



Preparation for the Implementation of the Independent Learning System in Mathematics Learning at SMK Negeri 6 Buru

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Abstrak

Penelitian ini bertujuan untuk (1). Mendeskripsikan persiapan pelaksanaan sistem merdeka belajar dalam pembelajaran matematika di SMK Negeri 6 Buru dan (2). Mendeskripsikan faktor-faktor apa saja yang menjadi kendala dalam pelaksanaan pembelajaran sistem merdeka belajar dalam pembelajaran matematika di SMK Negeri 6 Buru. Metode yang digunakan adalah penelitian kualitatif deskriptif. Subjek penelitian adalah 3 orang guru matematika di SMK Negeri 6 Buru. Teknik pengumpulan data pada penelitian ini dilakukan dengan cara observasi, wawancara dan dokumentasi. Teknik analisis data yang digunakan yaitu menggunakan model interaktif dari Miles dan Haberman. Model interaktif yang dimaksud adalah reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian ini diperoleh bahwa (1). bahwa di SMK Negeri 6 Buru belum menerapkan kurikulum merdeka belajar, dan baru akan di laksanakan pada tahun ajaran 2023/2024 dan akan dilaksanakan secara bertahap dan ddilaksanakan di kelas X. selain itu temuan yang diperoleh bahwa guru Matematika di SMK Negeri 6 Buru sudah siap dalam menerapkan kurikulum merdeka. Adapun persiapan yang dilakukan antara lain sosialisasi tentang kurikulum merdeka belajar kepada guru, tenaga kependidikan dan siswa supaya yang direncanakan bisa terlaksana dengan baik. selanjutnya persiapan yang dikakukan adalah pemantapan kurikulum yang disesuaikan dengan kurikulum merdeka belajar. (2). Beberapa faktor penghambat pada penerapan system merdeka belajar di SMK Negeri 6 Buru yaitu: (a). Factor Guru dalam merancang Rencana Pembelajaran, (b). Kendala Guru Pada Pelaksanaan Pembelajaran dan (c). Fasilitas dan Sumber Belajar yang minin.

Kata Kunci: Sistem; Merdeka Belajar; Pembelajaran; Matematika

Abstract

This study aims to (1). Describe the preparation for the implementation of the independent learning system in mathematics learning at SMK Negeri 6 Buru and (2). Describe what factors are obstacles in the implementation of the independent learning system in mathematics learning at SMK Negeri 6 Buru. The method used is descriptive qualitative research. The subjects of the study were 3 mathematics teachers at SMK Negeri 6 Buru. Data collection techniques in this study were carried out by observation, interviews and documentation. The data analysis technique used was using interactive models from Miles and Haberman. The interactive model in question is data reduction, data presentation and conclusions. The results of this study obtained that (1). that SMK Negeri 6 Buru has not implemented the independent learning curriculum, and will only be implemented in the 2023/2024 school year and will be implemented gradually and implemented in class X. in addition, the findings obtained that Mathematics teachers at SMK Negeri 6 Buru are ready to implement the independent curriculum. The preparations made include socialization of the independent learning curriculum to teachers, education staff and students so that what is planned can be carried out properly. Furthermore, the stiffened preparation is the strengthening of the curriculum that is adjusted to the independent learning curriculum. (2). Several inhibiting factors in the implementation of the independent learning system at SMK Negeri 6 Buru are: (a). Teacher Factors in designing Learning Plans, (b). Teacher Constraints on Learning Implementation and (c). Facilities and Learning Resources are minin.

Keywords: System; Freedom to Learn; Learning; Mathematics

Introduction

Education policy is a decision made by the government or educational institutions in dealing with educational problems in the community. The role of education policy is a guide, concept and foundation, solution and . innovation for implementing and achieving educational goals (Adjam, 2019). Changes in education system policies area requirement that must be fulfilled in order to improve the quality of human resources in a nation. With changes in the curriculum, of course, it cannot be separated from the world of education (Afista, Priyono and Huda, 2020)

The Ministry of Education, Culture, Research and Technology (Kemendikbud Ristek) tries to see various challenges to improve learning. One of the steps taken by the Ministry of Education and Culture for Research and Technology in overcoming existing questions is by launching the Independent Curriculum (Nurwiatin, 2022). The "Freedom of Learning" education

system is a new breakthrough, of course, it has constraints on its implementation. Especially for teachers who are an integral part of education and an important part of learning, they must have problems to solve (Sinomi, Adisel and Syafri, 2021).

Since its inception, the Free Learning Curriculum System was carried out in the early days of the Covid19 pandemic in the 2019/2020 school year at the secondary and upper education levels.

Mathematics is a science related to everyday life. Any routine that students do in their daily lives will always be related to mathematics. Mathematics can enable students to excel in thinking logically, analytically, systematically, critically and creatively, and being collaborative (Ekawati and Susanti, 2022).

In accordance with the results of preliminary observations and interviews on 12 December 2022 at SMK Negeri 6 Buru regarding a new breakthrough, namely the

independent learning system, the principal stated that implementing the Merdeka Belajar learning system policy starts with teacher readiness. The number of teachers at SMK Negeri 6 Buru is 29 people with 82 students. Merdeka Belajar is a breakthrough or a new curriculum which of course has obstacles and obstacles in implementing and implementing it, especially for teachers who are an integral element in education and an important element in learning always has problems that must be resolved. Therefore, teacher competence in learning plays an important role in the success of learning in the Merdeka Belajar Curriculum. In accordance with the problems described above, the researcher is interested in conducting research with the title Preparation for Implementing Merdeka Belajar System in Mathematics Learning at SMK Negeri 6 Buru.

Method

This type of research uses qualitative observations. Qualitative observation is an observation based on the philosophy of postpositivism, and examines the state of objects naturally where researchers are the key tool of qualitative research results focusing more on maxims than generalizations (Sugiyono, 2018). This observation was carried out at SMK Negeri 6 Buru from July 21, 2023 to August 14, 2023.

The subjects and objects of this study are: a). Mathematics teachers at SMK Negeri 6 Buru totaling 3 people. b). Data regarding the preparation for the implementation of the Merdeka Belajar curriculum in mathematics learning at SMK Negeri 6 Buru, including: a. Preparation for the implementation of the Merdeka Belajar curriculum in mathematics learning at SMK Negeri 6 Buru,. b. What are the obstacles in the implementation of the Merdeka Belajar curriculum in

mathematics learning at SMK Negeri 6 Buru?

Data collection techniques on this observation are carried out by:

1). Observation (observation): In research, observation is carried out using unstructured observation techniques in research. irregular observations, namely observations that are carried out without following certain guidelines, so that researchers can make developments from observations based on what happens in the field (Sugiyono, 2018). 2). Interview: The interview technique used in this observation is an interview technique without structure. In interviews without structure, the conversation is not planned in advance, because it will be adjusted to the conditions and characteristics of the informant., 3). Documentation: In addition to observations and interviews, information can also be obtained from existing evidence in the form of letters, daily writings, photo archives, minutes of meetings, daily writings of activities and so on. Information can be in the form of documents used to find information about what happened before

In the data analysis technique used in this study, researchers used interactive models derived from Miles and Haberman. The interactive model in question is by processing elements, namely, data reduction, information presentation and conclusions.

Hasil and Pdiscussion

The results of this study are presented based on the problems raised in this study, namely the preparation of independent learning in Mathematics Learning at SMK Negeri 6 Buru, what factors are obstacles to the preparation for the implementation of the independent learning system at mathematics learning at SMK Negeri 6 Buru.

1. Preparation for the Application of the Independent Learning System in

Mathematics Learning at SMK Negeri 6 Buru

Merdeka Belajar is one of the programs of the Ministry of Education and Culture where in this policy wants to make learning activities fun for students and teachers. Freedom of learning is one of the efforts of freedom in thinking and expression, with the aim of liberating teachers and students. Reviewing the breakthrough of independent learning is a new policy of the Ministry of Education and Culture, so researchers want to know how ready to apply independent learning in mathematics learning at SMK Negeri 6 Buru.

Readiness is the entire ability of a person to respond and act, where attitudes include mindsets, abilities and attitudes that must be mastered and ready to carry out other activities. Teachers are defined as competent educators whose main role is to educate, teach, guide, supervise, train, assess and evaluate students in early childhood education, and secondary education. Teacher preparation can thus be interpreted as a prerequisite for teachers who have adequate qualifications and skills both physically, socially and emotionally.

Every development always has an impact on the object and everyone in it. Therefore, everyone must be prepared to face the changes that will occur. With regard to freedom of learning, teachers must be ready to face it in accordance with their competencies.

According to the findings obtained at the research location on Preparation for the application of an independent learning system in Mathematics learning at SMK Negeri 6 Buru, it has not applied the independent learning curriculum to learning. The independent learning curriculum at SMK Negeri 6 Buru will only be implemented in the 2023/2024 school year

and will be carried out gradually for grade X students of SMK Negeri 6 Buru.

The independent learning curriculum at SMK Negeri 6 Buru has not yet been implemented and will only be carried out this year in the 2023/2024 school year and will be tested on grade X students. Departing from there means that there must be a curriculum of change, namely freedom of learning so that clusters for students based on the categories of able, incapable are essentially there. Furthermore, preparation, first the preparation we do is socialization, second, strengthening the curriculum and then clustering students, which does take time, the independent learning curriculum or what I interpret as an independent movement where teachers must be able to prepare and be able to carry out the independent learning policy in accordance with government policy (L.M: 21/7/2023).

And the preparations we have made are socialization about the independent learning curriculum and the preparation of learning tools related to the independent learning curriculum and strengthening students' understanding of the subject matter (K.Y: 21/7/2023).

For the application of independent learning in the classroom in the teaching mathematics learning process that is prepared is to prepare students in understanding learning materials, especially basic understanding of mathematics which is still lacking and needs to be maximized about their understanding in learning so that the application of the independent learning system can be implemented in accordance with the desired target. In the independent learning curriculum system, there is such a thing as differentiated learning based on content, products and projects, now to apply this is rather difficult

because students have weak abilities in learning mathematics (S.M: 21/7/2023).

In accordance with the observations found by researchers that SMK Negeri 6 Buru has not implemented the independent learning curriculum, and will only be carried out in the 2023/2024 school year and will be implemented gradually and will be implemented in class X. In addition, the findings obtained by the researcher teachers are ready to implement the independent learning curriculum. The preparations made include socialization of the independent learning curriculum to teachers, education staff and students so that what is planned can be achieved properly. Furthermore, the stiffened preparation is the strengthening of the curriculum that is adjusted to the independent learning curriculum. This is in accordance with the study put forward by (Sulkipli *et al.*, 2023) showing that the implementation of the Merdeka Belajar curriculum is optimal and can improve student achievement, and the key to the successful implementation of the independent learning curriculum is that teachers and students expand their thoughts about the desire to make new breakthroughs to maximize the results achieved.

In addition, based on the results of an interview conducted with Mrs. *S.M* as a mathematics teacher at SMK Negeri 6 Buru, that in the application of the independent learning curriculum there is what is called differentiated learning, namely learning designed to meet the needs of students with different abilities, including learning readiness, interests, potential, or learning styles. Forms of differentiated learning in the classroom can include three types, such as content differentiation, process differentiation, and product differentiation. Content differentiation refers to differences in the content of material taught to students in response to a student's learning readiness,

interests, or student learning profile (visual, auditory, kinesthetic) or a combination of the three. Process differentiation refers to differences in the learning process by providing graded activities, asking guiding questions or challenges, asking guiding questions or challenges creating specific student goals, varying time, developing varied activities. Product differentiation deals with bill differences, providing students with varied challenges and choosing a variety of products that appeal to them. This is in accordance with the theory discovered by (Safarati. Nanda., 2023) Differentiated learning is a way or effort used by teachers to meet student desires and expectations. Differentiated learning can, facilitate all student needs according to student interests or learning needs.

2. Constraint Factors in the Application of Independent Learning

Based on the results of observations in the study that the inhibiting factors in the implementation of independent learning at SMK Negeri 6 Buru are: (1). Teacher Factors in Preparing Learning Plans: In the independent learning curriculum, learning plans are prepared based on Learning Outcomes (CP), Learning Objectives (TP), Learning Objectives Flow, and Teaching Modules. Where this learning gap has been determined by the government.

The independent learning curriculum begins with teachers developing learning tools by paying attention to the development of Learning Outcomes (CP) that have been determined by the government. How do we classify students based on the level of student ability, then from this Learning Challenge will be formulated Learning Objectives, then design the flow of learning objectives and then we compile teaching materials / teaching modules (L.M: 21/7/2023).

The constraint factor in the implementation of the independent learning curriculum at SMK Negeri 6 Buru, teachers do not understand the independent learning curriculum, so to implement it requires a process and training on the independent learning curriculum, so that teachers are ready to face changes that occur, including in the management of learning in the classroom (K.Y: 21/7/2023).

Based on the results of interviews with informants, Mr. K.Y explained that the inhibiting factor in the implementation of the independent learning curriculum is that teachers do not really understand the independent learning curriculum so that to implement independent learning in learning requires a process and takes a short time.

Then an interview conducted with S.M's mother said that:

The main factor in the implementation of the independent learning curriculum is just that the problem I experienced in the application of independent learning is the difficulty of choosing the right learning efforts and methods for students to understand the material taught and can make students active in the teaching and learning process. Then create learning tools based on independent learning, including attendance lists, knowledge lists, assessment lists and making teaching modules, which are made according to the steps then the learning material is adjusted to different student ability levels, such as there are students who understand quickly and there are students who are slow to understand the lesson. Usually, students who are tired of learning I will give repetition to perfect their slow understanding (S.M: 21/7/2023).

Based on the results of an interview with Mr. L.M, the problems experienced by teachers in making learning tools, especially in making Learning Objectives, Learning

Objectives Flow based on Learning Outcomes and making teaching modules and still lack of ability in operating information technology and difficulties experienced in determining the right strategy for students in the learning process of teaching in class.

This was reinforced by Mr. K.Y, with the problems experienced there is still a lack of understanding of teachers with the independent learning curriculum so that to implement independent learning teachers are still difficult, especially in making learning devices where teachers only use learning devices that already exist obtained from the internet and have not been able to make their own learning devices. Based on the observations that the researchers carried out, namely the learning tools of the independent curriculum, learn to do each teacher with guidance from the learning tools that have been provided. In addition, the lack of teacher understanding in making learning tools was strengthened by Mrs. S.M with obstacles in addition to difficulties in preparing learning tools, another obstacle experienced was the difficulty of choosing the right strategies and methods for students so that they could be active and in the teaching and learning process.

Based on the results of interviews that have been conducted that, mathematics teachers still have difficulty in making teaching plans such as learning outcomes that must be adjusted to the ability of students are still categorized as low in understanding the learning material, then formulating learning objectives and arranging them in the flow of learning objectives. In addition, another factor that becomes an obstacle is the lack of teacher ability to use technology properly, this can make it difficult for teachers to make Learning Implementation Plans (RPP) and also difficulties in compiling teaching materials / teaching modules. This finding is

in accordance with research conducted by (Zulaiha *et al.*, 2022) Problems that arise ranging from the analysis of Learning Outcomes (CP) to Learning Objectives (TP), making Learning Objectives Flow (ATP) and its transformation into Learning Modules, obstacles in formulating good learning methods and methods and teachers' inability to operate technology. In addition, the lack of student books, lack of knowledge and teacher preparation in using various learning methods and media, less proficient in applying technology to learning, too many teaching materials, and in the implementation of project-based learning, teachers have difficulty in determining the right methods and strategies.

In addition, teachers still find it difficult to choose good teaching methods and ways in classroom learning that are adjusted to the level of student understanding, so that learning becomes fun and students can actively participate in the learning process. This finding is in accordance with the theory explained by (Loilatu *et al.*, 2021) Teachers are required to master the knowledge and materials to be taught, have a set of knowledge, skills and teaching experience and also have freedom in managing teaching. (2). **Teacher Constraints in Learning Implementation:** Success in the implementation of the independent learning curriculum is not only seen in the preparation of the implementation of learners, but also seen in the implementation of learning that has been determined, as stated by *L.M.* he said:

The first obstacle is the teacher, so after me the teacher must be able to carry out the implementation of learning in accordance with the curriculum between the ktsp, K13 and independent learning curriculum, so the teacher must also be fast in implementing what is right for a good learning method for students in accordance

with the development that is now developing.

In addition, an interview conducted with *K.Y* explained:

When teaching in class, we usually use books at school even though the available open facilities are still lacking, besides that we also use learning media such as video recordings using projectors available at school and sometimes there are also teachers who still have difficulty using projectors (K.Y: 21/7/2023).

As the interview with *S.M's* mother said that:

The difficulty I experienced in the implementation of classroom learning, especially mathematics lessons, was the lack of basic understanding of the material taught, especially in learning related to arithmetic, geometric trigonometry and statistics, this made it difficult for me because the level of understanding of students was lacking. So that in the implementation of the assessment they have less value in the material (S.M: 21/7/2023).

Based on the results of interviews conducted with *L.M*, the obstacles felt in the implementation of learning are teachers who must be able to synchronize the implementation of learning in accordance with the independent learning curriculum and be able to determine the right ways and methods for students. Besides, *Mr. K.Y* stated that there are still teachers who are still constrained in using learning media such as the use of projectors. This makes teachers constrained in pursuing transformative new breakthroughs, because one of the requirements that must be met by teachers in the independent learning curriculum is that teachers must be creative and innovative in managing teaching and learning in the classroom. Furthermore, based on the explanation of *S.M*, the difficulty faced in the implementation of

learning is the lack of basic knowledge of students on the material taught, especially for certain materials.

Success in the implementation of the independent learning curriculum is not only seen from the learning implementation plan, but also seen from the implementation of classroom learning in accordance with the design that has been made.

According to interviews that have been conducted, researchers found that other obstacles faced in the process of implementing learning have not been evenly distributed supporting facilities for learning activities and it can be said that SMK Negeri 6 Buru does not have enough infrastructure and learning resources, and there are problems faced by teachers in the implementation of learning there is still a lack of textbooks in the form of student books, As well as the lack of knowledge and readiness of teachers in delivering the teaching material taught and the lack of teacher ability to use learning media, another problem faced by teachers is the lack of basic ability of students to the material taught. This finding, in accordance with the theory put forward by (Jamila, Ahdar and Natsir, 2021) varies the problems faced by teachers and students, teachers must increase creativity and knowledge in mastering learning technology by finding learning models that suit student learning conditions.

From the research conducted at SMK Negeri 6 Buru, it can be seen that there are still limited reference books for students, besides the lack of use of methods and learning media used by teachers in the teaching and learning process, making students should be active and fun is not well realized. Meanwhile, in the independent learning curriculum, teachers must be able to create interesting and creative learning conditions so as to make the learning

process fun. This finding is in accordance with the theory proposed by (Sibagariang *et al.*, 2021) To realize independent learning for students, teachers must certainly be able to use their creativity in planning learning using various teaching methods and media available. Learning can be interesting and fun if teachers know how to create lesson plans. By using the learning environment, teachers can choose the right method to help students know the material being taught. With various learning methods and using suitable learning media so as to create learning that is not monotonous. Thus, the government's goals and policies regarding freedom of learning can be achieved properly. (3). **Minimal Learning Facilities and Resources:** Learning facilities are tools or additions to the process of teaching and learning activities of students and teachers, with the aim of facilitating the learning process that is being implemented. The facility is used as a training location. Learning facilities greatly impact the learning process because the more complete the facilities owned, it will facilitate the teaching and learning process. As explained by L.M he said that:

One of our obstacles in the implementation of independent learning is the lack or lack of teaching and learning facilities, such as the lack of textbooks available only department books, in addition to the lack of facilities such as internet access facilities (wifi). And there are also teachers who are not too familiar with digital media.

Furthermore, an interview with Mr. K.Y's informant explained that:

When teaching in class I usually use media facilities such as projectors because I teach biology subjects the material is about Cell Structure and Function, well in this material I usually use a projector to display cell images. But because we don't have

limited facilities such as projectors so I teach only using existing books, which are available at school.

In addition, the informant of S.M's mother said that:

One of the inhibiting factors in the application of independent learning is the lack of facilities and infrastructure in the application of independent learning such as the lack of books and no adequate internet facilities at SMK Negeri 6 Buru, besides other factors that become obstacles in the application of independence in the learning process are internal and external factors of students, internal factors such as lack of student interest in learning mathematics because it is considered difficult material to learn, So to apply Merdeka Belajar in mathematics learning in the classroom I experienced obstacles. External factors such as lack of encouragement from parents, especially in student learning activities at home (S.M: 21/7/2023).

Based on the results of an interview with Mr. L.M, one of the inhibiting factors in the implementation of the independent learning curriculum is that there are not even distribution of supporting facilities in teaching and learning activities, besides that learning resources are still minimal and there are still teachers who are not too proficient in operating or using the media. In the application of the independent learning curriculum, the use of digital media that is directly connected automatically which requires satisfactory infrastructure facilities, for example: internet access and Android phones, besides that teachers must also understand and be able to operate digital devices.

Furthermore, based on an interview with Mr. K.Y, the problems experienced in the teaching and learning process are the lack of supporting facilities in the implementation of adequate teaching and

learning, for project-based learning teachers are still constrained in determining appropriate project tasks and the lack of use of learning methods and strategies in teaching. In addition to other obstacles faced by teachers, especially mathematics teachers stated by S.M as a mathematics teacher at SMK Negeri 6 Buru, which is an inhibiting factor in the application of independent learning, namely the lack of basic understanding of students of learning material, this is also caused by the lack of learning media and the selection of the right strategy to be used in teaching in class. Furthermore, other obstacles faced are internal and external factors of students, such as lack of parental encouragement in student learning activities at home while the internal factors come from students who consider mathematics subjects to be difficult material, so that to implement an independent learning curriculum in teacher learning is still difficult because the ability of students who are considered is still lacking.

In addition, based on the observations made, it can be seen that teachers are still comfortable with the old curriculum using conventional methods and there is still a lack of teacher knowledge in using learning media, this is seen when teachers teach mostly only presenting material to give assignments to students to do. Meanwhile, in the independent learning curriculum, teachers are required to be creative and innovative in designing the implementation of classroom learning and making the material taught more interesting and fun so as to motivate students to learn.

Then according to the results of observations that have been made by researchers, it was obtained that learning resources, especially books, are still limited so that when studying in class students have to share books with other students, and

sometimes teachers provide modules to take copy photos and then be used as a reference discussion for learning in class and at home.

A common obstacle that occurs in SMK Negeri 6 Buru is the lack of supporting facilities in the implementation of teaching and learning, while in the implementation of the independent learning curriculum the use of learning resources and learning media uses a lot of digital media for example: internet access, Android phones, and digital media and teachers must understand or be able to operate digital media. This finding is in accordance with the theory found by (Rahayu and Haq, 2021) one of the supports and builds the success of direct learning activities, namely the existence of adequate educational facilities and infrastructure. In addition to the lack of facilities and infrastructure to support the learning process, teachers also need training, especially in the use of digital media such as learning using google meet, zoom, multimedia interactive learning and making teaching modules. The limited ability of teachers in implementing the independent learning curriculum requires support from the school, namely in the form of training in the implementation of the independent learning curriculum.

Sconclusion

In accordance with the results that have been found by researchers that at SMK Negeri 6 Buru has not implemented the independent learning curriculum, and will only be carried out in the 2023/2024 school year and will be implemented gradually and will only be implemented in class X. In addition, the findings obtained by teacher researchers are ready to implement the independent learning curriculum. The preparations made include socialization of the independent learning curriculum to teachers, education staff and students so that

what is planned can be carried out properly. Furthermore, the stiffened preparation is the strengthening of the curriculum that is adjusted to the independent learning curriculum.

Some inhibiting factors in the implementation of the independent learning system at SMK Negeri 6 Buru are: (a). Teacher Factors in Preparing Learning Plans, (b). Teacher Constraints in Learning Implementation and (c). Minin Facilities and Learning Resources.

Given that the Preparation for the Implementation of the Independent Learning System is a government program and is implemented in all schools in Indonesia and especially in Buru Regency, it is necessary to conduct further research related to the independent learning curriculum in Mathematics learning at the Secondary level of SMK throughout Buru Regency so that the results obtained are more varied and responsive.

Daftar Pustaka

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Author Profile

Wa Malmia, born in Hative Kecil Village, April 21, 1986, completed his S1 education at the Mathematics Education Study Program, Darussalam University, Ambon in 2011 then continued his S2 Studies at the Mathematics Study Program at Hasanuddin University Makassar in 2017, currently the author has the status of a lecturer at the Mathematics Education Study Program, Iqra Buru University. Together with Mrs. Nur Fadhilah Amir who is also a permanent lecturer at the same institution, currently in addition to teaching, writing and many are involved in conducting research and community service.