

**SYSTEMATIC LITERATURE REVIEW (SLR)
THE INFLUENCE OF THE INDEPENDENT CURRICULUM ON THE
LEARNING MOTIVATION OF ELEMENTARY SCHOOL CHILDREN**

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ABSTRACT

program that emphasizes growing students' character and capabilities while providing a more flexible approach to studying the fundamentals. This curriculum was created as a more ideal framework for curriculum development, emphasizing key content to allow for more in-depth study. More time is allotted for character and competency development via group learning in authentic settings. In addition to offering educators freedom, the Merdeka Curriculum supports the development of teaching resources and training materials. But in reality, the Merdeka curriculum has a number of detrimental effects on students' enthusiasm to learn.

Keywords : Independent curriculum ; character development

INTRODUCTION

In addition to meeting individual needs, education also serves as a tool to shape a global society. In essence, it meets the basic needs of mankind. Values embodied in psychological, sociological, social, and cultural dimensions must be present in education as crystallization. Research in educational science needs to be linked to axiometry, ontology, and epistemology. The purpose of this article is to equip readers with advanced knowledge that they can utilize in their education by discussing Paulo Freire's concept of pedagogy and how it applies in autonomous learning curricula. Together with the Ministry of Education and Culture, this is believed to be strengthened by the implementation of a new curriculum in Indonesia. (Layli Aisyah, 2022)

There are similarities between the "self-directed learning" curriculum that is still in the experimental stage and Paul's educational theory which argues that education should involve freedom of thought as well as freedom of thought and expression. Students with a self-study curriculum have more freedom in their learning activities, are able to voice their thoughts, and can participate in dynamic debates with teachers and other students. This exercise is identical to what Paulo Freire did in Liberation Pedagogy. Students are given the opportunity to voice their ideas. (Fathiyah Nur Rizqiqa, 2022)

Necessity can refer to the desire to improve current performance or to correct deficiencies. Drawbacks are when performance does not reach established standards. This implies that there

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is a prescribed method for solving a task, and any deviation from that method will cause problems. The process of identifying needs assists coaches and individuals seeking training in determining required training or addressing performance deficiencies. This identification can be done formally using techniques such as surveys and interviews, or informally by asking some questions to the parties involved. In the context of identifying training needs at training institutions in Bandung, data collection planning plays a crucial role. It involves the preparation of a plan based on the desired data or information regarding the training program that meets the specific needs of the target audience. Each institution uses different data collection techniques, which are selected based on various factors such as the desired depth and clarity of data, the number and location of needs identification targets, and the number of data collectors involved. (Dadan Darmawan, Indra Sudrajat, 2021)

According to Nadiem Makarim, the Independent Curriculum emphasizes the development of critical content and the growth of students' character and skills. The learning content is also more customizable. With an emphasis on the content needed to deepen learning, this curriculum was created to offer the best learning framework. You can devote more time to honing your skills and personality when you study in groups with real-world scenarios. In addition to providing instructor independence, the Independent Curriculum offers training materials and instructional support to develop the Curriculum. (Nadiem Makarim, 2022)

The challenges of implementing the Merdeka Belajar Curriculum in Indonesia are very important to improve the quality of education in the country. Curriculum updates are very important to be adjusted to the rapid progress of science and information technology. Ongoing curriculum changes in Indonesia have a significant impact on a global scale.

Currently, the Merdeka Belajar Curriculum is still one of the alternatives in the world of education because the Ministry of Education and Culture is in the process of socialization so that it has the potential to become a national curriculum. Therefore, the implementation of this curriculum is not mandatory in all educational institutions. Version 1: The implementation of the Independent Learning Curriculum in Indonesia is a government initiative that began in 2020. The main objective of this curriculum is to foster a more active, creative, and independent approach to learning among students. By changing the learning paradigm from teacher-centered to student-centered, the curriculum empowers students to choose appropriate materials, methods, and learning styles. voice his thoughts, and be able to participate in dynamic debates with teachers and other students. This exercise is identical to what Paulo Freire did in Liberation Pedagogy. Students are given the opportunity to voice their ideas. (Fathiyah Nur Rizqiqa, 2022)

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Lastly, self-directed learning serves as a key strategy in cultivating character education, enabling students to apply and realize the core values of the Indonesian nation through practical experience. The Merdeka Belajar curriculum as the latest educational advancement in Indonesia is expected to increase student creativity and independence. However, as it is applied, the adverse effects that arise must be taken into account. This paper explores the impacts on students' learning experiences, such as unclear understanding of the material, uneven distribution of time, stress in choosing a major, and the impact of the social environment. Learning freedom is critical in the fight against the COVID-19 pandemic.

The global crisis that emerged in early 2020 has had a significant impact on every aspect of human life around the world, including trade, government, and education. In Indonesia alone, there are around 250,950 cases of COVID-19 reported. Therefore, countries around the world are trying to stem the spread of this virus by introducing innovative ideas, including educational curriculum reform. Indonesia, wary of the current pandemic, has implemented a new curriculum that emphasizes independent learning and campus policies. This initiative, developed by the government and the Ministry of Education, aims to achieve the best results. For this reason, the Ministry issued Permendikbud 3 to 7 in 2020 which focuses on learning independence, independent campus policies, and curriculum design.

Important changes introduced through Permendikbud 3 to 7 are as follows: 1) The National Examination is abolished and replaced with a comprehensive assessment. This decision was taken to address concerns that the previous examination system unfairly determined student learning outcomes within three short days. 2) In 2021, the National Examination was replaced entirely. This decision was taken in response to input from teachers who considered the previous exam material too crowded. This new approach aims to assess students' mastery of content and reasoning ability. The National Examination is also considered burdensome for teachers, students, and parents. 3) RPP is condensed into one page, designed to be more efficient and effective. This allows teachers more time to prepare and evaluate the learning process. 4) PPDB zoning policy becomes more flexible. Indonesia's Ministry of Education has introduced zoning policies that accommodate gaps in access and quality of education in various regions in Indonesia. Regarding the independent campus policy, the Minister of Education and Culture has outlined its guidelines in Permendikbud 3 to 7 from 2020 to 2023.

The policy aims to encourage autonomy and independence among educational institutions. By implementing these reforms, Indonesia is taking proactive steps to adapt its education system to the challenges posed by the ongoing pandemic. The government and the Ministry of Education are committed to ensuring students receive quality education while prioritizing their health and safety. There are several aspects of the independent curriculum and independent campus policy that are considered to have shortcomings. These points are as follows: Independent Curriculum 1) Starting in 2021, the UN is abolished and replaced with a Minimum Competency Assessment and Character Survey (Askomi Like). It is undeniable that it is unfair if it is a 3-day exam to determine the level of education of a student after taking either 3 or 6 years of education. Replacing UN with an assessment (Askomi Like) given to 4th, 8th, and 11th graders is a good idea. However, using Askomi Like alone is not accurate enough to serve as a reliable benchmark. Askomi Like focuses more on abilities and attitudes than general knowledge. This cannot be used as a benchmark for graduation rates. It is beneficial to combine assessments with exams to obtain more accurate results.

In addition, Askomi Like tends to give children the freedom to independently choose what they want to learn. However, this can lead to laziness in completing tasks given by teachers under the pretext of personal preference, thus weakening the purpose of Askomi Like. 2) RPP is summarized

into one sheet, which greatly simplifies the work of teachers. However, it is possible that the use of a one-sheet lesson plan (RPP) is not effective. The lesson plan should include three important components: lesson plans, indicators, and media. In certain lessons, it may take more than one sheet to cover all the necessary information. It is useful to have a special format for writing one-sheet lesson plans, so that teachers can refine the format of their lesson plans. 3) Learning freedom is considered not fully developed in terms of preparation. While the self-study curriculum may seem perfect from many different points of view, there are still some things that need improvement. In Indonesia, the history of secondary school education can be traced since the establishment of Hogere Burger School (HBS).

The school, which is specially attended by the Dutch elite, selected Europeans, and natives who have completed elementary school at ELS or HIS, lasts for 5 years. HBS graduates have the opportunity to pursue further education at a Dutch university. Initially, there were only four HBS schools in Indonesia, namely in Jakarta, Surabaya, Semarang, and Bandung. High school students are usually in the age range of 16 to 18, although there may be some who are younger or older. Adolescence and early adulthood is characterized by a strong curiosity about life. Therefore, it is not uncommon for high school students to fall into juvenile delinquency in order to explore their identity and satisfy their curiosity. High school education lasts three years, divided into six semesters. In the past, the first grade of high school was called grade 1. However, with the enactment of the 12-year compulsory education program, it is now commonly known as grade 10, a continuation of grade 3 junior high school (grade 9). The last level of high school is grade 3 or grade 12 which marks the peak of one's education. Students are required to take a graduation exam to complete their high school trip. Motivation is a driving force that arises in a person, whether consciously or unconsciously, to achieve a certain goal. This motivation can be categorized into two forms: extrinsic motivation that comes from outside, and intrinsic motivation that comes from within. Extrinsic motivation comes from external sources, such as the desire to discover, control, and curiosity. On the other hand, intrinsic motivation is self-generated, develops within the individual and encourages meaningful and purposeful action.

This kind of motivation leads to alignment of goals, which includes organizational and personal aspirations. Learning is a dynamic journey in which individuals seek to obtain changes in their behavior, including knowledge, skills, attitudes, and positive values through experience, training, and interaction with the surrounding environment. This learning process includes psychological efforts that bring about behavioral transformation in humans. In addition, learning is not only limited to educational institutions but extends to various environments such as families, communities, and other environments.

The human learning process can be categorized into four distinct stages: unconscious incompetence, conscious incompetence, conscious competence, and unconscious competence. 1. Ernest R. Hilgard (1984) Learning is described as a deliberate process that leads to lasting change. This change is not temporary and will not return to the way it was. It does not cover changes caused by temporary factors such as fatigue, illness, poisoning, and so on. 2. Gagne (1977) Learning involves a transformation of behavior, seen from differences in individual actions before and after

being faced with a learning situation. These changes are the result of experience or training. 3. Moh. Surya (1981) Learning is the result of individual efforts to achieve meaningful behavior change, which comes from his personal experience in interacting with the environment. 4. W. Gulo (2002) Learning is a transformative process that occurs in a person that causes changes in his thoughts, actions, and behavior. 5. Bell-Gredler (2008) Learning is a lifelong journey that individuals undertake to develop various competencies, skills, and attitudes. This process occurs gradually and continuously from childhood to late adulthood, encompassing a variety of lifelong learning experiences. 6. Slavin (2004) Learning is the acquisition of abilities derived from personal experience. This process involves the acquisition of knowledge and skills through direct encounters and interactions

The goal of the autonomous curriculum is to help each student acquire the qualities and abilities they will need in the future. They develop into free and independent individuals who can think and act on their own, become lifelong learners, and are ready for a future that is constantly changing in this way. Nonetheless, students are negatively affected by autonomous curricula in the following ways:

1. The implementation of self-paced curriculum across schools can be hampered by disparities in available resources. Some schools lack the resources necessary to adopt this new curriculum effectively. Inadequate teacher training and preparation poses challenges to curriculum implementation or Lack of teacher preparation and training: Independent curricula require teachers with new skills and competencies in competency-based learning. However, not all teachers have adequate training and preparation to implement this curriculum correctly. This lack of preparation and training can result in poor quality of learning and reduced student motivation.
2. Negative Effects of Relying on Technology: The use of the Merdeka Mengajar platform also has adverse impacts, including the potential dependence on technology in the learning process. By relying heavily on technology in education, both students and teachers may become overly dependent on technology, thus reducing the effectiveness of traditional learning methods.
3. Widening the education gap among students: The implementation of the Merdeka Mengajar platform can further exacerbate the existing education gap among students who have internet access. This situation can exacerbate the gap in equal distribution of educational opportunities in Indonesia.

Weaknesses of the Self-Study Curriculum: The Self-Study Curriculum also has certain weaknesses in the field of education, such as producing graduates who are only able to meet the demands of the world of work and meet the needs of society. However, this approach creates gaps in important areas, such as art, that may be less relevant to people's needs.

RESEARCH METHODOLOGY

This study used the systematic literature review (SLR) method, which involves identifying, evaluating, and selecting relevant articles based on predetermined criteria. It aims to provide a

comprehensive and reliable synthesis of research findings.

In this study, 50 papers related to the research topic were initially identified for review. A systematic review process is to ensure that the research carried out is of high quality. This study used a systematic literature review (SLR) method. It is a systematic, explicit, and reproducible method for identifying, evaluating, and synthesizing research results and ideas conducted by 50 researchers and practitioners, intended to be reviewed and evaluated. The research identified through this study consists of several stages:

The first question is, how does the Merdeka Curriculum affect the learning motivation of elementary school students?

Second, the population of this study data is a magazine that focuses on elementary school students, junior high school students, high school students, and professional students seen from the influence of independent curriculum on learning motivation. The search for literature research begins with the use of data values on education-based social media accessed through the Publish or Perish application. The keyword used is 213. is a third party after receiving various articles.

Researchers found 50 articles through a Google Scholar database search, of which 50 literature reviews were continuous with the target topic of character education. Then choose 25 articles from several literature reviews that are interrelated with the main formulation studied. then investigate the articles in detail and look at the articles in Indonesia Belkwa. Twenty-five articles were included and reviewed in detail, resulting in seven pieces of literature relevant to the research topic but subsequently not included in the topic or research. Seven literature reviews were found to be largely consistent with the research topics presented. In this section several stages he becomes 7 literature reviews that are relevant to research, not included in the scope of discussion or research. will be a methodical, transparent, and replicable process for identifying, evaluating, and synthesizing research findings and concepts. It involves the collaboration of 50 scientific studies and practitioner programs, which aim to be able to review and assess observational results. The research process includes several stages. The main inquiry revolves around the impact of the Independent Curriculum on learning motivation for students in elementary schools. Below is an example diagram of the flow of the inclusion and inclusion process at the Systematic Review stage (n: number of articles).

2. RESULTS AND DISCUSSION

The Merdeka Curriculum is an educational concept that prioritizes diverse intracurricular learning, so that students have sufficient time to explore the concepts and improve their competencies. This curriculum gives teachers the freedom to choose a variety of teaching tools, allowing them to meet the individual needs of their students. The purpose of this study is to examine the impact of the Independent Curriculum on the continuity of education in elementary schools.

His research methodology includes conducting interviews with teachers and students, as well as conducting a thorough literature study. The data collected includes insights from a variety of teachers and students, as well as references from trusted sources such as Google Scholar and

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Ebooks. A total of 10 books and 5 journals were carefully selected based on certain criteria.

The Independent Curriculum (2022) has identified the application of the Project Based Learning (PjBL) model as a top priority program. Given the times and the rapid digitalization due to the pandemic, it is now possible to combine the PjBL model with Blended Learning, resulting in a Project Based Blended Learning (PjB2L) model. Extensive research has shown the success of the PjB2L model in improving the quality of education. This study aims to provide theoretical analysis of various applications of the PjB2L model at various levels of education, from elementary school to university. Using qualitative research methods, this study uses a literature review approach, which combines various scientific sources. The findings of this literature review show that most PjB2L applications are considered successful and have a positive impact on learning outcomes. Some factors to consider include the modification of the PjB2L phase and blended learning into PjB2L, which is outlined in the paper

No	Research title and year of publication	Results
1	The influence of implementing the independent learning curriculum on the motivation of class X students at SMAN 1 Payung Sekaki (Voni Nur Hidayati, Fitri Rahma Dani, Merika Setia Wati, Melli Yati Putri, 2022)	The aim of this research is to assess the impact of the independent learning curriculum on motivation to acquire knowledge. By using a quantitative approach, this research used a random sampling technique so that a total of 75 samples were obtained. The research involved 38 samples and was conducted at SMAN 1 AYUNG SEKAKI Class However, it should be noted that students' learning motivation is not constant due to the introduction of this new curriculum. Although some students are motivated by the implementation of this independent curriculum, others are not. The regression equation as shown in the table shows an intercept coefficient of 7.686 and an X coefficient of 1.349. This equation, $Y = 7.686 + 1.349X$, shows that when X is 0, Y is 7.686, and when X increases by 1, Y increases by 1.349. Therefore, there is a positive influence between variable X
2	The Relationship between Increasing Student Learning Motivation and the Implementation of the	As a result, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted, this shows that there is a significant relationship between the variables studied. This research shows that when students have high learning motivation and allocate sufficient time for

	Independent Learning Curriculum for Class Setiawati, 2022)	studying, the implementation of an independent learning curriculum can increase their learning motivation. This, in turn, facilitates more effective and convenient implementation of the self-paced learning curriculum. (Sari, Y.G., Putra, B.E., Miranti, Y., & Setiawati, M. (2022). The Relationship between Increasing Student Learning Motivation and the Implementation of the Class X Independent Learning Curriculum at SMA 1 IX Koto Sungai Lasi. JUPEIS: Journal of Education and Science.
3	THE INFLUENCE OF IMPLEMENTATION OF THE INDEPENDENT CURRICULUM ON THE LEARNING MOTIVATION OF ISLAMIC RELIGIOUS EDUCATION OF CLASS	Sugio Medal Lamongan was considered good with a score of 71.3%. Apart from that, the motivation to study Islamic religious education for class Furthermore, this research has shown that there is a significant influence of the implementation of an independent curriculum on the motivation to learn Islamic religious education of class X Darul Ulum Sugio Lamongan Medal students. It should be noted that the implementation of an independent curriculum has a negative effect on the motivation of students who are studying Islamic religious knowledge. This research was conducted by Alimah (2023) as part of her doctoral dissertation at Lamongan Islamic University
4	The Role of the Independent Curriculum on the Spirit of Learning in Islamic Religious Education of NU Kejajar High School Students, Wonosobo (Yulia Khasanah, Abdul Majid, Fatiatun Fatiatun, 2023)	The education system in Indonesia is experiencing very rapid curriculum changes, giving rise to various challenges. One example is NUKejajar Wonosobo High School which recently implemented the Independent Curriculum for the 2022 academic year. To find out the impact of the Independent Curriculum on the enthusiasm for learning Islamic Religious Education among NU Kejajar High School students, researchers conducted a lesson at the school. The aim is to determine the role of the curriculum and determine the factors that support or hinder the learning of Islamic Religious Education in high school. Research findings reveal that the Independent Curriculum plays an active role in facilitating learning and assessment of Islamic Religious Education for students at SMA NU Kejajar. Supporting factors include increasing student enthusiasm for learning

		and the availability of male and female dormitories for recitation. However, one of the inhibiting factors identified was teachers' lack of understanding regarding changes to the Merdeka Curriculum, which resulted in a focus on assessment rather than on assessment independent learning.
5	MOTIVATIONAL INFLUENCE STUDENT LEARNING ON MATHEMATICS LEARNING OUTCOMES IN INDEPENDENT CURRICULUM LEARNING FOR CLASS X STUDENTS OF SMA NEGERI 8 JAMBI CITY (Okta Dia Wati, 2023)	The motivation behind this research is to determine students' learning motivation in mathematics subjects when using the independent curriculum for class X at SMA Negeri 8 Jambi City. The school has recently implemented an independent curriculum that focuses on project-based learning to improve students' soft skills and character development based on the Pancasila profile. In contrast to the traditional curriculum, this independent curriculum does not solely aim to achieve certain learning targets or stick to subject content. Therefore, students are required to adapt to this new curriculum in all subjects, including mathematics, which is often considered a challenging subject by students. As a result, students show low motivation to learn mathematics. This lack of motivation can be seen from their reluctance to immediately complete assigned tasks, dependence on cheat sheets, fear of asking for clarification, and not submitting homework on time. These factors significantly influence students' mathematics learning outcomes, thus requiring systematic research in this area. The main focus areas of this research include learning motivation, mathematics learning outcomes, and independent curriculum.
6.	Class X students' perceptions of the implementation of the independent learning curriculum in social studies learning at SMA 1 Bukit Sundi (Wina Roza Fahira,	This research aims to determine the perceptions of class X students regarding the implementation of the independent learning curriculum at SMA 1 Bukit Sundi. The research method used is descriptive percentage analysis. The sampling technique used was random sampling, using the Slovin formula, with a sample size of 33 people. Perception indicators according to Walqito (1996) and Wulandari (2010:12) includes stimulus

	2022)	absorption, understanding, and assessment or evaluation. The results of the analysis show that high school students at SMA 1 Bukit Sundi responded positively to the implementation of the independent learning curriculum. Keywords: Perception, Application, Independent Learning Curriculum.
7	Study of Project based blended learning as a post-pandemic learning model and form of implementation of the Merdeka curriculum. (Mahfudz Reza Fahlevi, 2022)	The Independent Curriculum (2022) has identified the implementation of the Project Based Learning (PjBL) model as a top priority program. Considering the times and rapid digitalization due to the pandemic, it is now possible to combine the PjBL model with Blended Learning, resulting in a Project Based Blended Learning (PjB2L) model. Extensive research has demonstrated the success of the PjB2L model in improving the quality of education. This research aims to provide a theoretical analysis of various applications of the PjB2L model at various levels of education, from elementary school to university. Using qualitative research methods, this research uses a literature review approach, which combines various scientific sources. The findings of this literature review show that the majority of PjB2L implementations are considered successful and have a positive impact on learning outcomes. Several factors that need to be considered include modification of the PjB2L and blended learning phases to become PjB2L, which are described in this paper as eleven phases and six phases respectively. Apart from that, the characteristics of students involved in implementing PjB2L, such as elementary school, middle school, high school students, university students and teachers, must also be carefully considered. Lastly, selecting the right platform for blended learning is critical to ensuring successful PjB2L implementation and impact positive impact on learning.

The results of research from the seven journals show that the influence of the Merdeka curriculum in Senior High School is important and affects student learning motivation. The research aims to provide a theoretical overview of various applications of the PjB2L model at various levels of education, from elementary school to university. The research methodology used in this study is qualitative, using a literature review approach that combines various

scientific sources. Based on the findings of the literature review, it can be concluded that most of the applications of PjB2L are considered successful and have a positive impact on learning outcomes.

There are several factors that need to be considered, including the modification of the stages of the PjBL model and blended learning to PjB2L. Research conducted to identify 2 kinds of phases, namely 6 phases and 11 phases. In addition, the characteristics of students involved in the application of the PjB2L model must also be considered, namely elementary, junior high, high school students, and teachers as participants.

Finally, choosing the right platform for blended learning is crucial in ensuring the successful implementation of PjB2L and its positive impact on learning. 1. The Merdeka Curriculum causes gaps between schools in terms of available resources. 2. The lack of teacher training and preparation is evident due to the Independent Curriculum. 3. Students become too dependent on technology due to the Independent Curriculum. 4. The increasing education gap among students due to the use of the Merdeka Mengajar platform, especially for those with internet access, has led to increasing inequality in education accessibility in Indonesia. 5. The weakness of the Self-Study Curriculum is to produce graduates who are ready for work but lack knowledge in important fields such as art, resulting in gaps that have minimal social impact.

The Merdeka Curriculum is an educational concept that prioritizes diverse intracurricular learning, so that students have time to explore the design and improve their competence. This curriculum gives teachers the freedom to choose a variety of teaching tools, allowing them to meet the individual needs of their students. The purpose of this study is to examine the impact of the Independent Curriculum on the continuity of education in elementary schools. His research methodology includes conducting interviews with teachers and students, as well as conducting a thorough literature study. The data collected includes insights from a variety of teachers and students, as well as references from trusted sources such as Google Scholar and Ebooks. A total of 10 books and 5 journals were carefully selected based on certain criteria. The findings of this study reveal several aspects that illustrate the influence of the Independent Curriculum on educational sustainability, namely: a) aspects of students, b) aspects of educators, and c) aspects of educational units. The implementation of the Independent Curriculum brings various new elements for both teachers and students, including changes in roles, impacts on their educational journey, and various responses from both parties, both positive and negative.

The upcoming curriculum changes are expected to effectively encourage the realization of high-quality education and cultivate skilled human resources with a strong work ethic, in order to prepare Indonesia to prosper in 2045. This is very important when we enter the era of globalization. The digital era is characterized by excellence and fierce competition. In this regard, this publication is expected to be a valuable resource for timely and targeted curriculum implementation. This book attempts to provide a practical framework for implementing the Independent Curriculum, offering guidance for educators and administrators in the field. In addition, it also displays practical examples of curriculum implementation that can be adapted by teachers and principals in their respective schools. This book contains an exploration of the

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New Paradigm of the Independent Curriculum, its implementation strategies, lesson planning, learning methods, learning strategies, fostering higher-order thinking skills, and creating a school environment that supports the Independent Curriculum.

The curriculum becomes the foundation of education and must be evaluated progressively, dynamically, and periodically to be in line with current advances in science and technology, as well as competencies demanded by society and future graduates. Therefore, curriculum changes are inevitable. In fact, the rapid development of science and technology no longer allows the field of education to be complacent with the existing curriculum. Regardless of the political context, it should be noted that the Higher Education Standards (SN - Dikti) have undergone three revisions within six years: Permenristekdikti Number 49 of 2014, Permenristekdikti Number 44 of 2015, and Permendikbud Number 3 of 2020. This coincides with the implementation of the Independent Learning Campus (MBKM) policy. In this advanced era, universities face the challenge of improving the curriculum to produce graduates who have new literacy skills, including data literacy, technological literacy, and human literacy rooted in ethical values. One answer to this challenge is the enactment of a policy that gives students the right to study outside the specified program (Permendikbud Number 3 of 2020 concerning Higher Education Standards). This policy, known as Merdeka Belajar-Kampus Merdeka, aims to foster an independent and flexible learning environment in higher education, encourage an innovative learning culture that meets the needs of students and encourage the acquisition of diverse knowledge relevant to the job market. In addition, the program seeks to enhance collaboration and alignment with the business sector and industry, while preparing students to enter the workforce from the very beginning of the brand's academic journey.

CONCLUSION AND ADVICE

The Self-Learning Curriculum, which is currently still in the experimental stage, has similarities with Paulo's educational concept that advocates freedom in education, which includes freedom of thought and expression. In this curriculum, students have the freedom to engage in learning activities, express opinions, and participate in discussions both with peers and educators. This approach reflects the principles of liberation education championed by Paulo Freire, where students are encouraged to freely express their thoughts and ideas. However, in its implementation, the independent curriculum has a turbid or negative impact on the learning motivation of Senior High School (SMA) students. The occurrence of social gaps, dependence on technology, and many things that can cause adverse influences on student learning motivation.

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