



Sociology Textbook Based on Inside Out Circle Model to Implement Merdeka Belajar-Kampus Merdeka Program

Arfenti Amir^{1*}, Akhiruddin² 

^{1,2} Sociology Education Study Program, Universitas Megarezky, Makassar, Indonesia

*Corresponding author: arfenti79@gmail.com

Abstrak

Siswa memiliki peran dalam menjaga nilai-nilai untuk perkembangan bangsa. Salah satu upaya untuk memperkuat peran siswa tersebut adalah melalui program merdeka belajar (MBKM). Merdeka Belajar – Kampus Merdeka (MBKM) merupakan salah satu kebijakan dari Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. Penelitian ini bertujuan mengembangkan buku ajar sosiologi berbasis model IOC (Inside Outside Circle) untuk implementasi MBKM. Metode penelitian ini menggunakan penelitian dan pengembangan (R & D) yang bertujuan untuk mengembangkan produk tertentu dan menguji keefektifan produk tersebut. Inti dari penelitian pengembangan ini adalah validasi dan revisi buku teks sosiologi kelas X berbasis model 4-D yang terdiri dari 4 tahap pengembangan, yaitu Define, Design, Develop dan Desiminate. Hasil uji coba yang dilakukan terhadap 35 siswa menunjukkan hasil belajar siswa berada pada kategori sangat baik, hasil belajar siswa kategori baik. Dari 35 siswa telah tuntas, secara individu pada kelas sosiologi, artinya siswa telah mencapai KKM yang telah ditetapkan yaitu 80%. Dapat disimpulkan bahwa siswa telah memenuhi kriteria yang telah ditetapkan pada pengembangan buku ajar sosiologi pada mata pelajaran sosiologi.

Kata Kunci: Model IOC, Kurikulum MBKM, Buku Ajar Sosiologi, Pengembangan Bahan Ajar

Abstract

Students have a role in maintaining values for the development of country. One effort to strengthen the role of these students is through the independent learning program (MBKM). Independent Learning – Independent Campus (MBKM) is one of the policies of the Ministry of Education, Culture, Research and Technology. This study aims to develop a Sociology textbook based on the IOC (Inside Outside Circle) model for the implementation of MBKM. This research method uses research and development (R & D) which aims to develop certain products and test the effectiveness of these products. The essence of this development research is the validation and revision of the class X sociology textbook based on the 4-D model which consists of 4 stages of development, namely Define, Design, Develop and Desiminate. The results of trials conducted on 35 students showed that student learning outcomes were in the very good category, student learning outcomes were in the good category. Of the 35 students who have completed, individually in the sociology class, it means that students have achieved the KKM that has been set, namely 80%. It can be concluded that students have met the criteria set in the development of sociology textbooks in sociology subjects.

Keywords: IOC Model, MBKM Curriculum, Sociology Textbooks, Teaching Materials Development

History:

Received : Novembr 28, 2022

Revised : November 30, 2022

Accepted : April 10, 2023

Published : April 25, 2023

Publisher: Undiksha Press

Licensed: This work is licensed under a Creative Commons Attribution 4.0 License



1. INTRODUCTION

In order to prepare students for competition in a global marketplace, the Independent Learning Campus policy encourages students to become experts in a variety of scientific disciplines. With the help of this policy, students will have the freedom to select the courses they want to enroll in (Elihami & Melbourne, 2022; Sadiyah et al., 2022). The Independent Campus application of the Independent Learning Policy promotes a more independent and adaptable approach to learning (Basri et al., 2021; Sukmawati, Syam et al., 2023). The goal of education is to produce learners who constantly update their knowledge for the purpose of renewal (M. Akhiruddin, Wattimena, et al., 2022; Djafar et al., 2022). in addition to having a high level of education, being able to influence society both locally and globally. They are able to learn from the adjustments and improvements made.

Learning requires the achievement of skills in students. This achievement can certainly be realized through the process of planning implementation, and evaluating learning based on these skills. The learning resources that schools utilize to set up the classroom learning environment, including the syllabus, curriculum, instructional materials, learning media, and assessment tools, serve as an example of this planning effort (Akib et al., 2020; Djafar et al., 2022). All aspects of this learning tool should be structured oriented towards the skill needs to be achieved (Mustafai et al., 2022; Sadiyah et al., 2022). The instructor has attained these criteria and foundational competencies (Andryukhina et al., 2016; Hoth et al., 2017). Teachers are expected to create materials and inventions that might be illuminating to be used in the learning process to enable it to develop all potential students and ensure that they go beyond its principles and are not merely biased within its reach (Akhiruddin, I, et al., 2022; Arfenti et al., 2022; Aswat et al., 2022). The teacher is an educator first and foremost, not just a teacher. Teachers must possess a range of skills in order to be considered a professional educator, which requires them to possess a variety of skills (Fitri Agustina, 2019; Komara, 2017; Pursitasari et al., 2022).

Based on the government-issued learning outcomes, the curriculum is applied to learn more about and clarify. Curriculum analysis can be used as a reference in the development of textbooks based on the IOC model to support learning that still refers to the independent learning curriculum. The IOC (Inside Outside Circle) learning model is a teaching method that uses both a small-circle system and a large-circle setting, allowing students to regularly and briefly communicate information with various partners while doing so (Akhiruddin et al., 2021; A. & A. Akhiruddin, 2022). A curriculum that uses the talent and interest approach is what the National Education Standards Agency (BSNP) defines as an independent learning curriculum. Students (both students and students) can select the courses they want to take here based on their interests and talents.

The government, led by the Minister of Education, provided a plan for enhancing the Independent Curriculum as part of its most recent effort to reestablish learning as a result of the pandemic (Maryono et al., 2018; Pratikno et al., 2022). The Merdeka Curriculum is a curriculum with a variety of intra-curricular learning where the content will be more ideal so that students have adequate time to explore concepts and build competency. In order to tailor the learning experience to the requirements and interests of the students, teachers have the freedom to select from a number of teaching instruments. The new program, Merdeka Belajar Kampus Merdeka (MBKM), or Independent Learning Independent Campus, is anticipated to be the solution to these demands because the MBKM learning concept offers students the broadest possible challenges and opportunities for the development of creativity, capacity, personality, and requires (Yudhawasthi & Christiani, 2021). The idea of student-based learning or active learning is applied by MBKM.

Some previous studies stated that approved and embraced the reform, improvement, and modernization of education program. Because there aren't enough teachers acting as creators, innovators, and role models for other teachers in every school unit, the challenge is in the practical execution (Pratikno et al., 2022; Sihombing et al., 2021). According to the other study, a final project with a lot of flexibility may not differ from earlier final projects in older curricula. But the Independent Learning Curriculum (Kurikulum Merdeka Belajar) compels pupils to develop soft skills as opposed to just creative abilities (Tedjokoesoemo, et al., 2021). The government was effective in creating the curriculum, but it encountered challenges in putting it into practice. This was true for both the design of the curriculum and the use of human resources in Indonesian schools.

The researchers selected the inside outside circle (IOC) model after studying independent curriculum and learning theories because it highlights the value of the learning process carried out with a team that executes its actions (Arya Wiradnyana et al., 2020); .

This IOC model is intended to provide sociology teaching materials (the Sociology textbook), as teaching materials are an alternative that can assist students in achieving learning objectives (Akhiruddin et al., 2021; Nahdi & Yunitasari, 2019; Yao et al., 2022).

Based on the explanation above and the Makassar National High School curriculum analysis, the school applies two curricula at the Makassar National High School (SMA) level, namely the 2013 Curriculum at the class XII and class XI levels, while class X provides policies to subject teachers to apply the 2013 curriculum and independent curriculum (MBKM). For subject teachers who want to apply the independent curriculum in the learning process in class, there are various ways to find out whether they are participating in government programs, namely driving schools, or participating in training/workshops and independent learning. The aims of this study to develop a sociology textbook based on the IOC (Inside Outside Circle) model for the implementation of MBKM.

2. METHODS

This kind of study is development (Research and Development), a research technique that tries to create certain goods and evaluate their efficacy (Muruganatham, 2015; Sugiyono, 2018). The development of this research aims to develop sociology learning at Makassar National High School in the form of sociology textbooks for class X based on the IOC model (Inside Outside Circle).

The population of this study were all class students (Xa and Xb) with 2-class study groups at Makassar National High School. The sample for this research was class Xa students with a total sample of 35 students in a class 1 study group at Makassar National High School. The sample technique used is purposive sampling. The data collection techniques carried out in research are: (1) Observation (2) Questionnaire (3) Test and (4) Documentation (Jonbekova, 2020). Data on product quality resulting from the development of sociology teaching materials based on IOC model. The essence of development research is the validation and revision of the class X sociology textbook based on the 4-D Model (Four-D Model) consisting of 4 stages of development, including Defining, Planning, Development and Dissemination.

Define consists of the creation of learning objectives, learner analysis, idea analysis, task analysis, and analysis of the front end (specifying instructional objectives). The design process includes the following steps: (1) creation of test standards (criterion-test construction); (2) selection of media in accordance with the characteristics of the content and learning objectives; (3) selection of formats, which entails reviewing the formats of existing teaching materials to determine the format of the teaching materials to be developed; and (4) creation of an initial design in accordance with the selected format. Two steps are involved in development: (1) expert appraisal followed by revision, and (2) developmental testing. The goal at this stage of development is to generate the product in its final form following revisions based on feedback from experts and practitioners and test results up until the sociology textbook was developed.

3. RESULTS AND DISCUSSION

Result

Makassar National High School is located on Jalan Dr Ratulangi No 84, Mariso District, Makaassa City, the school is Accredited A with certificate 614/BAN-SM/SK/2019. Learning at the Makassar National High School is carried out in the morning of the week, for 6 days. Research Implementation Textbook development in the first year was carried out in class X SMA Makasaar National with a total of 35 active students. In carrying out research

on the development of sociology textbooks through the IOC (Inside Outside Circle) model for class X SMA Nasional Makassar.

At the end of this phase, students are able to understand the function of sociology as a science that critically examines society. In addition, students are able to recognize self-identity, explain social action, explain social relations, explain the role of social institutions in realizing social order, and understand various kinds of social phenomena that exist in multicultural societies through basic sociological concepts.

Functions of Sociology as a Science; Sociology as a science is very important to know because in sociology a student is required to understand social facts which is a way of acting, thinking and feeling where this fact originates outside the individual and has the power to coerce and control the individual can be said to be like ethics and impulse. The function of sociology is to identify as individual beings, where humans have a unique personality. Humans also act as social beings who have physical appearance, abilities, needs, feelings, and attitudes that are different from their fellows. For this reason, it is necessary to develop an attitude of tolerance, cooperation and solidarity. As well as the function and role of sociology in society.

From the first meeting to the last meeting, the researcher created a sociology textbook for class X SMA that covered two odd and even semesters over the course of a year. The sociology textbook's contents each begin with a brief introduction to the topic at hand. It is anticipated that most pupils will be able to comprehend the existing material because to its simplicity. Following that, further materials were created using the questions that were offered. Students are expected to be able to work independently after reflecting. As a result, they will actively acquire new material step by step and become accustomed to creating their own knowledge. The book cover view and list of content is show in [Figure 1](#).

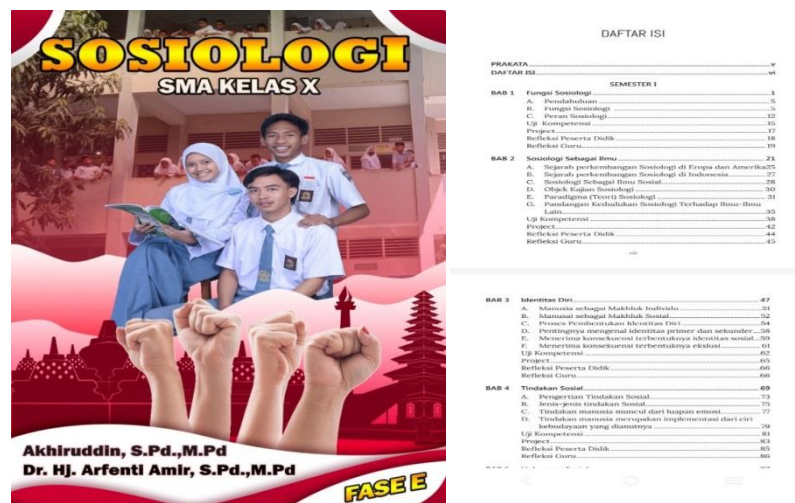


Figure 1. Book Cover and View

Textbook of Sociology Class X

The validator's assessment of sociology textbooks includes several aspects, namely format, language, illustrations and content. The results of the assessment are presented in [Table 1](#). The researcher constructed a framework for the study based on the idea analysis. The following are the findings of each validator's validation of sociology textbooks, as shown in the [Table 1](#) found that (1) The average rating for validator I's evaluation is 4.69 in the very valid category, (2) The average rating for validator II's evaluation is 4.85 in the very valid category, (3) The average rating for validator III's evaluation is 4.79 in the very valid category, and (4) The average rating for validator IV's evaluation is 4.86 in the very valid

category. A very valid categorization is indicated by the average combined score of validators I, II, III, and IV of 4.79. For class X SMA, the sociology text was created by corresponding the average (x) total with the designated category.

Table 1. Results of Class X Sociology Textbook Validation

No	Aspects	Average
1	Format	4.75
2	Language	4.9
3	Illustration	4.74
4	Contents	4.8
Total		4.79

Results of IOC Model Implement ability

The results of observations of the implementation of the model during learning activities with textbooks based on the IOC learning model in class X sociology by two observers or observers are briefly presented in Table 2.

Table 2. Observation Results of the Implementation of the IOC Model

No. Aspect	Observer I				Observer II			
	P.I	P.II	P.III	P.IV	P.I	P.II	P.III	P.IV
1	5	4	5	5	4	5	5	5
2	4	5	5	5	5	4	5	5
15	5	5	4	5	5	4	5	5
Amount	68	71	69	70	69	70	70	72
Average	4.53	4.73	4.6	4.66	4.6	4.66	4.66	4.8
Overall Average	4.63				4.68			

Based on the Table 2, for the sociology class X SMA, it can be noted that the observer 1 assessment at meetings I, II, III, and IV revealed an overall average of 4.63 with regard to the observation of the implementation of the IOC model during the learning process using textbooks. An overall average of 4.68, which falls into the very good category, is revealed by the value of observer 2 at meetings I, II, III, and IV. This shows that the results of the conventional observer assessment from observers 1 and 2 fall inside the very good category.

Student Response Results

The results of student response questionnaires during learning activities with textbooks based on the IOC learning model in sociology class X SMA by 35 students are briefly presented as follows based on the average student response score is 4.54, which falls into the very good response category, according to the student response questionnaire used in sociology class X SMA after the learning process with textbooks based on the IOC model. This demonstrates that the student answer falls under the category of very good response after the IOC learning model has been used.

Learning outcomes

Following learning activities with textbooks based on the IOC model, data about learning outcomes are utilized to assess the usefulness of sociology learning outcomes for class X SMA Nasional. The trial findings are briefly displayed in Table 3.

Table 3. Students Learning Outcomes

Absolute Value	Frequency	Percentage	Category
86-100	27	77 %	Very good
71-85	8	23 %	Well
56-70	0	0%	Enough
41-55	0	0%	Not enough
<40	0	0%	Very less
Total	35	100%	

Based on Table 3, which depicts the students' abilities after receiving instruction in sociology from textbooks using the IOC model in 35 class X students at SMA Makassar National High School, it can be seen that 27 students scored between 86 and 100 in the very good category, 8 students scored between 71 and 85 in the good category, 0 students scored between 56 and 70 in the sufficient category, 0 students scored between 41 and 55 in the less category, and 0 students scored less than. The diagram provides further information about the percentage of student learning outcomes as show in Figure 2.

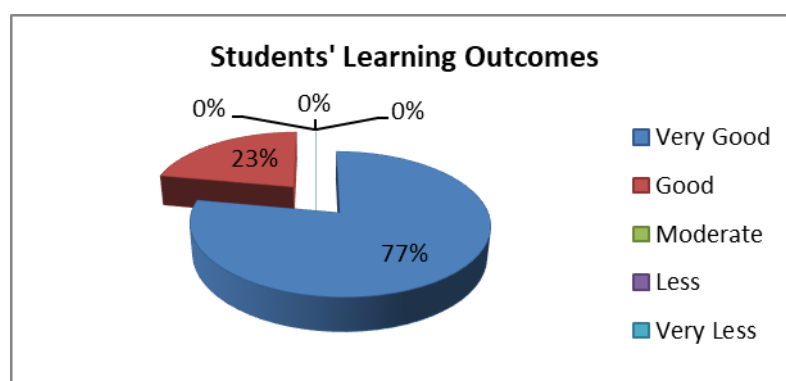


Figure 2. Diagram Percentage of Student Learning Outcomes

Based on the afore mentioned in Figure 2, it can be seen that student learning outcomes in sociology after receiving instruction using textbooks and the IOC model are (1) in the very good category with a percentage of 77% in this case study involving 35 class X students at SMA Makassar National School. (2) Student learning outcomes have a 23% rate in the "good" category. (3) A percentage of 0% for student learning results in the adequate category. (2) Student learning outcomes in the extremely poor category with a percentage of 0%, (3) Student learning outcomes in the poor category with a percentage of 0%, (4) and (5), respectively. After that, the data on the learning results from traditional learning trials is complete. The learning results data with accuracy traditionally on trials in the learning process of textbooks created using the IOC model is show in Table 4.

Table 4. Learning Outcome Data

Score	Frequency	Percentage	Category
65-100	35	100%	Complete
<65	0	0%	Not Completed

Base on Table 4 shows that 35 students completed the KKM successfully, while no students did not. This indicates that the KKM is complete, indicating that it satisfies the standards established for sociology class X SMA Nasional Makassar. According to the findings, sociology textbook validation results with a cumulative average of validators I, II,

III, and IV of 4.79 are in the very valid group. The average (\bar{x}) total was used to build the sociology textbook for class X SMA, and as it falls into the extremely valid category, the data can be utilized as is without changes.

Discussion

It can be seen that the observer 1 assessment at meetings I, II, III, and IV showed an overall average of 4.63 in the very good category, while Observer 2 scores at meetings I, II, III, and IV show an overall average of 4.68 in the very good category. This was done as part of the implementation of the IOC model during the learning process with textbooks in sociology class X SMA. This demonstrates the outcomes of the traditional observer assessment from the very good category for observers 1 and 2. The average student response score in sociology class X SMA is 4.54, which falls into the category of very good response, according to the results of the student responses following the learning process with textbooks based on the IOC model. This demonstrates that the IOC learning model's application to student responses in the MBKM curriculum implementation produced a very good response category.

The 2013 curriculum and the Independent Learning Campus Independent Curriculum are used in modern education (MBKM). This curriculum aims to enhance Indonesia's human resources and educational standards. Also, this curriculum is used in all levels of education, from kindergarten to higher education. MBKM curriculum implementation as a new curriculum is more challenging than the previous one. Independent learning responds to the changes and needs of the 21st century, which requires intellectually (Sihombing et al., 2021; Suyanto, 2017). The aim of this curriculum is to improve human resources and improve the quality of education in Indonesia. Not only that, education that receives this curriculum ranges from elementary education to higher education (Pratikno et al., 2022; Sukmawati, Syam et al., 2023). It was said that designing the process for putting the independent learning curriculum into practice was fairly simple.

The percentage of learning results reveals that (1) student learning outcomes are very good category with a rate of 77% after being treated with textbooks based on the IOC model in sociology topics. This case involves trials conducted on 35 class X SMA Makassar National School. (2) When student learning outcomes at Makassar National High School fall into the "good" category with a percentage of 23% or higher, it signifies that each student has met the 80% pass rate for the class X sociology materials because sociology as the systematic study of society and social interaction in Makassar National High School (Oktari et al., 2019).

Some results of studies stated that students mostly claimed that the new curriculum makes learning harder than it was previously. Consequently, specialized training on implementing the new curriculum is still required (Suyanto, 2017). The answer to bringing about a radical shift in Indonesia's society, which has been thought to have lost its soul, is Merdeka Belajar (Djafar et al., 2022). In an effort to revive the spirit of education that liberates students, as Ki Hajar Dewantara previously symbolized, the government has created the Merdeka Belajar initiative. Independent learning responds the changes and needs of the 21st century, which necessitate intellectually rigorous solutions (Sadiyah et al., 2022; Sihombing et al., 2021). The MBKM program encourages students to develop their social and cognitive abilities by using an active learning strategy. Higher education documentary institutions must be able to strengthen their standing as MBKM partners through the use of active learning if they are to serve the vision and mission of higher education.

This study was supported by the other studies claimed that IOC model gives legitimacy to this one, found that the developments had specific implications for the curriculum and for pedagogy (Young & Muller, 2010). According to a different study, an

IOC model had been created, consisting of semester lesson plans (RPS) and learning outcomes assessment sheets (LPHBM), which could be used in teaching and learning courses generally and notably in Megarezky University's sociology education (A. Akhiruddin & Sujarwo, 2020). One of the helpful innovations in early childhood education is the utilization of the "Inside-Outside Learning Circle" method to apply what is learned (Nahdi & Yunitasari, 2019; Yudhawasthi & Christiani, 2021).

The current state of independent learning necessitates coordination amongst numerous stakeholders. Before the Independent Learning-Independent Campus project can be launched by the Ministry of Education and Culture, also known as Merdeka Belajar-Kampus Merdeka (Basri et al., 2021; Elihami & Melbourne, 2022). The growth of educational institutions in the learning process is very important for students as high-quality educational outcomes that meet the demands of changing times. In order to attain quality targets, educational institutions should get ready. MBKM supports students to improve thinking and social skills through an active learning approach, the developments have some specific implications for the curriculum and for pedagogy (Young & Muller, 2010; Yudhawasthi & Christiani, 2021), inside-Outside Learning Circle' method is one of the useful innovation efforts in Education. MBKM curriculum, properly executed, graduates with both hard and soft skills (speaking, writing, and reading) who are ready to tackle the world of work independently, imaginatively, and tenaciously, notably teaching and studying English (Nahdi & Yunitasari, 2019; Sukmawati, Syam et al., 2023).

If compared with the results of this study, the researchers found a new color that inside-outside circle (IOC) model for sociology textbooks can be combined with Independent Learning Independent Campus (MBKM) curriculum and both IOC learning model and MBKM curriculum had a good quality including valid, practical, and effective product criteria. Based on practicality, teachers who teaching and learning in school can use the sociology textbook based on IOC learning model in class. Furthermore, this case made a fun and memorable learning atmosphere and those will attract students to be actively involved, so that learning objectives can be achieved optimally. Fun learning can focus students' attention fully while studying. What teachers can do to create a fun learning atmosphere is to choose and apply appropriate learning method, that is the Inside-Outside-Circle method can be used as a solution to make learning fun and support Independent Learning Independent Campus (MBKM) curriculum.

Implication of this study provide overview related to the use of sociology textbook based on promoting leadership and participation in group work (group discussions) more equally, the IOC model offers guidance on how to manage the presence of dominant and submissive students. As a result, the MBKM program encourages students to use active learning to develop their social and cognitive abilities for the development of sociology textbooks based on Inside-outside circle (IOC) model to implement Independent Learning Independent Campus (MBKM) at Makassar National High School students and teachers.

4. CONCLUSION

Inside-outside circle (IOC) model for Sociology Textbooks can implement Independent Learning Independent Campus (MBKM) has a good category including valid, practical and effective product criteria. Practically, sociology textbooks based on the IOC learning model can be used in class by teachers who are both teaching and learning in schools. Sociology textbooks are a highly valid category and contain material that can be used right away without needing to be revised. The average of student response is very good responses based on the student responses following the learning process with textbooks on IOC model in sociology subject. Students' learning outcomes are very good category, or very

good individually, which means that students have achieved the traditional completeness criteria that have been set. Furthermore, the majority of students who pass in class X sociology are found to have achieved these results in class X sociology subject at Makassar National High School.

5. REFERENCES

- Akhiruddin, A. & A. (2022). Sociology teaching materials development based on the inside out circle model to espouse learners' multiliteracies. *Cypriot Journal of Educational Science*, 17(12), 4424–4436. <https://doi.org/https://doi.org/10.18844/cjes.v17i12.7947>.
- Akhiruddin, A., & Sujarwo, S. (2020). The Implementation Of Instructional Materials Development Based On Inside Outside Circle (IOC) For Students' Sociology Education Of Megarezky University. *Jurnal Etika Demokrasi*, 5(1), 86–94. <https://doi.org/10.26618/jed.v5i1.3041>.
- Akhiruddin, I. K., Hasnah, M., & Nursia. (2022). Penerapan Model Pembelajaran Kooperatif Tipe Jigsaw Untuk Meningkatkan Hasil Belajar Siswa di Sekolah. *Education, Language, and Culture (EDULEC)*, 2(1), 24–38. <https://doi.org/DOI:https://doi.org/10.56314/edulec.v2i1.28>.
- Akhiruddin, M., Wattimena, A. N., & Salehuddin, R. (2022). The Role of The Sociology Teacher in Implementing Character Education. *International Journal of Education and Humanities (IJOLEH)*, 1(1), 71–81. <https://doi.org/DOI:https://doi.org/10.56314/ijoleh.v1i1.38>.
- Akhiruddin, Sukmawati, Jalal, Sujarwo, & Ridwan. (2021). Inside-Outside Circle Instructional Model For Multicultural Education. *Jurnal Pendidikan Dan Pengajaran*, 54(2), 399–405. <https://doi.org/10.23887/jpp.v54i2>.
- Akib, E., Imran, M. E., Mahtari, S., Mahmud, R. M., Prawiyogy, A. G., Supriatna, I., & Ikhsan, M. H. (2020). Study on Implementation of Integrated Curriculum in Indonesia. *IJORER : International Journal of Recent Educational Education*, 1(1), 39–57. <https://doi.org/10.46245/ijorer.v1i1.24>.
- Andryukhina, L. M., Dneprov, S. A., Sumina, T. G., Zimina, E. Y., Utkina, S. N., & Mantulenko, V. V. (2016). Vocational pedagogical competencies of a professor in the secondary vocational education system: Approbation of monitoring model. *International Journal of Environmental and Science Education*, 11(14), 7045–7065. <https://eric.ed.gov/?id=EJ1115886>.
- Arfenti, A., Salemuiddin, M. R., Akhiruddin, S., & Jalal, A. M. . (2022). The Application of Time Token Learning Technique in Improving Students' Sociology Learning Activities. *International Journal of Education and Humanities (IJOLEH)*, 2, 95–107. <https://doi.org/DOI:https://10.56314/ijoleh.v1i2>.
- Arya Wiradnyana, I. G., Ardiawan, I., & Km. Agus Budhi A.P. (2020). Inside-Outside Circle Instructional Strategies with Image Media to Enhance Children Language Skills. *JPUD - Jurnal Pendidikan Usia Dini*, 14(1), 156–168. <https://doi.org/10.21009/141.11>.
- Aswat, H., Tayibu, K. N., & Satriawati. (2022). Teacher Managerial Strategy in Building Character Education During The Covid-19 Pandemic. *International Journal of Education and Humanities (IJOLEH)*, 1(1), 82–94. <https://doi.org/https://doi.org/10.56314/ijoleh.v1i1.42>.
- Basri, M., Arif, S., Heryandi, H., & Samosir, A. S. (2021). International Journal of Multicultural and Multireligious Understanding School Mapping to Support the Implementation an Independent Learning- Independent Campus Program in West

- Lampung Regency. *International Journal of Multicultural and Multireligious Understanding*, 8(3), 164–175. <https://doi.org/DOI: http://dx.doi.org/10.18415/ijmmu.v8i3.2408>.
- Djafar, H., Wahid, J. H. J., & Sahmadan, S. (2022). Students' Language Attitudes and Politeness as Character Education in the Implementation of Merdeka Belajar Kampus Merdeka (MBKM). *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 5(2), 16028–16036. <https://doi.org/DOI: https://doi.org/10.33258/birci.v5i2.551916028>.
- Elihami, E., & Melbourne, M. (2022). The Trend of “Independent Learning Independent Campus”: Teaching Model of Islamic Education through bibliometrics mapping in 2021-2022. *Journal of Innovation in Educational and Cultural Research*, 3(2), 86–96. <https://doi.org/10.46843/jiecr.v3i2.70>.
- Fitri Agustina, J. A. (2019). Pengembangan Bahan Ajar Dengan Menggunakan Pendekatan Saintifik Untuk Meningkatkan Kreatifitas Siswa Di Kelas X Sekolah Menengah Atas. *PeTeKa: Jurnal Penelitian Tindakan Kelas Dan Pengembangan Pembelajaran*, 2(1). <https://doi.org/10.31604/ptk.v2i1.14-21>.
- Hoth, J., Kaiser, G., Busse, A., Döhrmann, M., König, J., & Blömeke, S. (2017). Professional competences of teachers for fostering creativity and supporting high-achieving students. *ZDM - Mathematics Education*, 49(1), 107–120. <https://doi.org/10.1007/s11858-016-0817-5>.
- Jonbekova, D. (2020). Educational research in Central Asia: methodological and ethical dilemmas in Kazakhstan, Kyrgyzstan and Tajikistan. , 50(3), 352-370. *Compare: A Journal of Comparative and International Education*. <https://doi.org/https://doi.org/10.1080/03057925.2018.1511371>.
- Kagan, S., & Kagan, S. (1994). *Cooperative Learning*. San Clemente, CA: Kagan Publishing.
- Komara, E. (2017). Curriculum and Civic Education Teaching in Indonesia. *EDUCARE: Interna- Tional Journal for Educational Studies*, 10(1), 23–32. <https://doi.org/10.2121/edu-ijes.v10i1.929.g839>.
- Maryono, Budiono, H., & Okha, R. (2018). Implementasi Pendidikan Karakter Mandiri Di Sekolah Dasar. *Jurnal Gentala Pendidikan Dasar*, 3(1), 20–38. https://doi.org/10.1044/2018_AJSLP-17-0074.
- Muruganatham, G. (2015). Developing of E-Content Package by Using ADDIE Model. *International Journal of Applied Research*, 1(3), 52–54. https://www.researchgate.net/profile/Muruganatham-Ganesan/publication/339102976_Developing_of_E-content_pcakge_by_using_ADDIE_Model/links/5e3d6c4392851c7f7f249dc8/Developing-of-E-content-pcakge-by-using-ADDIE-Model.pdf.
- Mustafai, J., Zeqiri, J., & Ceka, D. (2022). Sociological Aspects of digital learning. *Journal of Positive School Psychology*, 6(7), 1525–1533. <https://www.journalppw.com/index.php/jpsp/article/view/11548>.
- Nahdi, K., & Yunitasari, D. (2019). Inside-outside circle: An early childhood language and literacy development method. *International Journal of Innovation, Creativity and Change*, 5(6), 325–335. https://www.ijicc.net/images/vol5iss6/5634_Nahdi_2019_E_R.pdf.
- Oktari, S. W., Atmaja, H. T., & Rc, A. R. (2019). The Interaction of Learning Model and Learning Style in Improving Students Learning Outcomes. *Journal of Primary Education*, 8(5), 206–216.
- Pratikno, Y., Hermawan, E., & Arifin, A. L. (2022). Human Resource ‘Kurikulum Merdeka’ from Design to Implementation in the School: What Worked and What not in

- Indonesian Education. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 7(1), 326–343. <https://doi.org/https://doi.org/10.25217/ji.v7i1.1708>.
- Pursitasari, I. D., Rubini, B., & Firdauz, F. Z. (2022). Feasibility of eco-literacy-based interactive teaching material to promote critical thinking skills. *Cypriot Journal of Educational Sciences*, 17(6), 2105–2116. <https://doi.org/https://doi.org/10.18844/cjes.v17i6.7505>.
- Sadiyah, M., Nurhayati, I., Endri, E., Supriadi, D., & Afrianto, Y. (2022). The Implementation of Independent Learning Independent Campus : The New Paradigm of Education in Indonesia. *Preprints, February*. <https://doi.org/10.20944/preprints202202.0302.v1>.
- Sihombing, A. A., Anugrah Sari, S., Parlina, N., & Kusumastuti, Y. S. (2021). Merdeka Belajar in an Online Learning during The Covid-19 Outbreak : Concept and Implementation. *Asian Journal of University Education (AJUE)*, 17(4). <https://doi.org/https://doi.org/10.24191/ajue.v17i4.16207>.
- Sugiyono, A. (2018). *Metode Penelitian Pendidikan Pendekatan Kualitatif, Kuantitatif dan R & D*. Alfabeta, Bandung.
- Sukmawati, Syam, N. I., Ibrahim, M., & Amaliah, Nurul, S. (2023). The Lecturers ' And Students ' Response On Independent Learning-Independent Campus (MBKM) In Teaching And Learning English. *JURNAL SCIENTIA*, 12(1), 10–16. <https://doi.org/DOI: https://doi.org/10.23887/jpp.v53i2.24964>.
- Suyanto, S. (2017). A reflection on the implementation of a new curriculum in Indonesia : A crucial problem on school readiness A Reflection on the Implementation of A New Curriculum in Indonesia : A Crucial Problem on School Readiness. *The 4th International Conference on Research, Implementation, and Education of Mathematics and Science (4th ICRIEMS)*. (Vol. 1868, No. 1, p. 100008). AIP Publishing LLC, 100008. <https://doi.org/10.1063/1.4995218>.
- Tedjokoesoemo, Purnama E D, Poppy Firtatwentyna Nilasari, S. M. S. (2021). Addressing The Independent Learning Curriculum (Kurikulum Merdeka Belajar) as a Form of Positive Disruption to Empower the Community. *International Conference on Emerging Issues in Humanity Studies and Social Sciences (ICE-HUMS) 2021, Bandung - Indonesia*. <https://Event.Maranatha.Edu/Icehums2021>.
- Yao, R., Zhang, G., Wang, Y., & Bie, R. (2022). Design of Teaching Material Evaluation Incentive Mechanism based on Game Theory. *Procedia Computer Science*, 202, 47–54. <https://doi.org/10.1016/j.procs.2022.04.007>.
- Young, M., & Muller, J. (2010). Three scenarios for the future : Lessons from the sociology of knowledge. *European Journal of Education*, 45(1), 11-27. <https://doi.org/https://doi.org/10.1111/j.1465-3435.2009.01413.x>.
- Yudhawasthi, C. M., & Christiani, L. (2021). Challenges Of Higher Educational Documentary Institutions In Supporting Merdeka Belajar Kampus Merdeka Program. *Khazanah Al-Hikmah : Jurnal Ilmu Perpustakaan, Informasi, Dan Kearsipan*, 9(2), 193–209, 193–209. <https://doi.org/10.24252/kah.v9cf2>.