



# The Principal's Perception of Independent Learning Curriculum and Teachers' Readiness for Compiling Learning

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**Abstract.** The study's goal was to evaluate the principal's remarks regarding the independent learning curriculum and teachers' capacity for lesson preparation. The principal's perception of the independent learning curriculum and teacher readiness in developing learning is examined in this study using a qualitative descriptive approach, which describes the data acquired from the study's findings. Data were gathered with careful observation and explanations. With questionnaires, in-depth interviews, and the findings of document and note analysis included in a whole context. The research sample consists of 14 junior high school principals in the city, and data was gathered by interviewing them and documenting the findings from their remarks, specifically eleven. Researchers can draw numerous conclusions from the statement, including the following: The Independent Learning Curriculum will be implemented in most new schools during the 2022–2023 school year, while others will do so during the 2023–2024 school year. Many schools have attempted to incorporate parts of the Independent Learning Curriculum's tenets because it is still part of the curriculum, but for grade Seven.

**Keywords:** Curriculum · Independence · Learning · Readiness

## 1 Introduction

In both academic and non-academic disciplines, Indonesia has a lot of brilliant people. The brilliant ideas that our nation's young people have are particularly prevalent in the field of education, which aims to produce a generation of knowledgeable and globally minded individuals. He transformed the current curriculum into an independent learning curriculum, following the suggestion of the minister of education, Nadim Makarim.

Every new curriculum introduced by the government must, of course, be prepared and researched beforehand by all academics, such as school administrators and instructors. However, according to numerous national and international studies, Indonesia also has long-term learning issues. Research [1] demonstrates that there are still many issues with learning in many different countries, including how intense the learning process is, how unpleasant learning is, and the propensity for outdated knowledge that is not

tailored to the needs of each learner or student. Further research [2] how teachers should approach and interact with millennials teachers must adapt to the attitudes and learning preferences of millennials. It got challenging to determine the best andragogy practices. The key to discovering the answers to these questions can be found in understanding the traits of Millennials.

Although it can seem a little dull on the surface, education should foster chances for creativity and innovation. For instance, learning often entails using technology. According to several studies, increased social media access during online learning will decrease students' motivation to engage in educational activities. Because participation in online learning activities requires more time than students can devote to their social media profiles. Students' motivation to learn will be indirectly impacted by the lack of parental and teacher oversight as well as instructor proficiency with online learning tools; interest in learning is a key component of learning activities [3]. Adult education in Kenya comprises of structured instruction and learning that satisfies the fundamental requirements of people. It includes education in literacy and numeracy as well as the general knowledge, abilities, and morality that adults need to thrive. The government has made a commitment to providing education for its citizens because it believes that it is the primary means of promoting social mobility, national cohesion, and socioeconomic progress [4].

With so many difficulties and an awareness of the many issues, the Ministry of Education, Culture, Research and Technology is attempting to reestablish learning. The introduction of the Independent Learning Curriculum is one of the measures made by the Ministry of Education and Culture, Research, and Technology to address contemporary issues. One of the problems based on research [5] the issue of sexual abuse against students has not yet received the attention it deserves from all parties involved in Indonesian education. Victims must deal with the hierarchies of educational institutions whose reputations have been damaged by instances of sexual assault. Sexual assault cases on college campuses can be mobilized to become a pressing national problem thanks to social media's role as a social motivator.

Then research [6] Personalized Instruction the Ministry of Education, Culture, and Research and Technology established Independent Campus to aid in preparing students for challenges in the workplace through the use of active learning. Further research [7] One of the main challenges to putting the Merdeka curriculum and its concepts into practice is connecting study programs with other organizations. Adding more elective courses to the curriculum would most likely allow the program to develop and expand while giving students more choice. And research [8] The challenge during the pandemic is that everyone needs to be innovative in how they use technology to further the field of education, particularly law. In order to be able to adapt in carrying out the learning process, an innovation is now being created to adopt policies in the field of education. This adjustment is made feasible by the Independent Learning policy, which enables students to engage in a variety of learning activities outside of their course of study.

The Merdeka curriculum focuses on basic materials, character development, and student competences in order to develop children's interests and talents from a young age. Based on research [9] In Indonesia, 2,500 driving schools are now piloting the Merdeka curriculum. This program is being implemented in many schools besides just

driving schools. The Independent Curriculum was used in as many as 143,265 schools in 2022, according to information from the Ministry of Education and Culture, Research, and Technology. As the Independence Curriculum is introduced in the kindergarten, elementary, junior high, and high school levels during the 2022–2023 academic year, this figure will keep rising.

One approach for systemic change that might enhance and restore education is curriculum transformation. The curriculum includes what is taught in the classroom, but it also has an impact on the speed and delivery strategies teachers employ to fulfill the requirements of their students. The independent program, however, is now an option for many institutions. Therefore, autonomous learning is ultimately not a study that has to be conducted by educational institutions today.

This is in line with the opinion of [10] other research have demonstrated that school administrators' transformative leadership can contribute to changing skills, demonstrating that teachers' perspectives cannot be divorced from future curriculum modifications. A transformational leader is a charismatic figure who has a significant impact on his followers and motivates them to put aside their own interests in favor of the organization. Then the research results [11] this study examines teachers' perspectives on implementing these changes in classrooms and discovers that teachers feel underprepared for ongoing professional development programs and have few meaningful opportunities for classroom support, guidance, and monitoring to help implement the necessary changes, professionals that result in better teaching practices and student success.

Early in 2020, the Ministry of Education and Culture released the Independent Learning policy to modernize higher education in Indonesia. Its initiatives are designed to close the gap between business, industry, and higher education. to provide colleges a competitive advantage by producing more human resources [12]. An effective education system will create quality human resources that can compete on the global stage. The fundamental pillar for developing human resources is education, which can then increase the country's and state's capacity for resilience. However, it is undeniable that, compared to other, more industrialized nations, Indonesian education quality is still subpar and much below expectations [13]. The process of creating curricula, how courses are distributed for quality control, and how the Merdeka Learning program's courses are developed. Data sources included curriculum materials and papers distributed during focus group talks. Data analysis techniques included content analysis design and qualitative data analysis [14]. The researcher also addresses the issue of "Teacher Readiness in Composing Learning and Principal's Perception of the Independent Learning Curriculum" in relation to this.

## 2 Methods

The Principal's Perception of the Independent Learning Curriculum and Teacher Readiness in Developing Learning are two topics that this study explores using a qualitative descriptive methodology. Explanations and careful observation were used to gather the data. With questionnaires, in-depth interviews, a rich context, and the findings of document and note analysis. The sample for the study consists of 14 principals from junior high schools in Palembang. This approach is consistent with [15] the data from the

survey findings are described in this study using a descriptive qualitative methodology. [16] Research that collects data that is already there or expressed in the form of words, phrases that express a narrative, or in the form of drawings, charts, and so on is known as qualitative research. Data gathering by interviewing and recording.

### 3 Results and Discussion

There are 103 Junior High Schools in Palembang City, according to the results of the paperwork, but the study used only 14 of them as research sources, with the Head of Junior High School in Palembang City as the subject of interest. Based on the outcomes of the Principal's interviews regarding the Independent Learning Curriculum and Teacher Readiness for Developing Learning. The statement from the first of the interview's 11 questions, "What do you understand about the Merdeka Learning curriculum?" is displayed in the following Table 1.

Conclusion of the Statement: The Independent Curriculum is a curriculum with varied intra-curricular learning, where the content will be streamlined so that students have ample time to investigate topics and build capabilities. The Independent Learning Curriculum is a tool for learning to promote intra-curricular and co-curricular learning while improving the quality of education in Indonesia. When it is put into practice, it gives priority to the interests of students with Pancasila profiles. The autonomous curriculum also includes a variety of intracurricular learning activities that are implemented effectively to provide students adequate time to comprehend concepts and develop competencies. The curriculum for autonomous learning includes a variety of intracurricular learning.

The following Table 2 includes quotes from the principal regarding the question, "What is the goal of implementing the Merdeka Learning curriculum in your school?"

According to the Head of the Curriculum Standards and Educational Assessment Agency, Culture Research and Technology Decree Number 044/H/KR/2022, which selected the first alternative, Madiri Learn, while many schools have accepted the Merdeka curriculum, others have not. The autonomous curriculum is still not being used in many schools. In order to promote Indonesian education, which places an emphasis on the development of skills and character in keeping with Indonesian national values, my school has adopted an autonomous learning curriculum in an effort to make learning more enjoyable for both students and teachers.

This is in line with (Marisa, M. 2021) curriculum innovation is a natural thing since it reflects how character education is formed and how it fully contributes to the future of the country (Arisanti, D. A. K. 2022) the government's initiatives to enhance and develop a quality educational environment are reflected in the independent curricula and independent learning platform, which are intended to produce a new generation that is capable of adapting to the demands of the modern world. (Tedjokoesoemo, P. E. D., Nilasari, P. F., & Sari, S. M. 2021) the Self-Learning Curriculum might be considered a constructive disruption that delivers acceleration and connects long-requested educational and industrial needs.

The answers to the principal's query concerning the Independent Learning curriculum's purpose at your school are then given. is displayed in the following Table 3.

**Table 1.** What Are Your Understandings of The Merdeka Learning Program, According To The Principal?

<b>School</b>	<b>Statement</b>
Patra Mandiri 1 Junior High School Palembang	Intracurricular learning with a wide range of subjects. To provide students the time they need to explore ideas and hone their competencies, learning will be enhanced.
57 Palembang State Junior High School	Having a curriculum with a variety of intracurricular learning opportunities will make the content more effective and provide students more time to explore ideas and develop skills.
39 Palembang Junior High School	One alternative for students who need more attention is the curriculum for Independent Learning, which is more focused on their needs.
25 Palembang Junior High School	Intracurricular learning that is varied. In order to give students enough time to explore ideas and improve their competencies, learning will be maximized.
Sumsel Jaya Junior High School Palembang	Despite implementing the Independent Curriculum, schools continue to follow Curriculum 13.
Taman Siswa Junior High School Palembang	The curriculum is a vehicle for raising educational standards in Indonesia by strengthening co-curricular and intracurricular learning, and it gives priority to the interests of students who have a Pancasila profile when putting it into practice.
13 Palembang State Junior High School	The curriculum was created as a more adaptable framework for instruction, with an emphasis on fundamental subjects and the improvement of students' character and skills.
28 Palembang State Junior High School	It is anticipated that students will have enough time to investigate topics and develop their competencies in a curriculum with various intracurricular learning, and that the implementation of learning would proceed effectively.
39 Palembang Junior High School	One choice for post-pandemic learning recovery that is more attentive to kids' needs is the curriculum.

*(continued)*

**Table 1.** (continued)

School	Statement
9 Palembang State Junior High School	a varied intracurricular learning program that is effectively conducted, giving pupils enough time to comprehend topics and develop skills.
Setia Negara Junior High School Palembang	Intracurricular learning that is varied. Teachers can select the instructional tools best suited to their students' requirements through this curriculum.
Khazanah Kebajikan Integrated Islamic Junior High School Palembang	Innovative teaching methods to combat Lost Learning Attempts to catch up with learning progress during the Covid-19 pandemic in 2019–2021 by concentrating materials on crucial competencies that can be independently determined by the Education Unit.
Ikhlasiyah Junior High School Palembang	Curriculum with a variety of intracurricular learning opportunities where the information will be better suited so that students have adequate time to investigate ideas and develop skills
PGRI 6 Palembang Junior High School	a curriculum that follows a method that allows pupils to select the subjects that interest them the most.

According to the statement's findings, the Independent Learning Curriculum will be implemented by the majority of new schools in the 2022–2023 academic year and by a few others in the 2023–2024 academic year.

This concurs with [17]. By examining the research done in this area over the past ten years, this systematic literature review (SLR) seeks to contribute to the dismantling of these and other e-learning misconceptions. This made it possible to identify the key themes and research areas that contribute to our understanding of the present and future of this educational technology.

Next inquiry How is the curriculum being put into practice at your school? The following Table 4 shows the outcomes of the principal's statement in conclusion:

The statement collected can be used to draw the conclusion that some schools believe they will progressively get ready to support administrative readiness for the introduction of an autonomous curriculum. The K13 curriculum is still being used to administer the curriculum in schools. However, we strive to incorporate a few ILCS principles in grade 7 instruction. Since the school has chosen to implement an autonomous curriculum with independent learning status for the time being, the 2013 curriculum is still being used in the implementation of the curriculum in the classrooms.

**Table 2.** What Does Your School Want to Achieve By Using The Merdeka Learn Curriculum?

School	Statement
Patra Mandiri 1 Junior High School Palembang	We have not yet adopted the Merdeka curriculum because Patra Mandiri 1 Junior High School Palembang obtained the Decision with the First Choice, namely Mandiri Belajar, and is still using the “2013 Curriculum” in accordance with the Decree of the Head of the Curriculum Standards and Assessment Agency for Education, Culture, Research, and Technology Number 044/H/KR/2022.
57 Palembang State Junior High School	A curriculum that aims to make learning more pleasurable for both teachers and students. As of now, Indonesian education has prioritized the acquisition of knowledge.
39 Palembang Junior High School	The year 2022 is represented by an option for independent learning (level 1) that continues to use Curriculum 13.
25 Palembang Junior High School	Schools continue to use an independent curriculum, but if they do so in the future, they will implement it in accordance with ATP. This is done so that education units can better control the amount of time and subjects are taught in schools, enabling students to more easily achieve learning according to phases.
Sumsel Jaya Junior High School Palembang	in order for schools to start comprehending the Independent Independent Curriculum and, eventually, being able to apply it.
Taman Siswa Junior High School Palembang	The implementation of the autonomous learning curriculum at SMP Tamansiswa Palembang is intended to raise the standard of instruction in schools, provide students more room to develop their skills and explore who they are, as well as give teachers more leeway in how they present material in class.
13 Palembang State Junior High School	The Independent Learning Curriculum strives to make learning more pleasurable for both teachers and students. Indonesian education has until far placed a greater emphasis on the knowledge component.
28 Palembang State Junior High School	Choosing lessons with complete freedom allows students to tailor their education to their interests, which is one of the problems of education in the digitally based industrial era.
39 Palembang Junior High School	Heed the recommendations of the appropriate persons.
9 Palembang State Junior High School	Establishing a wide-ranging understanding space for all aspects of Indonesian education in order to realize improvements in educational quality.

*(continued)*

**Table 2.** (continued)

School	Statement
Setia Negara Junior High School Palembang	The goal of implementing the autonomous learning curriculum at my school is to make studying more fun for both students and instructors while promoting Indonesian education that emphasizes the development of skills and character in line with Indonesian national values.
Khazanah Kebajikan Integrated Islamic Junior High School Palembang	Apply fundamental skills to lessen kids' learning anxiety
Ikhlasiah Junior High School Palembang	The Merdeka Learning curriculum is being implemented at SMP Ikhlasiah in order to make learning more fun for both teachers and students.
PGRI 6 Palembang Junior High School	The Independent Learning Curriculum strives to make education more fun for both students and teachers who use it.

This is in line with research conducted [18] The results of this study point to a link between State Junior High School 12 Palembang teachers' opinions of several subjects. The three Islamic Education subject teachers who believe that the 2013 curriculum is an easier-to-teach curriculum have provided evidence of Parepare and their understanding of the 2013 curriculum. [19] The application of curriculum management in raising the standard of instruction at SMA YLPI Pekanbaru can be stated to be sustainable by employing the planning process, according to the findings of his research. And according to (Gebena, 2021) the findings of his study demonstrate that the 2013 curriculum is being implemented successfully by Islamic Religious Education teachers at SMA Negeri 1 Bangun Purba, Rokan Hulu Regency, despite the fact that it has not yet been fully implemented because everything is a process that must begin at the beginning (Table 5).

The second query concerns curriculum preparation efforts made by madrasahs for independent learning.

The statement's conclusion, Improving Teacher and School Competencies, states that in order for teachers at Tamansiswa Palembang Junior High School to successfully complete the upcoming independent learning curriculum, the institution has scheduled time for them to interact directly with the presenters. Developing the habit of reflection is necessary to avoid giving up too soon, blaming the circumstances, or finding it difficult to adapt. Getting used to reflection does not eliminate the chance that schools and teachers may also encounter difficulties in every phase.

This is in line with [21] The study's conclusion is that educating teachers has advantages for them, including enhancing their comprehension of classroom action research, fostering their enthusiasm to prepare and implement CAR, and enabling schools to raise student performance through increased teacher professionalism. Then based on [22] The findings indicate that the role of the principal as an educator is to foster a positive learning environment, offer guidance to students and staff, and adopt engaging teaching methods.



**Table 3.** When Will Your School Begin Using the Merdeka Learn Curriculum?

School	Statement
Patra Mandiri 1 Junior High School Palembang	Using the 2013 Curriculum for Academic Year 2022–2023
57 Palembang State Junior High School	Scheduled for 2023
39 Palembang Junior High School	The year 2022 is presented as a level 1 independent learning option that is still using Curriculum 13.
25 Palembang Junior High School	Insha'Allah in the 2023 school year, since the school is currently using the entire 2013 curriculum this year while still creating an independent curriculum.
Sumsel Jaya Junior High School Palembang	Beginning with the academic year 2022–2023,
Taman Siswa Junior High School Palembang	Tamansiswa Palembang Junior High School got the chance to establish an independent independent learning curriculum during the 2022–2023 academic year.
13 Palembang State Junior High School	SMPN 13 Palembang adopts the Independent Learning Curriculum for the upcoming academic year 2022/2023. (14 July 2022)
28 Palembang State Junior High School	The adoption of the Independent Learning curriculum, specifically for class VII, at 28 Palembang State Junior High School beginning with the 2022–2023 academic year.
39 Palembang Junior High School	The year 2022 is shown as a Level 1 option for Independent Learning that is still using the 13 curriculums.
9 Palembang State Junior High School	School year 2022–2023
Setia Negara Junior High School Palembang	The 2022–2023 academic year
Khazanah Kebajikan Integrated Islamic Junior High School Palembang	Academic year 2022/2023
Ikhlasiyah Junior High School Palembang	At Ikhlasiyah Junior High School, the Independent Learning Curriculum will be introduced beginning in the following academic year.
PGRI 6 Palembang Junior High School	2022 August

[23] the findings indicated that academic supervision can increase instructors' capacity to plan the administration of assessments in learning at SD Laboratorium Salatiga by 26.2%.

The second query is if the infrastructure and facilities are enough to carry out the Independent Learning program. The quote is as follows (Table 6):

**Table 4.** How is The Curriculum Being Put into Practice at Your School?

<b>School</b>	<b>Statement</b>
Patra Mandiri 1 Junior High School Palembang	We continue to use the 2013 Curriculum.
57 Palembang State Junior High School	Independent Study
39 Palembang Junior High School	Implementation in 2022 as a choice for Independent Learning in the following year, namely in 2023, in order to get ready for Independent Change
25 Palembang Junior High School	All praise to God for a successful outcome.
Sumsel Jaya Junior High School Palembang	Running in accordance with the 13th Curriculum Program, grade 7 students learn the Independent Curriculum.
Taman Siswa Junior High School Palembang	SMP Tamansiswa Palembang continues to use the 2013 curriculum in its present implementation while gradually implementing the fundamental learning concepts of the Pancasila student profile, such as collaboration, creativity, and other traits.
13 Palembang State Junior High School	Project-based learning has been incorporated into the Independent Learning Curriculum at 13 Palembang State Junior High School with the goal of developing soft skills and personalities in the form of faith, piety, noble character, global variety, mutual cooperation, critical reasoning, independence, and creativity.
28 Palembang State Junior High School	According to the Decree of the Head of the Standards Agency, Curriculum, and Educational Assessment of the Ministry of Education and Culture Number 044/H/KR/2022 regarding the IKM implementing education unit in 2022/2023 school year, the curriculum at 28 Palembang State Junior High School has been implemented in class VII for the 2022/2023 academic year with the category of being free to share.
39 Palembang Junior High School	Implementation in 2022 as a choice for Independent Learning in the following year, 2023, in order to get ready for Independent Change

*(continued)*

**Table 4.** (continued)

School	Statement
9 Palembang State Junior High School	Complete the supporting administrative groundwork for the autonomous curriculum's deployment gradually.
Setia Negara Junior High School Palembang	The K13 curriculum is still being used to administer the curriculum in schools. However, we aim to incorporate some of the Independent Learning Curriculum's tenets in grade 7.
Khazanah Kebajikan Integrated Islamic Junior High School Palembang	The instructor responded positively, it went well, and the students wanted to be the guardians of the pupils. However, there was still much to be reviewed, particularly in terms of teacher synchronization, competency determination, critical teaching strategies, and efficient teaching media.
Ikhlasiah Junior High School Palembang	Since the school has chosen to implement an autonomous curriculum with independent learning status for the time being, the 2013 curriculum is still being used in the implementation of the curriculum in the classrooms.
PGRI 6 Palembang Junior High School	At SMP PGRI 6, students first learn how to apply the Pancasila Student Profile Strengthening Project, Example P5 for Profile 1 Projects like Faith, Fear of God Almighty, Noble Morals, Global Diversity, Mutual Cooperation, and Creative, Critical Thinking.

The conclusion drawn from the principal's statement is that there are still some schools with inadequate infrastructure and facilities for implementing the Independent Learning Curriculum, particularly in the computer lab, which has a limited number of working computers and no projectors in each local class to support teacher-independent curriculum learning at school. Due to the little financing available to schools to meet their needs, the infrastructure and facilities are still far from acceptable.

This is in line with [24] If the outcome is above 50%, these results demonstrate the readiness of all campus educational components to conduct the Freedom to Study program. Some of the challenges this program faces are brought on by the lack of extensive socialization in many study programs. 57.75% of the remaining students are prepared to participate in Freedom to Study (Farikha, Y., Hidayat, S., & Tauhidah) according to the study's findings, the complete percentages for each school are 79%, 90%, 86%, 88%, 86%, and 82%, respectively.

**Table 5.** Efforts Made By The School To Create The Independent Learning Curriculum

School	Statement
Patra Mandiri 1 Junior High School Palembang	IHT IKM had initially been implemented independently, but following a Decree from the Head of the Curriculum Standards and Assessment Agency for Education, Research, Culture, and Technology Number 044/H/KR/2022, which stated that getting the first choice of Independent Independent Learning Curriculum was out of sync with Dapodik, it was delayed to implement the Independent Curriculum. Returning to the 2013 curriculum implementation
57 Palembang State Junior High School	The following goals are pursued: 1) Establish a collaborative school program, 2) Implement best practices, 3) Become accustomed to reflection, and 4) Enhance teacher and school competencies.
39 Palembang Junior High School	Putting Independent Curriculum in Place Independent IHT after a workshop on the Independent Curriculum for school administrators and teachers
25 Palembang Junior High School	Increasing the capacity of schools and teachers
Sumsel Jaya Junior High School Palembang	Creating resources for Independent Curriculum and Education Staff members taking part in IHT IKM, MGMP training, and webinar learning
Taman Siswa Junior High School Palembang	The Tamansiswa Palembang Junior High School's efforts in preparing the independent learning curriculum, by preparing In House Training, but first having discussed with Mr. Husrin Samiun, S.Pd., M.M. that in facing the impending independent learning curriculum, teachers at SMP Tamansiswa Palembang really need guidance in studying the independent curriculum, and the school has prepared
13 Palembang State Junior High School	The Independent Curriculum is intended to foster originality and creation in both learning and daily living.
28 Palembang State Junior High School	The work done by the school to develop the Independent Learning curriculum, spread awareness of it among all students and parents, and conduct training to quicken knowledge acquisition and make it easier to put into practice.
39 Palembang Junior High School	Introducing Independent Education Following a session on the Independent Curriculum for school leaders and teachers, Independent IHT

*(continued)*

**Table 5.** (continued)

School	Statement
9 Palembang State Junior High School	By participating in webinar series, attending seminars, and joining learning communities, teachers and school administrators can continue to learn as they get ready to implement the autonomous curriculum. They should also keep looking for information about it.
Setia Negara Junior High School Palembang	Attending seminars will teach principals and teachers how to get ready for the implementation of an autonomous curriculum.
Khazanah Kebajikan Integrated Islamic Junior High School Palembang	When attending IKM trainings organized by the Palembang City Education Office, as well as independently, online, and offline, the principal must be at the forefront as a source of policy.
Ikhlasiah Junior High School Palembang	The Independent Learning curriculum is being prepared by helping teachers become ready to implement it by offering them training and support. Teachers are also encouraged to participate in independent training in free classrooms and from a variety of sources.
PGRI 6 Palembang Junior High School	The efforts put out by PGRI 6 Palembang Junior High School in preparation for Independent Learning are led by the principal, who plays a significant and extensive role in leadership.

Then the results of the study [25] The findings indicated that the challenges faced by elementary school teachers in implementing the 2013 Curriculum were the teachers' difficulty in assessing students because in the 2013 Curriculum, assessments were conducted in accordance with each student's respective Basic Competencies, so it really took a long time to feel difficulty. Next inquiry how is your school's implementation of the Merdeka Learning curriculum going (Table 7)?

Conclusion: Although there is still much to learn, the process of managing the autonomous learning curriculum has been moving well and has been partially adopted by teachers. Because instructors are actively involved in online training, webinars, MGMP, and other learning opportunities connected to the implementation of the Independent Curriculum, as well as the Principal and Deputy Principals attending various IKM trainings. It went well and was well received by the school community, but it still required a lot of coordination from all parties. Since teachers and schools are still getting to know the independent curriculum, the process of conducting the Independent Learning at School curriculum is still in the planning stages and has not yet been implemented.

This is in line with [26] The study's findings indicated that participants in Freedom to Study activities reported feeling more capable of handling life's challenges, which made lecturers and students desire to suggest this activity to their peers. [27] The study's findings demonstrate that the Ministry of Education and Culture, the official institution

**Table 6.** Are The Resources And Infrastructure Adequate To Carry Out The Independent Learning Curriculum?

School	Statement
Patra Mandiri 1 Junior High School Palembang	Not yet 100%
57 Palembang State Junior High School	Already
39 Palembang Junior High School	still not
25 Palembang Junior High School	Still preparing for the IT room and the art room
Sumsel Jaya Junior High School Palembang	Implementing the Independent Learning Curriculum requires insufficient resources and infrastructure.
Taman Siswa Junior High School Palembang	SMP Tamansiswa Palembang still lacks adequate infrastructure and laboratory facilities.
13 Palembang State Junior High School	Infrastructure and facilities, including learning resources and furnishings for classrooms, are adequate.
28 Palembang State Junior High School	According to the requirements, the school's infrastructure is adequate.
39 Palembang Junior High School	Not yet
9 Palembang State Junior High School	Due to the little financing available to schools to meet their needs, the infrastructure and facilities are still far from sufficient.
Setia Negara Junior High School Palembang	Infrastructure and facilities are quite helpful, however they haven't offered any textbooks that follow the independent curriculum.
Khazanah Kebajikan Integrated Islamic Junior High School Palembang	By consistently working to finish them, including the two most important ones: information media (laptops) and class infocus, it does not impede the deployment of SMIs in terms of infrastructure and facilities.
Ikhlasiyah Junior High School Palembang	Infrastructure and educational facilities will work to make things as easy as they can be.
PGRI 6 Palembang Junior High School	Facilities and infrastructure issues present barriers in the implementation of the autonomous learning curriculum, although they do not prevent students from following the current curriculum.

**Table 7.** How Does Your School Implement The Merdeka Learn Curriculum?

<b>School</b>	<b>Statement</b>
Patra Mandiri 1 Junior High School Palembang	We are in the learning stage leading to the Independent Learning Curriculum, although I don't know yet.
57 Palembang State Junior High School	While continuing to use the 2013 Curriculum, it has begun to include Merdeka Curriculum ideas, particularly in regards to boosting character education, numeracy skills, and other Merdeka Curriculum competences.
39 Palembang Junior High School	The theory and practice of learning need to be evaluated subsequently.
25 Palembang Junior High School	Numerous initiatives have already been carried out, including dancing projects, while others are still being prepared (executed). Silat and karate are two martial arts along with music and sound.
Sumsel Jaya Junior High School Palembang	Although grade 7 students continue to study material from Curriculum 13, they also learn independently using the Independent Learning Curriculum's application strategy.
Taman Siswa Junior High School Palembang	Teachers have only little used the independent learning curriculum's administration approach in classroom instruction.
13 Palembang State Junior High School	Create the Education Unit Operational Curriculum (KOSP) document. Prepare the Learning Objectives Flow, Create criteria for achieving learning objectives, Create teaching modules, Create the Pancasila Profile Project.
28 Palembang State Junior High School	Even though there is still plenty to learn, things have been going smoothly.
39 Palembang Junior High School	There must be a later review while learning is still ongoing, in both theory and practice.
9 Palembang State Junior High School	Due to the lack of adequate support infrastructure, the process of implementing an independent curriculum in schools is still not ideal.
Setia Negara Junior High School Palembang	in the process of researching issues related to the Independent Learning Curriculum's implementation.

*(continued)*

**Table 7.** (continued)

School	Statement
Khazanah Kebajikan Integrated Islamic Junior High School Palembang	Although it still required a lot of coordination from all parties, it went successfully and was highly received by the school community.
Ikhlasiah Junior High School Palembang	The curriculum for Independent Learning at School is currently in the planning stages and has not yet been put into practice.
PGRI 6 Palembang Junior High School	There are still numerous issues and challenges with the autonomous curriculum process at PGRI 6 Palembang Junior High School, particularly in terms of facilities and infrastructure.

in charge of this major task, has prepared three crucial phases to support the free learning policy that the government issued during the Covid-19 pandemic. One of these stages is the creation of a technology-based education ecosystem.

Furthermore, based on the results of the study [28] The findings revealed that: 1) Planning of learning projects for enhancing Pancasila students' profiles in executing independent curriculum-focused 21st-century learning 2.) The training for projects aimed at enhancing the abilities of Pancasila students to implement independent curriculum-based 21st century learning, 3.) Evaluation of learning projects for enhancing Pancasila students' profiles in implementing century learning 21 autonomous curriculum-oriented evaluation of project learning at the time after the exhibition of the outcomes of the craft entrepreneur project. Following the principal's declaration, the outcomes of how schools support integrated social studies instructors are shown in the following Table 8:

The statement's conclusion is that setting up the essential infrastructure and facilities has made it easier for integrated social studies teachers to teach by providing guidelines for teacher books, library visits, and the availability of resources like globes and maps. Building the infrastructure and facilities required for social studies teachers. Teachers are also required to be able to develop novel and creative ways of learning as specified in the learning model by participating in seminars, webinars, and continuing to support their ability to use multimedia resources.

This is in line with [29] According to study, State High School 2 Lubuk Pakam already has the infrastructure and facilities required by law, but when managing the organization, it has not used contemporary management principles. Covers the tasks of planning, purchasing, keeping an inventory, storing it, distributing it, maintaining it, eliminating it, and supervising it. [30] Islamic educational institutions' facility and infrastructure management must adhere to the principles of being punctual, focused, and efficient. [31] The findings demonstrated that State Elementary School 1 Ngulanggula's use of facilities and infrastructure in education was tailored to the needs and content covered in the classroom, beginning with the use of learning tools, teaching aids, and instructional media to facilitate students' comprehension of the material.



**Table 8.** How Madrasas Facilitate Integrated Social Studies Teachers

<b>School</b>	<b>Statement</b>
Patra Mandiri 1 Junior High School Palembang	Infrastructure and facilities must be appropriately prepared.
57 Palembang State Junior High School	Teachers make an effort to prepare books for the implementation of independent learning, including manuals for the Pancasila Student Profile Strengthening Project and books on learning and assessment.
39 Palembang Junior High School	Set up the infrastructure and resources the social studies teacher will require.
25 Palembang Junior High School	Ensure that the instructor of social studies has the right infrastructure and facilities.
Sumsel Jaya Junior High School Palembang	Integrated Social Studies Facilitation IHT, IKM, and MGMP Social Studies Teacher Trainings are open to all educators.
Taman Siswa Junior High School Palembang	In order to support integrated social studies instructors, the Tamansiswa Palembang Junior High School has supplied guidelines for teaching teacher books, library trips, and amenities such globes and maps.
13 Palembang State Junior High School	Engage in the MGMP and IHT Implementation of the Independent Curriculum
28 Palembang State Junior High School	Encourage educators to participate in MGMP events
39 Palembang Junior High School	Get ready the infrastructure and facilities that social studies teachers will require.
9 Palembang State Junior High School	Instructors are also required to be able to develop original and creative learning methods that follow the learning model by participating in seminars, webinars, and continuing to support teachers' abilities to use multimedia material.
Setia Negara Junior High School Palembang	Create the infrastructure and facilities that Social Studies teachers will require for the teaching process.
Khazanah Kebajikan Integrated Islamic Junior High School Palembang	Help spread the definition of "Integrated IPS" and materials pertaining to integrated IPS IKM
Ikhlasiyah Junior High School Palembang	The school continues to support Integrated IPS teachers in accordance with the number of hours and school needs because the social studies sessions are still being taught using the 2013 curriculum. Resources pertaining to IPS IKM integration
PGRI 6 Palembang Junior High School	Combined study of the Independent Curriculum, collaborative creation of teaching resources based on the Independent Curriculum, and facilitation of peer learning reflection

How well prepared are teachers to use the Independent Learning curriculum, then (Table 9)?

The principal's statement's conclusion is that teachers should download the independent teaching platform application for Android in order to access it and use it as effectively as possible based on their own needs to learn more about the independent curriculum. This is available in the free teaching platform application menu. Prepare

**Table 9.** How Well are Teachers Being Prepared to Use The Independent Learning Curriculum?

School	Statement
Patra Mandiri 1 Junior High School Palembang	I'm not sure because I haven't used it yet.
57 Palembang State Junior High School	In order to facilitate the implementation of independent learning, teachers must be prepared and have the right perspective towards learning to do away with the traditional lecture technique.
39 Palembang Junior High School	Through the Independent Teaching Platform's application menu, teachers have taken part in workshops and seminars on the Independent Curriculum.
25 Palembang Junior High School	Prepare: 1) Learning and Assessment Guidebook, 2) Operational Curriculum Development Guidebook, and 3) Developing a Pancasila Student Strengthening Project. Teachers must select two themes in a single year. 4) Create instructional materials, modules, RPP, and other materials.
Sumsel Jaya Junior High School Palembang	By participating in MGMP meetings, webinars, and independent learning through the Merdeka Mengajar Application, teachers can prepare to implement the Independent Learning Curriculum.
Taman Siswa Junior High School Palembang	IHT was held in Tamansiswa Palembang Junior High Schools as a result of teachers being prepared to execute the independent learning curriculum by learning independently using the independent platform to teach the forms of CP, ATP, and other subjects.
13 Palembang State Junior High School	The Principal's Leadership Position. The principal plays a variety of vital and varied roles as a leader. Enhancing Teacher and School Competencies and developing Collaborative School Programs.
28 Palembang State Junior High School	Brought in resource people to help with the training, and participated in both offline and online training activities.
39 Palembang Junior High School	In order to use the Merdeka teaching platform application, the instructor first attended workshops and seminars on the Merdeka Curriculum.

(continued)

**Table 9.** (continued)

School	Statement
9 Palembang State Junior High School	Create manuals, finish operating curricula for schools, create initiatives to help Pancasila students, and so on.
Setia Negara Junior High School Palembang	Attend multiple webinars, MGMPs, and other online trainings.
Khazanah Kebajikan Integrated Islamic Junior High School Palembang	Join the Merdeka Learning Platform's independent online training program, contact with the instructor directly, or join the principal's social events when they are being held.
Ikhlasiah Junior High School Palembang	In order to prepare teachers for adopting the autonomous learning curriculum, they must understand about the changes that will be made, for instance by researching modifications that affect learning tools and the technical assessment that will be conducted.
PGRI 6 Palembang Junior High School	Teachers are prepared to implement the Independent Curriculum since they are familiar with its philosophies and fundamental ideas. Lessons are free to be created by teachers, and there is just one Lesson Plan, which has been streamlined in a number of ways.

operational curriculum development guides, learning and assessment guides, and curriculum development guides. 3) Teachers are required to select two themes for a Pancasila Student Strengthening Project during a calendar year. 4) Project development themes, Additionally, instructors must conduct diagnostic tests. The preparation of teachers to implement the Independent Learning Curriculum includes attendance at MGMP meetings, webinars, and independent learning through the Independent Teaching Application. 6) Perform Differential Learning Preparation Diagnostic Assessments. 7) Prepare Teaching Materials/Modules/RPP.

Additionally, teachers must learn about the changes that will be made in order to execute the autonomous curriculum, for instance by examining changes that take place in learning devices and in the technical assessment that will be conducted (Table 10).

This is in line with [32] The findings indicate that the Elementary public school 1 Sidem teachers still require support in order to improve their level of preparation for implementing the Independent Curriculum. Teachers must adjust to technology as part of the Merdeka curriculum. Additionally, the training in digital literacy demonstrates that teachers need to possess the four pillars of digital literacy digital skills, digital culture, digital ethics, and digital safety in order to become superior educators, particularly when dealing with the novelty of the Independent Curriculum. [33] The results of the research suggest that the Merdeka curriculum has undergone a number of changes, including an emphasis on the learning process both inside and outside the classroom through

**Table 10.** What Needs To Be Assessed When Putting The Merdeka Learning Curriculum Into Practice?

School	Statement
Patra Mandiri 1 Junior High School Palembang	I'm not sure because I haven't used it yet.
57 Palembang State Junior High School	One of the challenges is teachers' limited proficiency with information technology, including Android.
39 Palembang Junior High School	Teachers, facilities, and infrastructure readiness
25 Palembang Junior High School	Identifying Competencies and Student Learning Outcomes, establishing Assessment Objectives, and creating Learning and Project Grids are all steps in the needs analysis process.
Sumsel Jaya Junior High School Palembang	Activities involving information and technology in schools need to be assessed.
Taman Siswa Junior High School Palembang	To increase the quality of the learning itself, such as when creating a learning assessment, it is unquestionably necessary to examine every component of the independent learning curriculum tool.
13 Palembang State Junior High School	Analyzing needs, deciding on assessment goals, establishing competencies, and identifying learning outcomes
28 Palembang State Junior High School	the necessity of constantly interacting with pupils in order to alter their learning preferences.
39 Palembang Junior High School	Infrastructure, Facilities, and Teacher Preparation
9 Palembang State Junior High School	The level to which pupils' character development is influenced by autonomous curriculum. To determine whether an autonomous curriculum is effective in fostering the desired character education, standards must be established before implementation.
Setia Negara Junior High School Palembang	Curriculum design, learning objectives, instruction and assessment, and use of instructional resources are all covered.
Khazanah Kebajikan Integrated Islamic Junior High School Palembang	Teachers' comprehension of the assessment as well as the full and thorough application of the IKM.
Ikhlasiah Junior High School Palembang	The potential that exists in schools, both in terms of human resources (teachers and employees) and the potential for learning facilities and infrastructure, needs to be assessed in order to execute the Independent Learning curriculum.
PGRI 6 Palembang Junior High School	The potential that exists in schools, both in terms of human resources (teachers and staff) and the capacity for learning facilities and facilities, needs to be assessed as it relates to the implementation of the Independent Learning curriculum.

student exchange learning activities, internships and work experiences, teaching assistance in education units, research and research, humanity projects, entrepreneurial activities, studies, and projects. Independently develop real-world communities or campuses around a theme and assess distinctive characters.

The findings revealed that: (1) Islamic Education teachers were prepared for the independent learning policy, but were less prepared to implement AKM and character surveys as a replacement for the National Examination in terms of cognitive aspects, physical readiness, and psychological readiness; and (2) State Madrasah Tasanawiyah 9 Madiun's learning support facilities were in better condition than average for receiving the independent learning policy [34].

The next query is What aspects of the Merdeka Learning curriculum implementation require evaluation?

This remark leads to the conclusion that one of the challenges is instructors' limited proficiency with information technology. One example is their ineffective use of Android, which makes it difficult for them to search for fresh information or watch YouTube videos. Teachers' comprehension of the IKM's comprehensive application. The potential in schools must be assessed when putting the Independent Learning curriculum into practice, from the potential for learning facilities and facilities to the potential for human resources (teachers and employees) (Table 11).

This is in line with [35] according to the study's findings, "Learning Independence" comprises of four primary programs: Comprehensive USBN Assessment, National Examination is replaced with evaluation assessment, RPP is condensed, and PPDB zoning is more flexible. It is important to reform the school curriculum and learning, as well as national and regional education management, in order to implement the "Learning Independence" initiative. [36] The study's findings show that there are four key factors that prevent the Freedom to Study curriculum from being implemented: curriculum modifications, funding, partner assessment, and academic information system modifications.

As the first line of defense in implementing the Freedom to Study curriculum, the government and study programs must collaboratively design, carry out, and analyze the implications of the adoption of Freedom to Study. [37] Based on the discussion's findings, evaluating independent curriculum learning entails gathering information to assess learning quality and gauge the degree to which learning objectives have been met in order to make decisions. Is it difficult to put the Merdeka Learning curriculum into practice? is the following query.

Barriers to the adoption of the Independent Learning curriculum in schools can occasionally be found in the form of underdeveloped school infrastructure, such as the absence of a science lab or a computer lab. Additionally, some teachers may not have the necessary competency in the field of technology or may not have been able to operate technological science correctly.

This is in line with [38]. The findings demonstrated that the students' initiative to participate and the presence of partners were supporting elements for the execution of the Independent Learning program for students. [39] The Merdeka Learning policy has adhered to the legal foundation and goal of offering a respectable and superior education. Obstacles include the necessity to modify the curriculum, a shortage of human resources,

**Table 11.** Does the Independent Learning Curriculum Face any Challenges?

<b>School</b>	<b>Statement</b>
Patra Mandiri 1 Junior High School Palembang	I'm not sure because I haven't used it yet.
57 Palembang State Junior High School	There are now no challenges while adopting the Independent Learning Curriculum because the teachers have been guided by supervisors through hosting house training.
39 Palembang Junior High School	The Ministry of Education, Culture, Research, and Technology offers a number of facilities, but many teachers have not taken advantage of them since they do not understand IT.
25 Palembang Junior High School	No experience with independent learning. Teachers still have limited first-hand knowledge about learning freedom. Additionally to the restrictions on learning access and references.
Sumsel Jaya Junior High School Palembang	Although teachers have some personal experience with studying independently, it is still limited. Students' access to resources, infrastructure, digital devices, and the internet is not spread equally.
Taman Siswa Junior High School Palembang	Although teachers have some personal experience with studying independently, it is still limited. Students' access to resources, infrastructure, digital devices, and the internet is not spread equally.
13 Palembang State Junior High School	Teachers' own knowledge of learning independence is still very limited. They have no experience with learning freedom.
28 Palembang State Junior High School	There are no barriers at this time.
39 Palembang Junior High School	Since many teachers still don't comprehend IT, they don't make advantage of the resources offered by the Ministry of Education, Culture, Research, and Technology.
9 Palembang State Junior High School	Restricted access to, preparation time for, and competencies in the independent curriculum.
Setia Negara Junior High School Palembang	Access to education, ability to manage time, and sufficient competency (Skills).
Khazanah Kebajikan Integrated Islamic Junior High School Palembang	Implementation difficulties for the Independent Curriculum, particularly the lack of adequate integrated electronic teaching media that prevents the essential learning from feeling successful.

*(continued)*

**Table 11.** (continued)

School	Statement
Ikhlasiah Junior High School Palembang	If the curriculum for independent learning in schools was introduced later, implementation challenges can arise from a lack of infrastructure and equipment in the school, such as a lack of a computer lab or a science lab.
PGRI 6 Palembang Junior High School	There are still many challenges to overcome in adopting the autonomous learning curriculum at PGRI 6 Palembang Junior High School, beginning with the instructors' readiness to do so since they continue to use the prior curriculum when carrying out the learning process.

internship partners, and entrepreneurs, as well as a lack of other study programs that operate the curriculum. [40] The study's findings show that, although there are still many issues and challenges in its implementation, the curriculum's implementation in driving schools has been done well and is still going strong. The principal and teachers must have the motivation to make changes if the curriculum is to be successfully implemented in driving schools. In order for the independent curriculum to be used, the administrator must be able to influence the school's Human Resources to desire to implement changes.

## 4 Conclusion

Numerous inferences can be made by researchers based on the results of the eleven assertions; Most new schools will begin using the Self-Learning Curriculum in the 2022–2023 school year, however some may do so in the 2023–2024 school year as well. Since the Self-Learning Curriculum still exists, but for seventh grade, many schools have tried to incorporate some of its tenets. The second defense is that many educational institutions think they will become more equipped to facilitate administrative agreements for the adoption of self-curriculum. The third factor is that some schools are still working to raise teacher and school proficiency. Junior high school teachers will require assistance in comprehending the self-study curriculum, thus schools have.

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