

Implementation of Freedom Mini Curriculum in Basic English at Tri Learning House

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Abstract: Execution of the independent curriculum necessitates that educators at Tri Learning House swiftly grasp and proficiently adapt to its requirements. This study explores the implementation process of an autonomous English curriculum, encompassing the stages of planning, execution, and evaluation. Employing a qualitative field study methodology, data was collected through methods such as observation, interviews, and document analysis. The study subjects included the owner of Tri Learning House, English teachers, and students. Data analysis techniques involved data reduction, presentation, and reaching conclusions. Findings revealed the successful integration of the independent English curriculum, which involved meticulous planning and managing in Tri learning House course implementation of ATP and teaching modules aligned with the Ministry of Education and Culture learning objectives. Additionally, various assessments, including summative, formative, and Project-Based Learning (PBL) assessments, were employed to measure student progress and understanding.

Keywords: Implementation, freedom mini curriculum, Tri Learning House

Abstrak: Pelaksanaan kurikulum mandiri mengharuskan para pendidik di Rumah Belajar Tri cepat memahami dan mahir beradaptasi dengan kebutuhannya. Penelitian ini bertujuan mengeksplorasi proses implementasi mini kurikulum bahasa Inggris otonom, meliputi tahapan perencanaan, pelaksanaan, dan evaluasi. Dengan menggunakan metodologi studi lapangan kualitatif, data dikumpulkan melalui metode seperti observasi, wawancara, dan analisis dokumen. Subjek penelitian meliputi pemilik rumah belajar Tri, guru bahasa Inggris dan siswa. Teknik analisis data melibatkan reduksi data, presentasi, dan mencapai kesimpulan. Temuan mengungkapkan keberhasilan integrasi kurikulum bahasa Inggris independen, yang melibatkan perencanaan dan pengelolaan yang cermat implementasi ATP dan modul pengajaran Rumah belajar Tri yang selaras dengan tujuan pembelajaran Kementerian Pendidikan dan Kebudayaan. Selain itu, berbagai penilaian, termasuk penilaian ssumatif, formatif dan pembelajaran berbasis Project (PBL) digunakan untuk mengukur kemajuan dan pemahaman siswa.

Kata kunci: Pelaksanaan, Merdeka mini kurikulum, Rumah Belajar Tri

INTRODUCTION

Education is an integral aspect embedded within the curriculum framework. The curriculum serves as a conduit for achieving educational goals and is indispensable to the educational journey, according to Sugiana (2019). Taufik (2022) similarly emphasizes the curriculum's function in actualizing educational objectives and nurturing individuals' emotional, cognitive, and physical development. This perspective resonates with the viewpoints articulated by Hardiyadi and Widodo (2020).

In Indonesia, curriculum implementation has changed from the 2013 curriculum, and after the post-COVID-19 pandemic, it has transformed into an "Independent curriculum" ("Kurikulum Merdeka") in Indonesia. In its development, this change has occurred to keep up with the progress of time and knowledge, where students can develop into skilled and capable individuals. (Yamin et al., 2021). This curriculum alteration leads to an improvement in the standard of education in Indonesia. At present, the independent learning curriculum is being put into practice, adapted to

the specific circumstances of individual schools. (Angga et al., 2022) In Tri Learning House, the self-directed learning curriculum is being implemented and students are happy to tailor to the unique situation. The “Merdeka Belajar” program is an initiative led by Indonesia’s Ministry of Education and culture. (Kemendikbud RI).

The objective is to enhance the national education system by providing educational institutions with the freedom to encourage innovation and nurture creativity among both educators and students throughout the learning process. The Independent curriculum is an intra-curricular framework encompassing diverse and refined contents. This modification serves to empower students to delve deeper into concepts and bolster their learning tools, thereby aligning the learning process with the preferences and needs of students (Safarna, 2022). Freedom learning’s goal is to enhance the value and significance of education. This initiative focuses on improving the current system by simplifying and streamlining educators' lesson plans. Also making them less complex and extensive than previously. (Firdous et al., 2022) The development of the independent curriculum was driven by the imperative to enhance the 2013 curriculum. Research played a pivotal role in strengthening the foundation for knowledge development. (Wahyuni Rina & Berliani Teti, 2019).

The study revealed problems in both the progression and evaluation of scientific learning, primarily stemming from teacher’s reliance on lecture-based instructional approaches. (Maladerita, 2021). Initially, Tri’s learning house was still new and had problems in teaching which were still widely used by the lecture method during the post-transition period. Then step by step tri learning house began to develop in the era of the independent curriculum. Tri Learning House is an English course with a center of excellence course in Sidoarjo. English course on the independent curriculum of Merdeka in Tri’s Learning House. The adoption of the Merdeka curriculum in English education at Tri Learning House is currently in progress. Until now, research focusing on the independent curriculum for English education learning has been undertaken. The studies have shown that the innovation in English learning at Tri’s learning house using the independent curriculum involves the use of contextual teaching and learning methods and strategies. At the innovative stage, teachers use video, social media, YouTube, and PowerPoint presentations. (Rifai et al, 2022) Employing adaptable and diverse learning methods can enhance oversight in social and language education, especially when it comes to advancing English skills. The independent curriculum has been integrated into the program, meaning that all subjects at Tri Learning House follow the independent curriculum structure, which includes English instruction. (S, Rahayu et al., 2021) The researchers conducted initial observations on Monday, January 1-3, 2024, together with data from the Tri Learning House regarding the curriculum, syllabus, and lesson plans. Tri Learning House is facing difficulties in effectively introducing the independent mini curriculum. Specifically, the implementation process is progressing too rapidly, prompting the owner of tri learning house to suggest the creation of supplementary learning materials.

Research has been carried out regarding the freedom curriculum at Tri Learning House, but a deficiency in comprehending the concept when designing instructional modules has arisen. Consequently, this has posed challenges in conducting assessments during the learning evaluation phase at Tri Learning House.

The statement of the problem:

1. How to plan the implementation of a freedom mini curriculum in Tri Learning House?
2. How to execute the implementation of a freedom mini curriculum In Tri Learning House?
3. How to assess the implementation of a freedom mini curriculum in Tri Learning House?

The aim of this study

The aim of the study is to describe the implementation of a freedom mini curriculum in Tri Learning House. Also has learning outcomes in the form of learning modules as a development of knowledge and interest in their talent in education. Tri Learning House is a solution in the application of English by developing talents in listening, speaking, reading, and writing according to the ability of its students.

Also has learning achievements including learning modules as a development of knowledge and interest in his talents in education. Tri Learning House is a solution in the application of English by developing talents and interests in listening, speaking, reading, and writing according to the ability of its students Juila and Yusmardi (2021)

Literature Review

A review of related literature is a detailed review of existing literature related to the topic of this journal.

Freedom mini curriculum

The school considers freedom curriculum to be simpler than the 2013 curriculum. The recently introduced curriculum serves as a supplementary addition to the 2013 curriculum. As per the findings of Juila and Yusmaridi (2021), the Freedom Curriculum is implemented to assess the 2013 curriculum. In the Freedom Curriculum, the primary focus is on nurturing students' skills and passions. Pratikno, (2022) also expressed a viewpoint regarding this matter. Freedom Curriculum is synonymous with a curriculum that provides broad opportunities for students to have an awareness of knowing and developing their interests.

Developing a freedom curriculum needed a mini curriculum in a mini course. A mini course is a short and snappy online course. The average mini-course takes 90 minutes or less to complete and focuses on helping people learn one specific skill or concept. Creators often use mini-courses as a tool to attract leads or for market validation.

The implementation of the freedom

The implementation of the Merdeka Curriculum is also influenced by the local context and specific conditions of schools. (AlFajri,2023) The Freedom Curriculum is executed through diverse training and enhancing the competence of teachers in the preparation of instructional plans. The first is the application of English speaking skills through public speaking so that it can display personal branding, and practice speech and poetry. Learning outcomes and Learning modules that are by students' needs in developing interests and talents, by speaking good English, are able to adjust to the environment and increase student achievement. As well as fun assessments are able to help students achieve optimal achievements and develop their respective talents according to their desired interests

The implementation of the Freedom Mini Curriculum

Students at Tri Learning House enjoy English language learning through the Merdeka curriculum, learning by learning means understanding stimulus, especially with various kinds of stimulus, various learning strategies, individual assessments, and learning achievements. Through the development of P5, the implementation of the Merdeka curriculum is more colorful.

Tri Learning House

Tri Learning House is a non-formal institution that is developing English as a student's expertise from the basics. This institution is located at Sekardangan, Sidoarjo, East Java. In addition to English, it also offers Japanese and elementary school-level lessons. This year there are 10 students with different abilities, interests, and talents.

The Previous Study

The Similarities and Differences Between the Previous Study and This Research are as follows. Both previous research and this research have the same focus on the implementation a free curriculum for improving the knowledge of students at Tri Learning House, especially in the ability to speak, listen, read, and write English lessons. In terms of similarities, both studies involve detailed analyses of the teaching of the 4 skills at the elementary level.

However, the difference lies in the tools used for learning purposes. Although previous research relied on a traditional approach using descriptive paragraphs, this research introduces an innovative method by combining the use of a mini curriculum to enhance English ability.

In addition, in comparing the two, previous studies focused on senior high school students while this time the study specifically focused on elementary school students with basic skills. By using the mini curriculum design, students' abilities can be developed more deeply with new approaches.

Novelty Freedom

Novelty with the development of a freedom mini curriculum to improve students' learning English at the basic level. Through the Merdeka mini curriculum, there is an innovative blend of visual and written communication involving students with a creative, real-world approach in the digital era.

METHOD

The research designs

The research design in this study was descriptive qualitative using Library research. In Tri Learning House it was dug deeper into information related to a research topic which later the information obtained can be used. the theory is frequently employed in qualitative research to describe attitudes and behaviors. Descriptive qualitative research lacks a correlation coefficient between the variables. This study employs a qualitative research approach, utilizing methods such as observation, interviews, and documentation together with data (Prasanti, 2018). The research belongs to the category of field research, specifically a field study.

Subject

The study took place at Tri Learning House Sidoarjo at Sekardangan Sidoarjo spanning from January 1 to February 1, 2023. The researcher is the owner. There is a teacher and, the students are 10 students.

Source of data and data

Source and Data were taken from notes, a document result test, and interviews with students of the Tri Learning House. Instruments were the researcher herself, field notes, a document result test, and a table. The interconnection among various research phases, comprising data collection, data reduction involving the categorization and removal of superfluous information, data presentation, and the derivation of conclusions and subsequent data presentation, constitutes an integral relationship in the research process (Rijali, 2019).

Data Collection

Procedures: the researcher first collects results test, motivation students, data notes, photos, and interviews.

Analysis

Analysis consists of collecting data, data reduction, data display, and concluding. (Miles, 1994). All the sources were taken from note data and interviews with students at Tri Learning house.

RESULT AND DISCUSSION

Finding

The finding in this study goes through three stages. One, planning, and Second, execution. And assessment

Planning for independent English lesson

Planning for an autonomous English curriculum involves constructing a cohesive educational structure that encompasses multiple interconnected components (Rahayu et al., 2022). According to observations, the planning procedure at Tri Learning House commences with the collaboration between the Tri Learning House principal and the English teacher to implement an independent learning curriculum across all subjects, including English.

Execution for independent English lesson

An interview conducted with the teacher of Tri Learning House on July 3, 2023, illuminated that English education at Tri Learning House Sidoarjo aligns with the autonomous learning curriculum, initially introduced as a government initiative. Given its government originals, Tri Learning House enlisted to partake in this initiative. By 2022, Tri Learning House Sidoarjo had progressed to become an advanced center of excellence having fully adopted the independent learning mini curriculum.

A. Intermediate class

In intermediate class all of the students graduated from Tri Learning House, but in conversation class until now we are always meeting together. We use whatsapp for anything discussion subject using English.

No	Name	From school	The Information from WA and Accepted at
1.	Dipta	Sman 3 Sidoarjo	ITS
2.	Erisca	Sman1 Gedangan	ITS
3.	Favian	MAN Sidoarjo	Poltekkes BPJS
4.	Nasywa	Sma Darululum	BK Unesa
5.	Nazli	Sman 3 Sidoarjo	Mipa Univ Brawijaya
6.	Rafi	Sman1 Gedangan	Unesa
7.	Shafira	Sman 2 Sidoarjo	Antropologi Unesa
8.	Muhammad Amir	Sman 2 Sidoarjo	Fisika ITS
9.	Yory	Sman 3 Sidoarjo	Fisika univ Brawijaya
10.	Reza Ilham	Sman 3 Madiun	Elektro Univ Telkom Bandung

B. Basic Class

No	Name	From school	The Information from WA and Accepted at
1.	Almeira	SDN Pucang1 Sidoarjo	SMPN1 Sidoarjo
2.	Kanza	SDN Sidokare 4 Sidoarjo	SMPN1 Candi
3.	Ahmad	SDN Lemah Putro1 Sidoarjo	SMP Islam
4.	Keisha	SDN Sidokare 4 Sidoarjo	Upgrade 6 th grade
5.	Asryaf	SDN Sidoklumpuk	Upgrade 5 th grade

No	Name	From school	The Information from WA and Accepted at
		Sidoarjo	
6.	Aishara	SDN Gelam 1 Candi	Upgrade 5 th grade
7.	Saqi	SD Muhammadiyah 1	Upgrade 5 st grade
		Sidoarjo	
8.	Rafa	SDN Sidokare 4	Upgrade 4 th grade
		Sidoarjo	
9.	Alsyaad	SDN Sidoklumpluk	Upgrade 3 th grade
		Sidoarjo	
10.	Exeleniora	SD Muhammadiyah 1	New student 1 st grade
		Sidoarjo	

Tri Learning House extends training to teachers across all subjects, with an inaugural workshop facilitated in partnership with another institution and the parents. This collaborative effort facilitates the implementation of the independent learning curriculum initiative. Notably, this new curriculum structure.

The independent learning curriculum diverges from the preceding 2013 curriculum. Freedom of Learning Curriculum, also known as Kurikulum Merdeka, is a solution to today's problems in Indonesian education (Simarmata, 2023). Within this new educational approach, the elimination of competency standards (KI) and basic competencies (KD) is replaced by learning achievements (CP). In parallel, syllabus content transitions to learning objective sequences (ATP), while lesson plans (RPP) transform into teaching modules. These modules encompass the following components: 1) General informational: encompassing authorship, course details, preparation of student profile, facilities, target learners, learning model, method, elements, and learning achievements. 2) Core components: covering learning objectives, meaningful understanding, stimulus comprehension, learning activities, assessment, and learning achievements. 3) Appendix: comprising a glossary and bibliography, summarizing material, diagnostic assessments, student activity sheets, formative assessment rubrics for projects, and resources for remedial. Learning in phrase extends the duration for a more comprehensive understanding, preventing content overload and allowing learners to delve further. Formally, Curriculum Phases (CP) encompass Data Collection, Reduction, Presentation, Conclusions, and Verification. In the context of applying the Merdeka Curriculum to English Education Learning at Tri Learning House, the approach involves structured paragraphs progressive development or narratives that follow phases. These organized phases describe the progressive development of student's concepts and skills. An instance of this sequential learning process is illustrated through an interview with Miss Rindra.

To Facilitate affective learning, CP adopts a phased structure in line with learning outcomes. This phased approach offers an extended learning period, preventing information overload and allowing learners to delve deeper into the material. Formally, CP is manifested through the processes of data collection, data reduction, data presentation, conclusions, and verification, specifically within the context of implementing the freedom mini curriculum at Tri Learning House Sidoarjo.

Implementation of English learning

The implementation of English learning according to an independent curriculum aims to cultivate critical thinking, creativity, communication skills, teamwork, and self-confidence among students. This approach seeks to nurture students who can freely express themselves and apply their growth to their surroundings and society (Darise, 2021). On Januari 3rd, 2024, during an interview, 30-year-old English teacher Miss Rindra emphasized the importance of innovative English skills within the Pancasila student profile. In This curriculum, educators encourage student independence and uphold values such as belief in a higher power, critical thinking, global inclusivity, creativity, and collaboration. Miss Rindra highlighted that the implementation of

learning aligns with predetermined objectives and is tailored to fit the dimensions of the Pancasila student profile, which encompasses various learning models, styles, and individual talents in English learning with a mini class (Syafi'I, 2021).

Three 11th graders from Tri Learning House participated in interviews, which provided important insights into how they study English and how it relates to other disciplines. The students underlined the value of cooperative group projects, which not only improve their English but also promote camaraderie and cooperation. Projects like the P5 Nafeeza Aishara, which aims to improve the Pancasila student profile and extends to English and civic education (PPKN), demonstrate this collaborative approach.

Learning in phases extends the duration for a more comprehensive understanding, preventing content overload and allowing learners to delve further. Formally, Curriculum phases (CP) encompass data collection, reduction, presentation, conclusions, and verification. In the context of applying the freedom mini curriculum to English education Learning at Tri Learning House, the approach involves structured paragraphs or narratives that follow phases. These organized phases describe the progressive development of student's concepts and skills. An instance of this sequential learning process is illustrated through an interview with Miss Rindra.

Assessment of Freedom Curriculum for English Education

The assessment of the freedom mini Curriculum for English education learning refers to the evaluation process used to gauge the effectiveness and outcomes of English education within this curriculum. It involves measuring the student's progress, achievement, and proficiency in English language skills based on the objectives set by critical thinking, communication abilities, collaborative projects, and the application of English knowledge in real-world contexts. It aims to determine how well students are adapting to the curriculum's principles and whether they are acquiring the desired competencies to thrive in today's global environment.

The implementation of an autonomous English mini curriculum at Tri Learning House Sidoarjo, focusing on the concept of the Freedom Curriculum, involves several key aspects:

- 1) Planning: The planning process involves collaboration between the course's principal and English teachers to create an interconnected educational structure.
- 2) Alignment with Government Initiative: Tri Learning House Sidoarjo's English education aligns with the autonomous learning curriculum, initially introduced by the government, making it an advanced center of excellence.
- 3) Transition from Previous Curriculum: The new autonomous learning curriculum departs from the 2013 curriculum, emphasizing learning achievements over competency standards. Lesson plans are now teaching modules.
- 4) Phased Learning Approach: The curriculum is structured into phases, including data collection, reduction, presentation, conclusions, and verification, enhancing comprehension.
- 5) Incorporating Freedom Mini Curriculum: English learning under this curriculum aims to foster critical thinking, creativity, communication, teamwork, and self-confidence while promoting values such as critical thinking and global inclusivity.
- 6) Student Perspectives: 12th-grade student interviews provide insights into their English learning process, involving collaborative group work and projects aligned with values like democracy, tolerance, and communication.
- 7) Assessment: The assessment evaluates the effectiveness and outcomes of English education within this framework, measuring critical thinking, communication skills, collaborative projects, and real-world applications.

The described mini curriculum approach at Tri Learning House Sidoarjo appears to be forward-thinking and holistic. It emphasizes student autonomy, critical thinking, and collaboration, aligning with modern educational trends. The transition from a tradition, from a

traditional curriculum to an autonomous one with structured phases and teaching modules seems to address issues of content overload and offers a more comprehensive understanding. The integration of values such as democracy, tolerance, and positive social values into the curriculum is noteworthy, as it aligns education with broader societal goals. The inclusion of student perspectives also provides insight into the practical aspects of the curriculum's implementation and its impact on student's learning experiences.

The assessment of freedom mini curriculum acknowledges the importance of evaluating student progress beyond rote memorization. Instead, it focuses on assessing critical skills like critical thinking and communication, as well as the application of knowledge in real-world contexts. This aligns well with the demands of a rapidly changing global landscape, where adaptability and practical skills are highly valued.

Overall, the discussed approach to autonomous English curriculum planning, implementation, and assessment seems to prioritize holistic student development and engagement, preparing learners for a diverse and dynamic world. The results of his findings in the process of assessing material mastery, the use of varied vocabulary, being able to present English better and confidently and each individual has different skills according to their interests. In addition, being able to collaborate, teamwork, and making new products using English is also able to be a solution to solve problems.

CONCLUSION AND SUGGESTIONS

The rapid adoption of the independent learning mini curriculum at Tri Learning House demanded quick adaptation from teachers in using new learning tools. This mini curriculum implementation follows stages, including planning, learning execution, and assessment. Firstly, the planning phase involves collaboration between Tri Learning House management, curriculum vice principals, and Tri Learning House. Comprehensive training for all teachers through mini workshops. Secondly, the curriculum implementation process is universal, spanning all subjects, including English. During this phase, teachers craft teaching and learning plans (ATP) and teaching modules aligned with the Ministry of Education and Culture's learning outcomes. Lastly, English Education assessment combines summative and formative evaluations using mini Project-Based Learning (PBL), incorporating collaboration with other subjects. This approach ensures a holistic evaluation of students' English proficiency and overall development

This research will continue to be developed more deeply to get more meaningful learning through deep learning to improve English skills, both oral and written. By using mini project-based learning, it can be beneficial in communicating according to the talents and interests of students in the Tri Learning House.

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