughout the implementation of the independent curriculum, teachers and students can provide participation and cooperation in the smooth implementation of the independent curriculum. Usually, the principal of the Pluz Az Zahra Islamic Kindergarten has undergone several changes so that they can better prepare themselves, the school, and their students in facing their curriculum.

The Pluz Az Zahra Islamic Kindergarten principal also facilitates and facilitates teachers in following the independent curriculum. There are some good preparations for implementing the independent curriculum in Pluz Az Zahra Islamic Kindergarten in Pluz Az Zahra Islamic Kindergarten. This stems from the fact that the curriculum representative from the beginning registered the school when carrying out the implementation of the independent curriculum in the independent section. This problem is only caused by the decision of the curriculum representative which is carried out spontaneously, but also has an impact on achieving all the goals of the curriculum representative by increasing teacher, student and teacher satisfaction. Alternatives in implementing the independent curriculum implementation in independent sections change in the preparation of school principals, teachers, and students (Anridzo et al., 2022).

Preparation of curriculum representatives is an easy matter in implementing an independent curriculum (Nisak & Yuliastuti, 2022). This is due to the ability of curriculum representatives to improve the timeliness of curriculum implementation. Preparation by curriculum representatives in collaboration with school principals, subject teachers and other education staff is no less important in carrying out a comparative study at Ananda Sememi Kindergarten. This comparative study is very important because Pluz Az Zahra Islamic Kindergarten received guidance and real conditions in implementing the independent curriculum. Previously, the preparations carried out by the representatives of the Pluz Az Zahra Islamic Kindergarten curriculum had tried their best to prepare several needs to implement the independent curriculum at Pluz Az Zahra Islamic Kindergarten. This can be seen from the intense collaboration and communication between the Pluz Az Zahra Islamic Kindergarten teachers and the person in charge of implementing the independent curriculum which had started before the independent curriculum itself and has now been going on for several months at Pluz Az Zahra Islamic Kindergarten. Apart from schools, school principals, and curriculum representatives, teachers must also make plans for implementing the independent curriculum at Pluz Az Zahra Islamic Kindergarten, especially class teachers. Class teachers at Pluz Az Zahra Islamic Kindergarten have conducted comparative studies at RAM NU 10 Banin Banat Manyar Gresik, and are also extracurricular teachers. It is a form of preparation carried out by class teachers at Pluz Az Zahra Islamic Kindergarten. The comparative study was carried out in order to gain sufficient experience for teachers at Pluz Az Zahra Islamic Kindergarten, especially class teachers in preparing themselves for implementing the independent curriculum during the learning process in the 2023/2024 school year.

Another important thing that extracurricular teachers do is teach how to make learning tools, be it in the form of RPPH (Rencana Pelaksanaan Pembelajaran Harian or Daily Lesson Plans), RPPM (Rencana Pelaksanaan Pembelajaran Mingguan or Weekly Lesson Plans), syllabi, modules, and other instructional materials or something else (Wote & Sabarua, 2020). This learning device is the main administration for teachers as a guide in teaching in class and conducting learning so that learning runs optimally during the learning process. These educational resources serve as essential administrative assets for teachers, serving as guides for classroom teaching and learning management to ensure the optimal progression of learning throughout the educational process. The meticulous design and implementation of these learning tools are fundamental, as they assist teachers in maintaining a structured approach, aligning with the curriculum objectives, and tailoring their teaching strategies to meet the specific needs and learning styles of their students. Ultimately, proficient use of these learning devices equips educators to navigate the complexities of teaching and contribute to an enriching and effective learning experience for their students.

In general, so that there is a relationship between extracurricular teachers and other classroom teachers, they are not much different. There are benefits to attending workshops and seminars. This study was conducted in order to increase understanding of the independent curriculum and how it is implemented. As well as the MGS forum supporting extracurricular teachers and other class teachers so that the implementation of the Merdeka Curriculum can be implemented in Pluz Az Zahra Islamic Kindergarten

#### 4. CONCLUSION

The conclusion is that there has been quite good preparation at Pluz Az Zahra Islamic Kindergarten. This problem can be seen from the existence of various needs that must be met so that the Merdeka curriculum can be implemented as soon as possible, although not a few. The preparation of the Pluz Az Zahra Islamic Kindergarten in the implementation of the independent curriculum changed with criticism, suggestions and input from supervisors and the education office to implement the independent curriculum in the independent part and changed to the independent aspect. This indicates that Pluz Az Zahra Islamic Kindergarten has worked hard to develop various independent curriculum requirements that can be reached and modified as needed in the learning process.

#### 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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