

# Independent Learning-Independent Campus Policy Innovation at State Aliyah Madrasas

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## Abstract

Since the Minister of Education and Culture Nadiem Makarim put forward the idea of independent learning, there has been much talk about it in the world of education including the campus idea for independent learning. This concept is an attempt to deal with the changing times, so how is the concept of an independent learning campus that was coined by the Minister of Education and Culture, Mr. Nadiem Makarim, the purpose of the researcher here is to explain how the concept and application of MBKM are in Madrasah Aliyah and what is the problem in Madrasah The current Aliyah Negeri requires a change in the concept of the Madrasah Aliyah Negeri for the better. This article uses a type of qualitative research with a descriptive approach. The results of the study show that the implementation of the Sidoarjo State Madrasah Aliyah towards the independent learning policy about 4 concepts that PAI teachers at the State Aliyah Madrasah feel the advantages of the Free Learning concept where learning can proceed as intended, while their students can also feel the advantages of the Merdeka concept. Learning is that it is easier to understand the material conveyed by the teacher as well as students can be more expressive in the classroom so that the learning process is carried out more fun. Teachers also always hold weekly deliberations to find out the progress of the 4 Free Learning concepts.

### Kata Kunci:

Merdeka Belajar-Kampus Merdeka, Madrasah Aliyah, Pendidikan Agama Islam, Guru Kreatif.

### Abstrak

Sejak Mendikbud Nadiem Makarim mengemukakan gagasan tentang belajar mandiri, banyak dibicarakan di dunia pendidikan termasuk gagasan kampus untuk belajar mandiri. Konsep ini merupakan upaya untuk menghadapi perubahan zaman, lalu bagaimana konsep kampus belajar mandiri yang dicetuskan oleh Mendikbud Bapak Nadiem Makarim, tujuan peneliti disini adalah untuk menjelaskan bagaimana konsep tersebut dan penerapan MBKM di Madrasah Aliyah dan apa yang menjadi permasalahan di Madrasah Aliyah Negeri saat ini membutuhkan perubahan konsep Madrasah Aliyah Negeri menjadi lebih baik. Artikel ini menggunakan jenis penelitian kualitatif dengan pendekatan deskriptif. Hasil penelitian menunjukkan bahwa pelaksanaan Madrasah Aliyah Negeri Sidoarjo terhadap kebijakan belajar mandiri tentang 4 konsep bahwa guru PAI di Madrasah Aliyah Negeri merasakan keunggulan konsep Belajar Bebas dimana pembelajaran dapat berjalan sebagaimana mestinya, sedangkan siswanya dapat rasakan juga kelebihan dari konsep Merdeka. Pembelajaran adalah lebih mudah memahami materi yang disampaikan oleh guru serta siswa dapat lebih ekspresif di dalam kelas sehingga proses pembelajaran yang dilakukan lebih menyenangkan. Guru juga selalu mengadakan musyawarah mingguan untuk mengetahui perkembangan dari 4 konsep Belajar Bebas.

## **INTRODUCTION**

Merdeka Learning is one of the new policy programs designed by the Indonesian Minister of Education and Culture for the Advanced Indonesia Cabinet, Nadiem Anwar Makarim. According to him, the purpose of freedom of thought must be initiated first by the teacher before being taught to his students. In addition, at any level of teacher competence without a translation process from the basic competencies and the existing curriculum, there will never be learning that occurs (Aan et al., 2021). Currently, the most important part of life is education which must be done in a balanced way. Because education makes a provision for humans to face the challenges of changing times (Christwardana et al., 2022; Mulyono et al., 2018). The Independent Study Policy was started by Nadiem Makarim who was elected Minister of Education and Culture. This policy addresses four matters: abolishing the national exam, administering national standardized school exams whose implementation is left to schools, making the Lesson Implementation Plan (RPP) format easier to understand, and the new student acceptance zoning system (PSB), therefore Madrasahs and other institutions agencies must facilitate implementation in meeting the time and burden of students in the learning process (Muhajir et al., 2021). There are many challenges that arise among academics in carrying out reconstruction in realizing the curriculum in Madrasahs. Therefore, researchers here raise this topic with the intention of getting to know more deeply and providing a little analysis of how the concept of independent learning on an independent campus in state madrasah aliyah and also how the readiness of resources teaching resources in providing adequate facilities for students in dealing with the Freedom to Learn curriculum (Lubis et al., 2022; Supriani et al., 2022; Susanti & Rokhman, 2022). Therefore, in order to measure a condition that students want to face and why it is necessary to have an independent campus concept for better change. In addition to improving the higher education system that is ready to face global challenges (Nurhayani Siregar<sup>1</sup>, Rafidatun Sahirah<sup>2</sup>, 2020).

the concept of independent learning offers an opportunity to reorganize the national education system. This rearrangement of the education system was carried out to accommodate changes in the nation due to the passage of time by returning education to its roots which are essentially a process of humanizing humans. Education is a process to form a person who can be responsible, highly intellectual and has a noble character (Muhsi & Nadlif, 2021). In the concept of independent learning, teachers are not used as sources of truth by students, but teachers and students collaborate as movers and seek truth because teachers and students are both subjects of education itself (Charina et al., 2022; Suntana & Priatna, 2023).

Law Number 14 of 2005 is the development of a new framework for thinking about the teaching profession as an implementation of demands for increasing the quantity, quality, effectiveness, efficiency, and relationship of education to the needs of local stakeholders. And in government regulation number 19 of 2005 concerning National Education Standards (SNP), which contains (1) pedagogical competence, (2) professional competence, (3) personality competence and (4) social competence.

However, the implementation of the Merdeka Learning program still raises pros and cons from various parties. To implement it still requires process, time, readiness and solidarity from each individual. Because currently education in Indonesia as we know is still far behind. And if the implementation of Merdeka Learning is accelerated, there will certainly be some changes in learning. For example, learning that was previously carried out was as flexible as possible for the convenience of interaction between teachers and students. So that it can build student character

and create interesting learning without having to be burdened with achievement targets and high standard values.

Non-innovative learning activities can also lead to student boredom, so teachers need to review appropriate and interesting learning strategies and methods so they can be used when teaching and learning activities take place. Nadiem Makarim proves that this adage is true. Nadiem Makarim introduced a new policy on secondary education in Indonesia a few months later as Minister. The "Freedom to Learn" curriculum was issued, which was based on 4 things, namely: (1) Independent National Standard School Examination (USBN), (2) National Examination (UN) in 2020 was officially canceled, (3) Lesson Implementation Plan (RPP) simplified, (4) Zoning Regulations for Admission of New Students (PPDB) (Rahman, Nurhayati, & Luawo, 2021).<sup>4</sup> This policy must be applied to all educational institutions in Indonesia. But, whether all of these policies have been implemented. Nothing is known for certain. Therefore, this study aims to examine how Islamic religious education teachers apply the concept of Freedom to Learn Campus Merdeka Minister of Education and Culture Nadiem Makarim at Madrasah Aliyah Negeri Sidoarjo. Based on the description above, as a teacher of Islamic Religious Education, namely, is it capable of improving the quality of learning Islamic education. Various efforts have been made by Minister Nadiem Makarim to overcome these problems. One of them is by sparking the concept of Freedom to Learn where a teacher must be able to provide new ideas in implementing the process of learning activities. This study aims to examine how Islamic religious education teachers apply the concept of Free Learning on Free Campus Mendikbud Nadiem Makarim at Madrasah Aliyah Negeri Sidoarjo. Based on the description above, as a teacher of Islamic Religious Education, namely, is it capable of improving the quality of learning Islamic education. Various efforts have been made by Minister Nadiem Makarim to overcome these problems. One of them is by sparking the concept of Freedom to Learn where a teacher must be able to provide new ideas in implementing the process of learning activities. This study aims to examine how Islamic religious education teachers apply the concept of Free Learning on Free Campus Mendikbud Nadiem Makarim at Madrasah Aliyah Negeri Sidoarjo. Based on the description above, as a teacher of Islamic Religious Education, namely, is it capable of improving the quality of learning Islamic education. Various efforts have been made by Minister Nadiem Makarim to overcome these problems. One of them is by sparking the concept of Freedom to Learn where a teacher must be able to provide new ideas in implementing the process of learning activities. Various efforts have been made by Minister Nadiem Makarim to overcome these problems. One of them is by sparking the concept of Freedom to Learn where a teacher must be able to provide new ideas in implementing the process of learning activities. Various efforts have been made by Minister Nadiem Makarim to overcome these problems. One of them is by sparking the concept of Freedom to Learn where a teacher must be able to provide new ideas in implementing the process of learning activities.

## **RESEARCH METHODS**

The method used in this study uses qualitative research methods. The approach used in this study is a descriptive approach, namely research that is directed at providing systematic and accurate phenomena, facts, or events regarding the characteristics of a particular population or area. The type of data in this study consisted of two types of data, namely primary data and secondary data. As a qualitative researcher, in this case primary data is used as the main data, where

the substance of the primary data in this case is in the form of words as well as actions, namely data and actions from predetermined research subjects. The data were obtained from an Islamic religious education teacher who is often called Ms. Erna, at the Sidoarjo State Madrasah Aliyah school using an interview instrument.

In this study, researchers made direct observations at the research location on Jl. Stadium No. 2 Siwalanpanji, Buduran District, Sidoarjo Regency, intended to be able to find out the objectivity of existing facts about the condition and condition of the object to be studied. The data analysis used was descriptive analysis, namely an explanation in the form of words to fully describe the data found in the field.

## **RESULTS AND DISCUSSION**

### **Results**

Nadiem Makarim devised the idea of independent learning to produce excellent human resources (HR) in emphasizing the implementation of character qualities so that the thinking power and skills of each student thrive. Independent Learning is a direction of learning that can naturally achieve the expected results of independence. The need for the concept of Freedom to Learn first can be things that can shackle a sense of freedom, a sense of not being free and the space for movement is still very narrow to be free. The main goal of Merdeka Learning is to fully utilize the potential possessed by educators and students to be able to develop creative ideas and improve the quality of learning independently.

The concept of Freedom to Learn is indeed different from most existing curricula and those that have been implemented by formal education in Indonesia. The current new educational concept takes into account the cognitive abilities and personal skills of students. Independent Learning, which means that educators and students have the freedom to create new ideas and the freedom to learn independently and skillfully. Merdeka Learning can really be used as a solution because the policies formulated are in accordance with the will and prioritize the needs of students. To achieve the implementation of Merdeka Learning, Minister Nadiem Makarim asked teachers in schools to be able to develop teaching material designs based on projects to stimulate students' skills.

From the theory described above, here the author can analyze this theory, which is related to the concept of independent learning at Madrasah Aliyah Negeri Sidoarjo, as well as what has been explained previously regarding the principles of independent learning policies. Freedom of learning consists of 4 points, namely the national standard school exam (USBN), the national exam which has changed to a minimum competency assessment, simplification of the RPP, and the zoning system. He also invited teachers to try to initiate change by using active learning. By starting active learning the teacher needs to develop an implementation plan in learning which is commonly called "RPP". However, with the recent implementation of the 2013 Curriculum RPP,

From direct observation in the field, the implementation of the Freedom to Learn concept in learning methods still has many advantages, but it is undeniable that there are also disadvantages. From an educator's point of view, the implementation of the Freedom to Learn concept allows educators to think freely, how can an educator determine the direction or concept of learning so that all students and female students can achieve it without anyone being left behind. PAI teachers at Madrasah Aliyah Negeri Sidoarjo feel the advantages of the Free Learning concept where learning can proceed as intended, while their students can also feel the advantages of the

Free Learning concept, namely that they can more easily understand the material presented by the teacher as well as students can be more expressive in class so that the learning process carried out becomes more enjoyable. So that learning methods especially in Islamic religious studies become even more effective, both from the beginning of learning and at the end and learning outcomes can be achieved as desired.

As for the presentation of interview data and direct research in the field related to the implementation of MBKM at Madrasah Aliyah Negeri Sidoarjo, can be seen in table 1.

**Table.1** The process of implementing Freedom of Learning at Madrasah Aliyah Negeri Sidoarjo

Situation Prior to New Policy	New Policy Directives	New Policy Implementation
<p>Regulations related to PPDB do not accommodate the differences in situations that exist in their respective regions.</p> <p>The division of the zoning system is divided into several, namely: Zoning path (80%), Achievement path (15%), Transfer path (5%).</p> <p>Teachers are directed to follow the RPP format rigidly. RPP has too many components.</p> <p>Writing lesson plans is very time-consuming for teachers.</p>	<p>Making PPDB policies more flexible to accommodate inequality of access and quality in various regions:</p> <p>Zoning path (50%), Affirmation pathway (15%), Migration pathway (5%), Achievement pathway (remaining 0-30%, adjusted to regional conditions )</p> <p>Teachers can freely choose, create, use and develop lesson plans formats.</p> <p>3 core components (other components are complementary and can be selected independently): learning objectives, learning activities, assessment. And in 1 page is sufficient.</p> <p>Writing in lesson plans is done efficiently and effectively, so teachers can have more time to prepare lessons.</p>	<p>In this PPDB policy, Madrasah Aliyah Negeri Sidoarjo, has the authority to be able to determine the final proportion and determine the zoning area.</p> <p>So the implementation remains aligned following the policies of each region and also the school itself.</p> <p>In this case the teachers at the Sidoarjo State Madrasah Aliyah were also very welcomed, as is clearly stated in the new policy that teachers can be more innovative and more creative in creating learning processes. And also teachers don't just spend any more time working on lesson plans because considering that the new policy has replaced them with one sheet lesson plans whose content is shorter, clearer and also denser, and still maintains the components that should be there.</p>
<p>The 2013 curriculum is a competency-based curriculum, it needs a more holistic assessment to measure children's competencies.</p>	<p>In 2020, the USBN will be replaced with an exam (assessment) which is held only by the school. And tests to assess student competence</p>	<p>In this case, Sidoarjo State Madrasah Aliyah welcomed this policy. From several explanations made by teachers regarding the Freedom to</p>

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can be carried out in written form or other more comprehensive forms of assessment, such as portfolios and assignments (group assignments, written work, and so on). Here teachers and schools are more independent in assessing student learning outcomes.	Learn policy, one such as the USBN is very helpful and also liberates teachers, because the National Examination is only focused on cognitive indicators and has not touched the overall character of students.
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## **DISCUSSION**

The main goal of Merdeka Learning is to fully utilize the potential of educators and their students to be able to develop innovations and be able to improve the quality of independent learning. Being independent here is not just following the bureaucratic direction of education, but also really being able to innovate in education (Suhartono, 2021). Therefore, every education manager is expected to be able to produce output of students who have the knowledge and skills that are in accordance with the expectations of all parties. So with Merdeka Learning the participation of students in learning will increase. Education in Merdeka Learning helps the formation of intelligence through many things in improving and balancing the quality of existing education, the need for expanding access, as well as relations in applying technology so as to create world-class education based on creativity, collaboration, communication and interaction, critical thinking and also skilled (Zhang et al., 2023).

In addition, the Ministry of Education and Culture formulated Merdeka Learning as a learning process that gives freedom and authority to every educational institution so that it is free from complex administration. However, Independent Learning does not mean something that can be related to learning that is given freedom and leeway, for example not being serious in learning, being negligent in carrying out assignments including being undisciplined, in dressing too, which should be done in justification for implementing Freedom to Learn, and therefore must be studied. Freedom of Learning offers freedom in every process in obtaining a goal, so that it is carried out in accordance with applicable rules and procedures (Ansori et al., 2022; Supriani et al., 2022).

The implementation of the Freedom to Learn policy encourages teachers in curriculum development and the learning process, apart from being a source of learning teachers also act as facilitators supported by their competencies such as pedagogic competence, personal competence, and also social competence (Oberthür & Dupont, 2021; Wismayanti et al., 2021). With these competencies the teacher can realize the implementation and objectives of implementing the Freedom to Learn policy. Besides that, of course, it requires a learning process that involves communication between teachers and students, so that effective communication is needed to achieve educational goals. Professional teachers are teachers who are able to communicate well and clearly and can understand the conditions of their students. Student learning outcomes will be satisfactory if teachers can use innovative methods (Ahid & Chamid, 2021; Al-Shanawani, 2019; Lafrarchi, 2020).

The Freedom to Learn policy also gave birth to a new paradigm regarding education and learning and how teachers should deal with this new policy, as well as the Sidoarjo State Madrasah

Aliyah which is currently implementing this new policy. Basically the concept of independent learning wants to liberate teachers and their students in terms of innovating to develop learning, in innovation education it becomes a necessity to bring about qualitative changes in students and also schools. Because of this, the teachers at Madrasah Aliyah Negeri Sidoarjo in the learning process have been able to develop innovations with various kinds of designs that were sparked, so as to enable students to achieve maximum learning outcomes. Students are able to master learning with the techniques taught by the teacher (Alugar, 2021; Boyle et al., 2021).

The learning process in the application of Merdeka Learning needs to develop student creativity broadly. Teaching and learning activities designed to improve students' ability to innovate, strategies in the learning process applied by Madrasah Aliyah Negeri Sidoarjo in facilitating the mindset of students to be more innovative such as the spirit of learning, literacy of technology, ability to communicate intrapersonally, collaborate, skills in independent learning. The teaching and learning process in increasing motivation to be creative and innovative, how students can use technology for their learning activities, how students and students are able to communicate in helping each other face learning difficulties, how students are able to learn together and create collaboration that will help students to be able to share knowledge and experience, as well as how students learn independently so they are able to determine their own learning direction. In cases like this the teacher can provide the widest opportunity for students to be able to determine topics in teaching and learning activities, especially in solving problems in the learning process takes place.

Thus students can develop according to the potential and abilities they have. Independent Learning itself is characterized as learning that is critical, quality, fast, applicable, expressive, progressive, and varied. The implementation of Freedom of Learning is linked to the education unit level curriculum in the form of KMA Number 183 and KMA 184. KMA 183 functions as a curriculum development for PAI and Arabic in preparing Indonesian people to have a mindset and religious attitude that is moderate, inclusive, cultured, religious and has the ability live as a person of faith and piety.

It is said to be achieved and successful in a process of developing teaching and learning activities by measuring the ability level of students who reach critical, creative, communicative and collaborative levels (Ali et al., 2021; Jami & Muharam, 2022). However, PAI learning can build students' critical level to be more focused on PAI teaching materials that are in accordance with the sources and foundations as well as theoretical studies. As for the learning objectives of the "Merdeka Learning" version of PAI, it must pay attention to existing things, namely: PAI learning can make students have the ability to think critically, PAI learning can make students have creativity, PAI learning can make students have the ability to communicate proficiently. PAI learning is able to make students have an attitude of mutual cooperation and collaboration (Hasanah, 2021; Nazihah & Maulana, 2020).

Independent education can at least be understood in a number of points as follows: Independent education is a form of learning that can provide appropriate educational values and is able to replace student education models (Hockings et al., 2018). Freedom of learning is education that prioritizes the value of a human being, therefore students should be avoided by behaviors that give rise to discrimination. Education is for togetherness, so the related form of this is that each person who studies has the right to equal treatment for the same knowledge and knowledge. Third, independent education is education that can restore human life or compulsory education (Whitebread et al., 2005).

The Ministry of Education and Culture also gives freedom to teachers in conveying curriculum designs and ways of educating. Freedom of Learning is freedom of thought, the essence of this freedom of thought must be owned by an educator first (Daga, 2021), various innovations by teachers at Madrasah Aliyah Negeri are slowly being carried out to be able to encourage and motivate students to be able to develop according to their talents and abilities. Teachers and students can broadly and happily explore their knowledge, where students can learn to develop themselves, form a caring attitude towards the environment in which students learn. Without starting from a small educator, the possibility that this can happen to students, an educator can decide what is best according to him, as well as the interests of each student, and the independence of educational institutions to try to innovate with new things, such as freedom of thought, freedom of interaction, freedom in institutions, and other freedoms, although it cannot be denied that there are still challenges that must be addressed by the State Aliyah Madrasah itself and its educators in implementing this Free Learning policy. The freedom of educators is contained in several ways, including: Freedom in developing new ideas to be able to achieve learning goals that are able to create active, effective and efficient learning, Learning and independence, namely being able to create creativity to be able to prepare a learning design framework (Langke, 2021), can be skilled in every condition, have a truly independent attitude and not suddenly because of applicable regulations, can develop teaching material designs before being taught to students, Skills, namely being able to bring up something new or unique, can develop new ideas new ideas, flexible, easy to interact, fun and likes to experiment (Silaen, 2023).

The design of the strategy for implementing the Merdeka Learning curriculum needs to be based on the learning design of curriculum implementation that has been implemented in Indonesia and also in other countries. Curriculum design is also inseparable from its implementation strategy (Tait & Knight, 1996). The Ministry of Education and Culture is also trying to devise a strategy for implementing the Merdeka curriculum by trying to consider the complexity of the designed context. In addition, the strategy for implementing the Merdeka curriculum is also based on the principles of curriculum design, for example simplicity, ease of understanding and application, attention to the character and competence of all students, flexibility, consistency and paying attention to research results for feedback (Peters, 2000).

Some of the characteristics of Merdeka Learning that can support the renewal of learning at this time, including: Project-Based Learning which can develop soft skills and characters such as faith, piety and good morals, Basic core material that is expected to provide sufficient time for learning basic competencies in depth such as literacy and numeracy. Educators must also have the ability to convey learning that is appropriate to students' abilities (teaching at the right level) and able to adapt to the existing local context and content (Nurwahidah & Jamilah, 2022).

But unfortunately there are still deficiencies in the concept of Freedom to Learn. For teachers of Islamic religious subjects, of course, those who have been teaching for a long time, have difficulties in applying the concept of Freedom to Learn. Educators who face this are mostly senior teachers, then students and female students see obstacles in electronic devices that cannot support learning that currently applies basic learning (Kabilan & Annamalai, 2022).

Then as for the general thing that becomes an obstacle that is often found in the field, namely the need for a good and smooth internet network channel, so that based learning can run as expected (Hasyim & Kamisi, 2021) in this matter it already has rules which are contained in Law number 20 of 2003 concerning the National Education System which functions to develop

capabilities and can shape the nation's character, so that the learning system for students is able to increase their ability to think creatively, independently, and responsibly. So it is necessary to pay expenses to be able to access the internet. However, at Madrasah Aliyah Negeri Sidoarjo, wifi access is available so that teachers and students can carry out the learning process smoothly. If the learning objectives can be achieved as well as possible, then the quality of learning in each educational implementing institution means that it can be guaranteed to be good too (Amelia, 2021) because quality means a guarantee of something or a guarantee of good and bad things.

The priority of education leads to an educational outcome system where the education system can be said to have quality if it includes several things, such as methodology, the existence of supporting facilities and infrastructure, administrative support and even the design of teaching materials. From the elaboration of this, the quality or quality that comes from the concept of education must be further improved from human resources, materials, teaching materials, graduates and so on (Anderson et al., 2022; Castillo, 2020).

Nadiem Makarim explained that there are two important points contained in the concept of Freedom to Learn, namely Freedom of Thought and Teacher Mobilization. Independent self-study is the freedom given by the minister for educators and students in terms of various skills, creativity, and freedom in carrying out independent learning. Minister Nadiem Makarim formed this policy as an idea which has the aim of creating pleasant learning conditions. Independent Learning itself to be able to free students from the shackles of educators who can provide fun learning, such as using the lecture method in class which makes students feel bored and also not necessarily able to fully understand the learning.

The MBKM implementation implemented at the Sidoarjo State Madrasah Aliyah has been going well. This can be seen from the table presented which shows the pleasure expressed by the teachers in welcoming the independent learning curriculum. The enthusiasm expressed by the teachers as well as students who are more expressive in highlighting their potential so that they can be sure to be able to provide useful output.

So from the explanation above, of course, the role of a teacher still needs encouragement by carrying out various applications of more innovative learning models so that students can be independent in learning according to their potential and abilities. Especially in a learning model that is already innovative so that it can be used in every learning method in the future, in realizing this the skill to innovate and combine information or new ideas must exist in a teacher.

## **CONCLUSION**

Merdeka Learning has the meaning of freedom in learning, namely giving teachers and students the freedom to create ideas, freedom to study independently and skillfully as well as opportunities to learn in a calm and relaxed manner. By paying attention to the natural talents they have without forcing them, so they have a portfolio that matches their interests and talents. The application of the Independent Learning Concept at the Sidoarjo State Madrasah Aliyah in improving the quality of learning that is more innovative and new is quite good, because the quality of learning at the Sidoarjo State Madrasah Aliyah is adequate and even better because it can apply the Freedom to Learn Concept which has a very good effect. With this independent learning, it is hoped that not only the quality of education will improve, but the quality of human resources in Indonesia is also getting better, and the fate of teachers in Indonesia is also getting better and more prosperous. The 3 things that are key in implementing the Merdeka Curriculum, namely the

Merdeka curriculum is choice and curriculum implementation is the process of implementing and supporting the implementation of the Merdeka curriculum carried out comprehensively in order to get better results. As well as teachers at Madrasah Aliyah Negeri Sidoarjo also welcomed the concept of Freedom to Learn positively while hoping that this was one of the steps that could advance education in Indonesia. The 3 things that are key in implementing the Merdeka Curriculum, namely the Merdeka curriculum is choice and curriculum implementation is the process of implementing and supporting the implementation of the Merdeka curriculum carried out comprehensively in order to get better results. As well as teachers at Madrasah Aliyah Negeri Sidoarjo also welcomed the concept of Freedom to Learn positively while hoping that this was one of the steps that could advance education in Indonesia. The 3 things that are key in implementing the Merdeka Curriculum, namely the Merdeka curriculum is choice and curriculum implementation is the process of implementing and supporting the implementation of the Merdeka curriculum carried out comprehensively in order to get better results. As well as teachers at Madrasah Aliyah Negeri Sidoarjo also welcomed the concept of Freedom to Learn positively while hoping that this was one of the steps that could advance education in Indonesia. (Shofia Hattarina et al., 2022).

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