



Study Management to Improve the Motivation of Educators Through Merdeka Belajar

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Abstrak: Peran pendidik sangat penting dalam proses belajar mengajar karena hasil akhir yang diperoleh siswa menentukan kualitas dan kuantitas pembelajaran. Peran pendidik yang bertugas menciptakan kondisi pembelajaran di kelas yang tidak monoton yang hanya mendengarkan, tetapi pembelajaran yang mempunyai inovasi untuk proses belajar mengajar. Penelitian ini dimaksudkan untuk mendalami terkait implementasi meningkatkan motivasi pendidik di dalam pembelajaran menggunakan cara merdeka belajar di SMP Budi Utomo. Metode penelitian yang digunakan dengan mengumpulkan data melalui penyebaran instrumen dan wawancara mendalam dengan pendidik termasuk di dalamnya kepala sekolah. Hasil yang diperoleh dengan model pembelajaran merdeka belajar yaitu 1. Mengurangi beban guru, 2. Penyederhanaan RPP, 3. Terciptanya belajar yang menyenangkan, 4. Meningkatkan kompetensi pendidik. Hal ini bertujuan untuk memberikan kemudahan pendidik ketika melaksanakan proses pembelajaran dengan kondisi pertemuan tatap muka sebanyak 50%, sehingga diperlukan pengaturan pembelajaran dengan waktu yang di bagi menjadi 3 tahap dalam setiap harinya. Tuntutan motivasi pendidik sangat diperlukan mengingat aktifitas pembelajaran serta inovasi dalam mengajar perlu dilakukan untuk mengatasi kejenuhan. Dengan metode kualitatif motivasi pendidik diharapkan tumbuh dari kekuatan dorongan dalam maupun luar agar terwujud pembelajaran optimal. Dari penjelasan di atas diambil kesimpulan kebebasan merencanakan proses belajar mengajar yang ditentukan oleh pendidik untuk berekspresi untuk kreatif dan inovatif.

Kata Kunci: Merdeka Belajar, Pendidik, Kreatif dan Inovatif

Abstract: The role of educators is very important in the teaching and learning process because the final results obtained by students determine the quality and quantity of learning. The role of educators is in charge of creating learning conditions in the classroom that are not monotonous, only listening, but learning that has innovation for the teaching and learning process. The purpose of this study is to explore the implementation of increasing educator motivation in learning using independent learning methods at Budi Utomo Middle School. The research method used is to collect data through the distribution of instruments and in-depth interviews with educators including the principal. The results obtained with the independent learning model of learning are 1. Reducing the burden on teachers, 2. Simplifying lesson plans, 3. Creating

fun learning, 4. Improving the competence of educators. This aims to provide convenience for educators when carrying out the learning process with face-to-face meeting conditions as much as 50%, so that learning arrangements are needed with time divided into 3 stages each day. The demands of educator motivation are needed considering that learning activities and innovations in teaching need to be done to overcome boredom. From the explanation above, it is concluded that the freedom to plan the teaching and learning process is determined by educators to express creative and innovative ideas. With the qualitative method, the motivation of educators is expected to grow from the strength of internal and external encouragement in order to realize optimal learning. From the explanation above, it can be concluded that the freedom to plan the teaching and learning process is determined by educators for creative and innovative ideas.

Keywords: *Merdeka Belajar, Educators, Creative and Innovative*

INTRODUCTION

It is not foreign to us when we hear the word “learning” that comes to mind a teacher standing in front of the class facing explaining the material to students who sit in rows of benches arranged as usual. There is no objection from students for any explanation from the teacher, because what is explained comes from curriculum books that are used as material references so that it is considered absolute truth (Daga, 2021). Students listen and write what they hear, to be used as a reference when the exam is carried out (Gultom et al., 2022; Hendra et al., 2022; Sanusi et al., 2022). Creative and innovative are still seconded, resulting in teachers only coming from curriculum books, students coming from teacher explanations and textbooks. Learning the old curriculum for students is boring using a lecture model, followed by a question and answer session, what happens is that the teacher asks, so the students will actively seek answers according to the questions (Petta Solong, 2021).

The implementation of the curriculum model that has changed 11 times, 8 times before the regional autonomy period, namely the curriculum model: “(1). 1947 curriculum model (2). 1964 curriculum model, (3) 1968 curriculum model, (4). 1973 curriculum model, (5). 1975 curriculum model, (6). 1984 curriculum model, (7). 1994 curriculum model, (8). The 1999 curriculum model, 3 times after the regional autonomy period, namely (1). 2004 curriculum model; (2). 2006 curriculum model and (3). 2013 curriculum model” (Afista et al., 2020).

Learning is a process in a learning environment both formally and informally

between educators and students in discussing learning resources (Setyawati V, 2018). Mastery of learning management in a learning environment is absolutely fulfilled by an educator, the ability to arrange and choose when implementing learning that is in accordance with the complexity of the material and the character of each student. So how to apply the method with the approach used can be applied according to the age level of students because students' self and emotional development have an effect on teaching and learning activities.

So, the process of learning the learning environment both formally brings the impact of physical and spiritual changes for students, including changes in mindset, knowledge, attitudes and behavior, and the ability to adapt to the environment.

In general, the motivation of educators that must be considered is developing potential optimally and effectively and the spirit of better performance. Principals are policy makers in the school environment need to pay attention to the ability and motivation of each educator, so that educators can develop their performance. The principal provides support by participating in training to increase the motivation of educators (Mustagfiroh, 2020).

On December 11, 2019 merdeka belajar was launched by the Minister of Education and Culture of the Republic of Indonesia (M. Tohir., 2019) with the aim of the merdeka belajar program giving freedom to teachers, students, teachers and schools from things that interfere with learning activities so that four main policies were issued, namely the national exam was replaced with AKM or “Minimum Competency Assessment, transfer of authority

to schools to conduct exams using national standards, simplifying lesson plans or “Learning Implementation Plans” (Robby Milana, 2021).

Educators in conducting a lesson are required to have management ability to present learning material. Good learning planning is followed by the implementation of a fun learning process, ending with an evaluation of learning as an integral part. Educators in carrying out learning must have the ability to use methods of presenting learning materials, planning and using appropriate modules and materials so that the learning process becomes more interesting and fun (Saifulloh & Darwis, 2020).

Taking into account Law Number 20 Year 2003 concerning the National Education System, Article 39 states that educators are professional educators who have activities to carry out planning and carry out stages related to learning, evaluate teaching and learning activities, carry out guidance processes for students and coaching for competency development (Kemdiknas, 2003).

Merdeka belajar is a good breakthrough for educators, where educators can independently determine the best learning process in their own way. The benefits obtained by educators can adjust the curriculum level according to students, benefits for students to obtain learning according to their abilities (Bhandari et al., 2020).

The role of the educator is to manage learning in the classroom, because the standard of learning achievement is simplified. Then an effective teaching and learning model will be formed, students learn seriously, the class situation becomes fun, of course it will affect the quality of learning better.

The success factor of learning carried out by educators is motivation. With motivation, educators will educate with a sincere heart and responsibility (Susanto et al., 2022; Yul Fanani et al., 2022; Zakaria et al., 2022). so that what is obtained from the sincerity of educating will result in the potential of students in the learning environment increasing, in line with the hard work, tenacity, and perseverance of the educators.

Educators play an important role in managing the development of curriculum model learning as well as related to the implementation of teaching and learning. Educators have a role in the application of merdeka belajar policies in the school environment (Thohir et al., 2021). Educators play a role in contributing to group organizations related to teaching effectiveness by developing an merdeka belajar curriculum for learning in schools to plan, make rules and compile teaching materials, practicum module books, and learning material models. Educators are totally involved in the involvement of curriculum model development by adjusting the model and curriculum content implemented by each student (Taylor et al., 2020).

In the implementation of the merdeka belajar process, educators are responsible for independence to maximize their professional competencies, including skill competencies, knowledge competencies and attitude competencies which are manifested in academic, social and personal actions. The professionalism of educators is realized by maximizing tasks in a measurable, directed and targeted manner. This means that the learning carried out by educators is purely from their own thoughts, without the intervention of others, the most important thing is that accountability can be carried out in making learning decisions (Król & Król, 2017).

The challenges of educators in carrying out their daily tasks will have an impact on the emergence of anxiety disorders (stress), dealing with students with various characters, dealing with parents/ guardians of students with various requests, as well as the demands of fast educational policies that require rapid adaptation.

According to Ki Hajar Dewantara, educators must be able to “manage” themselves, educators before teaching merdeka belajar to students or others, must become educators who are merdeka belajar. Freedom is not only carrying out orders and ordering others, meaning being able to determine the purpose of life and being independent with one's own efforts but being able and skilled at self-governing means being able to organize

and be skilled in social life based on the values and norms that apply in social life.

Guidance on the process or how to develop students' potential abilities, educators must participate in providing students' freedom of expression in exploring their will and abilities with the right direction and guidance from educators so that students' learning goals are in accordance with the established curriculum corridors and do not lose their identity that can endanger themselves. This process provides encouragement for students to find independence in learning while at school.

METHOD

The focus of research on learning management to increase educator motivation through merdeka belajar is carried out at Budi Utomo Middle School, Jombang Regency, East Java. By using qualitative research methods to obtain research data by distributing instruments and conducting interviews and observations to ensure the validity of the data (Creswell, 2014). Respondents who are used for research subjects are educators including school principals with the assumption that the teaching and learning process is carried out by following the rules of the merdeka belajar implementation policy. Integration of several theories of intrinsic and extrinsic motivation to determine the policy steps of each individual, where the motivational stimuli obtained are achievements (de Brabander & Glastra, 2021). Analyzing data in qualitative research is arranging the order of the data and grouping it into a pattern with categories, and the situation of describing the data." Data analysis is a process of systematically searching and arranging interview transcripts. The existence of motivation that arises from educators gives a sense of responsibility for their work, which creates awareness of the actions taken against students (Yusuf QY, Inayah N, 2020).

The purpose of this study is to provide an overview of the management of educators' motivation in relation to merdeka belajar. Referring to the circular of the Head of the Jombang Regency Education Office, starting September 13, 2021, face-to-face application is limited to 50% per class. So with the number

of study groups as many as 33 classes and the number of students as many as 1024 which were divided into class VII 292 students of class VIII 345 students of class IX 387 which was carried out in 3 stages, namely stage 1 at 06.50-09.20 am stage 2 at 09.40-12.10 am stage 3 at 01.00-03.30 pm, with the number of educators as many as 44 people as well as supervisors of local religious content and diniyah education 9 people. The principal as a policy maker to create a good teaching and learning process is carried out in the morning, afternoon and evening learning arrangements.

RESULTS AND DISCUSSION

The condition of the Covid-19 pandemic has an effect on the decline in all sectors of economic life throughout the world as well as in Indonesia. The economy experienced a decline in activities, as well as the education sector. For 2 years the teaching and learning process was carried out face-to-face (online). The virtual face-to-face learning process that is carried out suddenly makes some educators have difficulty implementing the teaching and learning process to students, a mindset that has been built for a long time that teaching is done face-to-face.

The drastic change from face-to-face learning (offline) to face-to-face learning (online) is not as simple as turning the palm of the hand. Online learning technology with many types with rapid development, sometimes educators are not ready to accept sudden changes (J et al., 2019). Here the challenges and obstacles related to information technology need to be maximized and solutions are sought. It could be that educators are not ready and familiar with the online learning model system. Likewise, students who have been prohibited from bringing android/mobile phones, or sometimes students don't have them, but only their parents. What happens is that learning will be very unequal when there is no collaboration between educators, parents and students.

The availability of paid learning applications makes educators unable to do much. These obstacles were finally followed up by the General Directorate of Teacher and Education Staff of Education and Culture

Ministry by providing learning accounts with the learning domain. to all educators and education personnel as well as students from Kindergarten, Elementary School, Junior High School, Senior High School and Vocational High School as well as policy makers for education (Cahyono & Nugroho, 2022). Virtual face-to-face learning which is always related to communication information technology in the form of internet-based technology features, for access to information depending on the availability of data quotas (Kartini & Mimbar, 2021).

With the start of the decline in the spread of the Covid-19 virus from July-September 2021, bringing a positive impact in various regions, limited face-to-face meetings were imposed (Dinas Pendidikan, 2021) (Dicky, 2021). There is a joint decision by the Minister of Education and Culture, Minister of Religion, Minister of Health, and the Minister of Home Affairs regarding the rules for organizing learning during the Covid-19 pandemic (Kemdikbudristek, 2021). Government regulations by providing leeway to reopen schools conducting face-to-face learning, schools must carry out effective and efficient teaching and learning planning. Educators with *merdeka belajar* are expected to make learning plans and arrangements that do not focus on using lectures, but involve students in developing competence.

The essence of *merdeka belajar* according to (Jum'ah et al., 2021) is that a pleasant learning atmosphere is when students and educators can discuss comfortably, are facilitated by proposals and ideas submitted and become a reference during discussions, so they are not listening to explanations from educators without understanding the content of the material. With the formation of the character of students who are independent, smart, brave in relationships, have ethics and manners, critical thinking competence can increase the motivation of educators.

Budi Utomo Middle School is located in Gadingmangu Village, Perak District, Jombang Regency, East Java, is a school adjacent to Pondok Gadingmangu, where 90% of students attending school are *santri* and come from 34 provinces in Indonesia. Dense activities from

morning to night, students' stamina conditions must be maintained both from a healthy eating pattern 4 5 perfect and physically through regular exercise every Wednesday and Saturday. While on Sundays students are given time off from routine at school and dormitory. Researchers only discussed learning activities carried out in schools, with a total of 1,024 students, the number of class 33 divided into class VII as many as 10 class VIII as many as 11 class IX as many as 12. The arrangement of the learning schedule refers to the circular of the Head of the Education Office of Jombang Regency number 422.1/3867/415.16/2021 September 7, 2021 regarding Face-to-face Learning (PTM) in Education Units, it is stated that PTM will be implemented starting Monday, September 13, 2021 with the number of students per class in each shift in PTM a maximum of 50% of the number of students per class according to Minimum Service Standards (SPM) (Dinas Pendidikan, 2021).

Budi Utomo Junior High School carries out face-to-face learning activities from Monday to Saturday which are divided into 3 stages with the division, namely: the first stage at 06.50 am - 09.20 am the teaching and learning process for class IX is divided into 12 classes because class content is limited to 50%, so every the class contains approximately 16 or 17 students using as many as 24 classes, the second stage at 09.40 am - 12.10 pm the teaching and learning process for class VIII is divided into 11 classes because the class content is limited to 50%, each class contains 16 students using as many as 22 classes, the third stage at 01.00 pm - 03.30 pm the teaching and learning process for class VIII is divided into 10 classes because the class content is limited to 50%, each class contains approximately 15 students using 20 classes. There are 54 educators divided into 44 educators and 9 supervisors for local religious content and *diniyah* education. With the large number of classes and the diverse character of each student, the existence of *merdeka belajar* helps the learning process carried out by educators and students interpret freedom to *merdeka belajar* and innovate, freedom to learn independently (Wardhana et al., 2020).

Educators are expected not to be monotonous when teaching only with lectures.

Face-to-face learning, which is limited to 50% of the number of students in each class, creates problems in the teaching and learning process, namely: 1). The same learning method for 3 stages, 2). The same learning material for 3 stages. 3. Educational ability will experience a decrease in teaching effectiveness. At least educators who have implemented the merdeka belajar model of learning are not too draining, because the learning carried out involves student activities to discuss and dialogue to solve a problem. Researchers coordinate with school principals to hold meetings with educators so that research can get the expected results, and there is a common perception of the initial goal, namely learning management to increase educator motivation through merdeka belajar.

Table 1: Data of Educators, Education Personnel and Students of SMP Budi Utomo for Academic Year 2021/2022

Educators	Adminis- tration	Siswa Kelas		
		VII	VIII	IX
54	17	292	345	387

From Figure 1, the number of students in class VII is 292 divided by 10 classes, the average per class is 29 students, the number of students in class VIII is 345 divided by 11 classes, the average per class is 31 students, the number of students in class IX is 387 divided by 12 classes. the average per class is 32 students, if face-to-face meetings are held with a capacity of 50%, all educators carry out learning starting at 06.30 am - 03.30 pm.

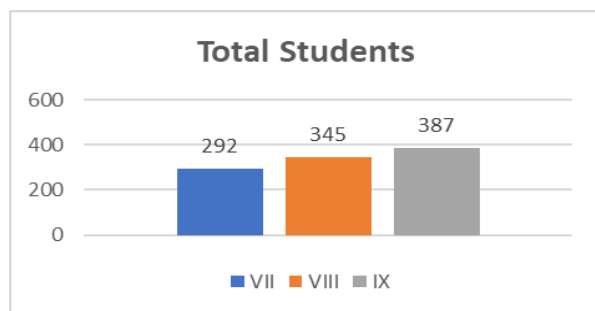


Figure 1: Total Students of Budi Utomo Middle School

Figure 2 of 44 educators after data collection and interviews obtained the results, namely:

- 1) 84% or as many as 37 educators carry out learning with the concept of fully merdeka belajar. The answer to the contents of the instrument given is that the student's goal is not only to get grades from the assignments given by the teacher, but students with cognitive abilities are able to think critically, so that student learning outcomes progress and the learning situation is fun;
- 2) 11% or as many as 5 educators carry out learning with the concept of merdeka belajar but also carry out conventional learning. The answer to the contents of the instrument given is that not all students in the class are able to think critically, but students continue to work on assignments from the educator, so that student learning outcomes progress not too high but the learning situation is fun;
- 3) 5% or as many as 2 educators carry out conventional learning, they assume the explanation of the material with the lecture method is easy to digest by students because the delivery of learning material prioritizes interaction between educators and students. So that student learning outcomes do not progress, and the learning situation is still like the semester before learning is carried out by merdeka belajar.

The 9 supervisors for local religious content and diniyah education (not educators) did not involve the researchers because religious activities and diniyah education were standard learning related to material explanations, so they were not directly related to learning activities that were related to merdeka belajar.

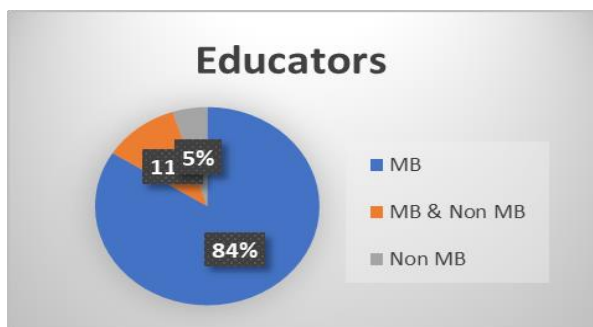


Figure 2: Percentage of Educators who do learning Merdeka Belajar (MB) Non-Merdeka Belajar (Non-MB)

The role of the principal is as a leader in the school having the responsibility for the continuity of the education process in general for educators and students outside the school, in particular for educators and students in the school environment (Murniati, 2008). The principal is a certain functional position, namely an educator with additional duties to regulate the school when the learning activity process is carried out, the location where interactions occur between educators who provide subject matter and students who receive lessons and the existence of learning resources (Ridha A P & L, 2021). The assignment of teachers as principals is an additional task to occupy the position of principal (Kemdiknas, 2010).

CONCLUSION AND RECOMMENDATION

Understanding of merdeka belajar for educators and students can be different, when it comes to learning that affects the motivation of educators. The conclusion that can be drawn is that educators who are motivated to teach with sincerity will have an impact on student learning motivation in class. The role of an educator can be a motivator to make students who are independent, smart, brave in relationships, have ethics and manners, in which everything that is said creates a positive energy boost. On the other hand, educators who only provide learning material and are not given motivation, as a result, students are only able to conceptually materialize but have no social maturity. Teaching techniques for educators cannot be equated, so each educator has a unique way of delivering the learning material being taught. The concept of merdeka

belajar in particular consists of 4 policies 1. National standard school exams administered by schools, 2. Minimum skill assessment and character survey, 3. Simplification of lesson plans, 4. Zonasi system for new student admissions. The general concept of learning independence is freedom of expression and innovation in the teaching and learning process.

In the learning process, it is necessary to manage the learning model between educators and students starting with making design activities for planning module materials, organizing between modules and models, directing and controlling, and making assessments. As long as there is interaction in class, it can be interpreted that learning management is taking place. Here educators are required to be creative and innovate, finally being merdeka belajar to bring independence and happiness to students and educators in learning activities to achieve the objectives of the policy of independence in learning. Seeing this description, the researcher proposes that educators and students can provide an understanding of learning independence in terms of theoretical design or implementation in learning. Educators interpretation independent learning in carrying out activities as professionalism in schools. Thus, there must be a common perception for educators in general in order to create an merdeka belajar management model for learning, providing motivation and understanding for all students. freedom to plan the teaching and learning process determined by educators for creative and innovative expression.

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