

THE TEACHERS' ROLES IN EDUCATIONAL ASPECT OF MERDEKA BELAJAR AT SCHOOLS

Wahyu Kurniawati¹, Eka Supriatna², Al Padli³, Aristanto⁴, Murthada⁵, Mohamad Firdaus⁶

Universitas PGRI Yogyakarta¹, Universitas Tanjungpura Pontianak²,
Sekolah Tinggi Ilmu Ekonomi Sakti Alam Kerinci³, STKIP Muhammadiyah Manokwari⁴,
Universitas Muhammadiyah Mahakarya Aceh⁵, Universitas Indraprasta PGRI⁶

Email: ¹wahyukurniawati@upy.ac.id, ²eka.supriatna@fkip.untan.ac.id,
³aalfadli425@gmail.com, ⁴arispede@gmail.com, ⁵murthada@kampusummah.ac.id,
⁶mfirdausmumu@gmail.com

Abstract

In Indonesia, the educational system is fully controlled by the government, especially curriculum policies based on applicable laws and regulations. The main basis for designing the Kurikulum Merdeka is the Freedom to Learn philosophy which also underlies other educational policies. This research aims to provide an overview of the teacher's role in Kurikulum Merdeka Education in Schools. The type of research used is library research or literature study where researchers rely on various literature to obtain research data and use a qualitative approach because the data produced is in the form of words or descriptions. The result of this research is that the teacher's Kurikulum Merdeka policy can carry out roles effectively to help students achieve learning goals. The teacher acts as a mover who plays an active role in pioneering change and improving the quality of education. The teacher not only designs and implements the curriculum but also becomes the link between the curriculum and students' interests. The role of the teacher in Kurikulum Merdeka is to carry out learning innovations to answer the needs of students and create a liberating learning climate. Learning innovation is expected to be able to help students to think independently, to innovate independently, to learn independently and creatively, to learn independently for happiness. The role of the teacher in learning innovation creates innovative teachers.

Keywords: Teacher, Freedom To Learn , Education

Abstrak

Di Indonesia, sistem pendidikan dikendalikan sepenuhnya oleh pemerintah, terutama kebijakan kurikulum berdasarkan peraturan perundang-undangan yang berlaku. Landasan utama perancangan Kurikulum Merdeka adalah filosofi Merdeka Belajar yang juga mendasari kebijakan pendidikan lainnya. Penelitian ini bertujuan untuk memberikan gambaran tentang peran guru dalam Kurikulum Pendidikan Merdeka di Sekolah. Jenis penelitian yang digunakan adalah penelitian kepustakaan atau studi kepustakaan dimana peneliti mengandalkan berbagai literatur untuk memperoleh data penelitian dan menggunakan pendekatan kualitatif karena data yang dihasilkan berupa kata-kata atau deskripsi. Hasil penelitian ini adalah kebijakan Kurikulum Merdeka guru dapat menjalankan perannya secara efektif untuk membantu siswa mencapai tujuan pembelajaran. Guru berperan sebagai penggerak yang berperan aktif dalam memelopori perubahan dan meningkatkan mutu pendidikan. Guru tidak hanya merancang dan melaksanakan kurikulum tetapi juga menjadi penghubung antara kurikulum dan kepentingan siswa. Peran guru dalam Kurikulum Merdeka adalah memunculkan inovasi pembelajaran untuk menjawab kebutuhan siswa dan menciptakan iklim belajar yang memerdekakan. Inovasi pembelajaran diharapkan mampu membantu peserta didik untuk berpikir mandiri, mandiri berinovasi, belajar mandiri dan kreatif, belajar mandiri untuk kebahagiaan. Peran guru dalam inovasi pembelajaran menciptakan guru yang inovatif.

Kata Kunci : Guru, Merdeka Belajar, Pendidikan

Introduction

In the education system, the curriculum is an important part of implementing a learning process. The existence of a curriculum in education is the main reference for educational institutions to be able to carry out their activities (Triwiyanto, 2022). This can happen because the curriculum contains educational concepts that the government wants in a country. In practice, the curriculum must be able to be reflected by educational institutions in the hope of producing graduates who are in accordance with educational goals. That way, every educational curriculum that is implemented must also support the achievement of educational goals that have been set and are dynamic.

In Indonesia, the education system is fully controlled by the government, especially curriculum policies based on applicable laws and regulations. The government (through interested parties) has a direct role in determining the curriculum used in the education process, so that the power to change and implement the curriculum is based on national interests. This interpretation is found in Article 31 Chapter Thirteen of the Fourth Amendment to the Constitution of the Republic of Indonesia concerning education and culture, specifically Articles 2 and 31 which states: every citizen is obliged to obtain education, and the government has the right to obtain education. the obligation to provide funding and the government to strive for and implement a national education system that strengthens faith, piety and noble character in the context of education in the life of the nation, is regulated by law." These two verses imply that the government exercises control or authority over the implementation of education in Indonesia, forming an education system.

Practically, the educational curriculum has been used since colonial times (Hudaidah & Ananda, 2021). However, after Indonesia's independence it was only in 1947 that a formal education program was developed, called the Education Plan Curriculum. The curriculum is a benchmark for formal education that was first implemented by the government and became the initial basis for using the educational curriculum in the future (Rizky, 2022);(Gingga, 2020). At this time, we know the Kurikulum Merdeka according to Suryaman, (2020) The Kurikulum Merdeka is a curriculum that has recently been introduced by the Ministry of Education and Culture in Indonesian education units. This program does not have to be carried out simultaneously by all schools considering that preparation for school is certainly different. But it is hoped that gradually the Kurikulum Merdeka will be implemented uniformly in every education (Muriani, 2023). The implementation of the Kurikulum Merdeka has been regulated in the Decree of the Minister of Education and Culture of Research and Technology Number 162/M/2021 concerning *Sekolah Penggerak*.

The Kurikulum Merdeka can provide good practices for learning from each other, share these good practices so that a support network is formed between teachers and education staff to share learning widely and the best practice Kurikulum Merdeka, the growth of a community support ecosystem that is ready to implement the Kurikulum Merdeka nationally 2024, what is massive (Nanang, 2023);(Khafidin et al., 2022). To realize Kurikulum Merdeka for students, teachers can certainly use their creative power to learn using various methods and learning media. The learning process will be interesting and fun if the teacher can design learning creatively (Warneri et al., 2022). Teachers can choose suitable methods by using learning media to help students understand and understand the material being taught (Wastriami & Mudinillah, 2022). With a variety of learning methods and the use of appropriate learning media will create learning that is not monotonous. Thus, the goals and policies of the government regarding Kurikulum Merdeka will be achieved properly.

Creating Kurikulum Merdeka for students, educators can use their creativity in designing material when using various existing learning methods and applications. The occurrence of learning can be fun and interesting if educators can make learning well. educators are able to determine a good way to use learning media in order to encourage students to be able to understand the material provided. For this reason, this study aims to provide an overview of the teacher's role in Kurikulum Merdeka Education in Schools.

Method

The type of research used is a literature study where researchers rely on various publications to obtain research data and a qualitative approach because the data produced is in the form of words or descriptions. Library research or literature research is research where the place of study is literature (Purwanto, 2008). In this study, research was conducted by utilizing studies which were similar or related.

Data Source

This research is sourced from books, research reports, scientific journals, and other records, trying to find relevant theoretical sources. Here the researcher uses literature study by looking for various data as a support for the research conducted by the researcher.

Thus, the researcher will describe the cycle of qualitative analysis components based on Miles and Huberman (1984), including the following:

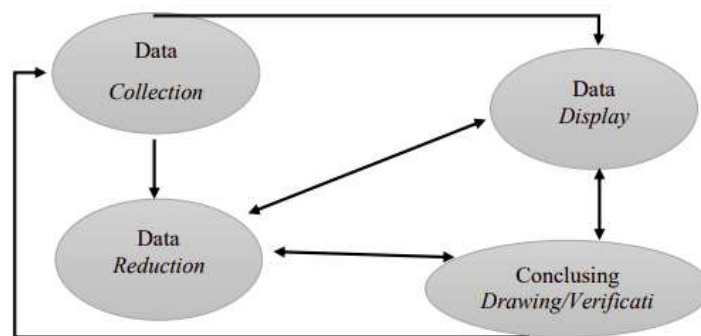


Figure 1. Miles and Huberman Model as cited in (Sugiyono, 2020)

Result and Discussion

The Kurikulum Merdeka policy is a philosophy of changing learning methods that have occurred so far, because Kurikulum Merdeka has independence and independence because education determines the best path in the learning process. The Ministry of Education and Culture issued 4 Kurikulum Merdeka national education policies, namely the national-based school exam was replaced with an assessment by the school, the national exam was changed to a minimum competency and character survey, the lesson plan was simplified, and the zoning system was implemented flexibly

Merdeka Belajar

Merdeka Belajar is a new policy initiative by the Indonesian Ministry of Education and Culture initiated by. It is not without reason for this Kurikulum Merdeka policy. This is because the 2019 Program for International Student Assessment (PISA) study shows Indonesian students are ranked sixth lowest in the assessment results; Indonesia is ranked 74 out of 79 countries in the field of mathematics and literacy. In response to this, Nadeem also made a breakthrough in assessing minimal abilities, including literacy, numeracy and personality surveys. Literacy does not only measure the ability to read but also the ability to analyze what is read and understand the concepts behind it (Nurul, 2021). For numeracy skills, what is assessed is not mathematics, but an assessment of how students apply the concept of numbers in the real world. The remaining aspect is a character survey, not a test, but research to find out how far the values of character, religion and Pancasila are practiced by students. In addition to Kurikulum Merdeka policies, teachers must also face the challenges of the 21st century which are very complex in preparing quality, competent and capable human resources to meet global educational challenges.

The main basis for designing the Kurikulum Merdeka is the Freedom to Learn philosophy which also underlies other educational policies, as stated in the Strategic Plan of the Ministry of Education and Culture for 2020-2024 (Permendikbud Number 22 of 2020). The Minister of Education and Culture indicates that Merdeka Learning encourages paradigm shifts, including paradigms related

to curriculum and learning. The intended paradigm change includes strengthening teacher independence as the holder of control in the learning process, releasing control over standards that are too binding and demanding a homogeneous learning process in all educational units in Indonesia, and strengthening student agency, namely the right and ability of students to determine learning process through setting learning goals, reflecting on their abilities, and taking steps proactively and responsibly for their own success.

Professional Teacher

Teachers are professionals whose mission is to educate and train. Educating is continuing and developing the values of life (Musa, 2016). Teaching means continuing and developing science and technology. While training means developing skills in students. According to Prananda, G., & Hadiyanto, (2019), A professional is someone who plays an important role in a job or business. The word "professional" is also widely mentioned in Indonesian education legislation, where the Teacher and Lecturer Law Number 14 of 2005 Chapter 1 Article 1 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in the formal education pathway, as well as elementary and secondary education levels. Not only teaching, a teacher is required to be a moral educator who is also able to provide objective assessments, and is good at evaluating himself for the sake of his professional development in the future (Murniasih, 2008). Permendiknas Number 16 of 2007 states five indicators of professional competency that must be met by SD/MI teachers, namely: (1) mastering material, structure, concepts, and scientific mindsets that support the subjects taught; (2) master the competency standards and basic competencies in the subject/field of development being taught; (3) develop learning materials that are taught creatively; (4) develop professionalism in a sustainable manner by taking reflective action; and (5) utilizing information and communication technology to communicate and develop oneself. Moving on from these indicators, it can be concluded that a professional teacher is a teacher who is able to create and prepare teaching materials, develop teaching materials and skills, as well as communicate well and not stutter technology.

Teachers can be said to be professional if the learning process involves several elements or components of learning. According to Safitri, (2019) The criteria for professional teachers include: being able to solve and implement good teaching techniques in achieving educational goals. If teacher competence is built based on expertise in the field of study being taught, then the teaching profession will talk more about the teaching profession in general, regardless of what they teach and at which level they teach. Thus, teaching management actually requires the dynamics of the teaching profession, so that it can assist and support teacher duties and teacher functions, as a transfer of knowledge or Mu'alim and transfer of values or Muaddib, in order to lead to successful teaching and a conducive teaching and learning process, according to with the rapid rhythm of the development of human thought (Rukhayati, 2019). In improving the profession and competence of a teacher must have an expertise in the field in which he is assigned because there is a demand that must be carried out for an educator so that the quality of education in an institution can be achieved.

Professionals will also determine whether teachers can be called good educators or vice versa, they become destroyers of their students (Nurarfiansyah et al., 2022);(Damanik, 2019). The negative attitude and image of a teacher and its various causes should be avoided so as not to defame the teacher. Now, the good name of the teacher is at a disadvantage, mired in falling. Teachers must find a way out or a solution on how to improve again so that teachers become more authoritative, and feel that students and the wider community really need them. Don't be the other way around.

The Role of the Teacher in Kurikulum Merdeka

The implementation of the Kurikulum Merdeka policy in schools can be carried out in stages according to the conditions and needs of the school. According to Aan et al., (2021), steps that need to be prepared in implementing Kurikulum Merdeka are (1) school principals implement policies that support the implementation of Kurikulum Merdeka; (2) the teacher becomes an open person and creates a pleasant learning atmosphere; (3) student psychology should be in a state of readiness and in a happy mood, starting to get used to thinking critically and always being curious and able to analyze

open questions; (4) parents and the environment are actively involved in monitoring student learning outcomes and supporting continuity between school, home and the environment; (5) the education and culture service provides training to improve teacher competence and prepares assistance during the implementation of Kurikulum Merdeka. In line with this opinion Agung, (2022) states that the way that can be done by the teacher to build Kurikulum Merdeka for students in the classroom is by asking more questions to students to get input in making decisions about the learning process, providing quality reading stimulation, providing opportunities to explore the surrounding environment, providing opportunities to analyze reading, provide opportunities for collaboration and discussion among students.

The role of the teacher in Kurikulum Merdeka is to carry out learning innovations to answer the needs of students and create a liberating learning climate (Daga, 2021). Learning innovation is expected to be able to help students to think independently, to innovate independently, to learn independently and creatively, to learn independently for happiness. The role of the teacher in learning innovation creates innovative teachers (Eko, 2022). Innovative teachers, teachers have a responsibility to help students learn and behave in new ways and this means that teachers must have the knowledge, skills and values on which they depend. Teachers master the latest methods, strategies and media. Even teachers must also master learning technology to support educational activities. According to Iqbal & Winanda, (2023) Innovative teachers are teachers who are competitive not only because they are innovative, creative and critical but also master innovative technologies that are designed and applied in learning.

Innovative learning asserts that innovation in learning helps teachers and students transform. This transformation can be carried out through the school's vision and mission, transformation of learning strategies and methods, learning and learning activities, learning technology. Innovative learning and learning in 21st century education. Through schools, teaching and learning, innovative learning supports the development of 21st century education with a fundamental approach to learning to think as a teacher, learning to know as a teacher, learning to feel as a teacher, and learning to act as a teacher.

The implications of learning innovation include learning method innovation and learning design innovation (Rahayu et al., 2022). Innovation in teaching methods means teachers use new and meaningful methods, for example by applying technology, delivering online teaching using electronic whiteboards to solve problems. design innovation learning, refers to innovative learning design means that involve students in their knowledge with practical and flexible innovation abilities, students to make greater contributions to the field in the future.

Specifically, the Kurikulum Merdeka policy has implications for the teacher's role both in curriculum development and in the learning process, namely, teachers who work sincerely, teachers who are genuine, teachers who have principles. Teachers who work sincerely in learning are teachers who are encompassed and encouraged by good values and a belief in the benefits that students get (Manalu et al., 2023). The value of kindness and belief will encourage him to be creative and innovative in carrying out learning. Genuine teachers will give birth to creative, original, philosophical and future-oriented ideas (Adryansyah et al., 2023). He makes a living and lives from the teaching profession without seeking the personal benefits of being a teacher. Teachers who are open to continuous learning. The teacher is a learner. The role of the teacher in the implementation of Kurikulum Merdeka can be seen in designing learning programs, especially in the use of applied learning strategies.

Discussion

The Kurikulum Merdeka focuses on achieving real learning outcomes, namely by achieving knowledge of behavior, abilities, and results (Baharuddin, 2021). This curriculum has flexibility and flexibility. The difference between the 2013 curriculum and the Kurikulum Kurikulum Merdeka lies in the mandate of the approach. The 2013 curriculum carries a mandate for a science-based approach or a

scientific approach. Meanwhile, the Kurikulum Merdeka carries the mandate of a project-based approach (Anggreini & Narimo, 2023). An Kurikulum Merdeka creates challenges for schools, teachers and students who play an important role in the implementation of the learning process. In facing this challenge, various efforts are needed to understand the role of each element or subject of education. This curriculum positions teachers in designing flexible learning.

The true meaning of independence in learning is to give freedom to the teacher in the learning process (Mulyadi et al., 2022). So that the Kurikulum Merdeka can remove the view of society which states that teachers must "submit" learning outcomes according to the competencies set by the curriculum. The teacher's role in this Kurikulum Merdeka, apart from teaching according to the achievements and development of students, can also work on the Kurikulum Merdeka platform (Desmarita, 2019). Apart from that, they can also increase their self-value as teachers by Kurikulum Merdeka through the independent teaching platform.

With the existence of a new curriculum or an Kurikulum Merdeka, teachers must be able to accept change, have mastery of knowledge, abilities, skills and also beliefs. Mastery of knowledge is expected to develop learning according to the curriculum policy. Mastery of skills is needed to innovate in creating effective and meaningful learning (Suhandi & Robi'ah, 2022). Mastery of self-confidence is needed so that a person is able to develop quality talents and apply moral values as a reference to support student development in the learning process.

Conclusion

It can be deemed that the teacher's role is to carry out learning innovations to answer the needs of students and create a liberating learning climate. Learning innovation is expected to be able to help students to think independently, to innovate independently, to learn independently and creatively, to learn independently for happiness. The role of the teacher in learning innovation creates innovative teachers. Innovative teacher, the teacher is responsible for helping students to learn and behave in new, different ways. This means that teachers must have the knowledge, skills and values they rely on. Teachers master the latest learning methods, strategies and media.

References

- Aan, W., Saidatul, I., & Kholida, F. (2021). Implementasi Merdeka Belajar Melalui Kampus Mengajar Perintis Di Sekolah Dasar. *METODIK DIDAKTIK Jurnal Pendidikan Ke-SD-An*, 16(2), 102–107.
- Adryansyah, A., Fikri, K., Lailatul Faiza, K., Rizqi, Z., Aulia, N., & Zulfahmi, M. N. (2023). Problematika Implementasi Merdeka Belajar di Satuan Pendidikan Sekolah Dasar Negeri 6 Tahunan Tahunan Jepara. *Jurnal Pendidikan*, 32(2), 329–338.
- Agung. (2022). Peran Guru Dalam Menumbuhkembangkan Kemandirian Belajar Dan Kemampuan Berpikir Kritis Siswa Sekolah Dasar Melalui Proyek Penguatan Profil Pelajar Pancasila. *Jurnal Pendidikan Perkhasa*, 6(1), 1–14. <http://jurnal.stkipppersada.ac.id/jurnal/index.php/JPDP/>
- Anggreini, A. T., & Narimo, S. (2023). Guru di Era Kurikulum Merdeka Belajar di SMK Muhammadiyah 3 Gemolong. *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*, 17(3), 1704.
- Baharuddin, M. R. (2021). Adaptasi kurikulum merdeka belajar kampus merdeka (Fokus: model MBKM program studi). *Jurnal Studi Guru Dan Pembelajaran*, 4(1), 195–205.
- Daga, A. T. (2021). Makna Merdeka Belajar dan Penguatan Peran Guru di Sekolah Dasar. *Jurnal Educatio FKIP UNMA*, 7(3), 1075–1090.
- Damanik, R. (2019). Hubungan Kompetensi Guru Dengan Kinerja Guru. *Jurnal Serunai Administrasi Pendidikan*, 8(2).
- Desmarita. (2019). Penggunaan Platform Merdeka Mengajar untuk Meningkatkan Kompetensi Guru di Sekolah Dasar. *Jurnal Basicedu*, 1(1), 1–9.
- Eko. (2022). Peran Guru dalam Menghadapi Tantangan Implementasi Merdeka Belajar untuk Meningkatkan Pembelajaran Matematika pada Era Omricon dan Era Society 5.0. *Prosiding Seminar Nasional Pendidikan Guru Sekolah Dasar 2022*, 3(1), 75–87.
- Gingga, P. (2020). Pengaruh Model Discovery Learning Terhadap Peningkatan Keterampilan Berpikir

- Kritis dan Self-Confidence Peserta Didik Terna 3 di Kelas IV Sekolah Dasar. In (*Doctoral dissertation, Universitas Negeri Padang*). <http://repository.unp.ac.id/26903/>
- Hudaidah, & Ananda, A. P. (2021). Perkembangan Kurikulum Pendidikan Indonesia dari Masa ke Masa. *Jurnal Pendidikan Sejarah Dan Kajian Sejarah*, 3(2), 102–108.
- Iqbal, M., & Winanda. (2023). Peran Guru dalam Kebijakan Merdeka Belajar dan Implementasinya terhadap Proses Pembelajaran di SMP Negeri 1 Pancur Batu. *Journal on Education*, 05(03), 9299–9305.
- Khafidin, D., Diva, S. A., & Sumaji, S. (2022). Implementasi Kurikulum Merdeka Melalui Steam Dalam Pembelajaran Matematika Pada Materi Volume Kubus Dan Balok Untuk Siswa Sd Kelas V. *Prosiding Seminar Nasional ...*, 101–110.
- Manalu, A., Nababan, E. R., Saputri, S. N., & Amiratussolihah, D. (2023). Analisis Tantangan Kurikulum Merdeka Belajar Dalam Belajar Pendidikan Kewarganegaraan di Era Revolusi Industri 4.0. *Advances in Social Humanities Research*, 1(4), 445–452.
- Mulyadi, M., Helty, H., & Vahlepi, S. (2022). Makna Merdeka Belajar dan Penguatan Peran Guru di Sekolah Menengah Pertama Negeri 5 Muaro Jambi. *Jurnal Ilmiah Dikdaya*, 12(2), 303.
- Muriani. (2023). Peran Guru Terhadap Perkembangan Pendidikan Kontemporer Terhadap Kurikulum Merdeka. *GENTA MULIA: Jurnal Ilmiah Pendidikan*, 3(1), 351–361.
- Murniasih. (2008). Peran profesionalitas guru Pendidik an Agama Islam dalam meningkatkan prestasi belajar siswa di Madrasah Tsanawiyah Persiapan Negeri (PN) Batu. In *Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim*.
- Musa, M. I. (2016). Pengembangan Kompetensi Guru Terhadap Pelaksanaan Tugas Dalam Mewujudkan Tenaga Guru Yang Profesional. *Jurnal Pesona Dasar*, 2(4), 18–19.
- Nanang. (2023). Kurikulum Merdeka untuk Pemulihan Krisis Pembelajaran. *Journal of Geometry*, 114(2), 26–46.
- Nurarfiansyah, L. T., Kholizah, N. A., Sani, D. A., Sembiring, D. F. Y., Ramadhani, P. S., Dermawan, M. M., Oktaviani, D., & Nasution, I. (2022). Upaya Meningkatkan Kompetensi Profesional Guru. *Edupedia*, 6(2), 148–160.
- Nurul. (2021). Problematika Implementasi Kurikulum Merdeka Belajar di Perguruan Tinggi. *Jurnal Manajemen Pendidikan Islam*, 11(2), 175–184.
- Prananda, G., & Hadiyanto, H. (2019). Korelasi antara Motivasi Belajar dengan Hasil Belajar Siswa dalam Pembelajaran IPA di Sekolah Dasar. *Jurnal Basicedu*, 3(3), 450107.
- Purwanto. (2008). Metodologi Penelitian Kuantitatif untuk Psikologi dan Pendidikan. In *Yogyakarta: Pustaka Pelajar*.
- Rahayu, R., Iskandar, S., & Abidin, Y. (2022). Inovasi Pembelajaran Abad 21 dan Penerapannya di Indonesia. *Jurnal Basicedu*, 6(2), 2099–2104.
- Rizky Fadhilah, J., Syaida Oktira, Y. ., & Andri Putra, D. (2022). The Problem of Independent Curriculum's Application in the students of Grade 1 at SDN 04 Pasar Ambacang, Padang. *TOFEDU: The Future of Education Journal*, 1(1), 24–29.
- Rukhayati. (2019). Strategi Guru Pai dalam Membina Karakter ter Peserta Didik SMK Al Falah Salatiga. In *Lp2m Press Iain Salatiga*.
- Safitri. (2019). Menjadi guru profesional. In *PT. Indragiri Dot Com*.
- Sugiyono. (2020). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. In *Bandung : Alfabeta, CV*.
- Suhandi, A. M., & Robi'ah, F. (2022). Guru dan Tantangan Kurikulum Baru: Analisis Peran Guru dalam Kebijakan Kurikulum Baru. *Jurnal Basicedu*, 6(4), 5936–5945.
- Suryaman, M. (2020). Orientasi Pengembangan Kurikulum Merdeka Belajar. *Prosiding Seminar Daring Nasional*, 13–28.
- Triwiyanto. (2022). Manajemen kurikulum dan pembelajaran. In *Bumi Aksara*.
- Warneri, Purwaningsih, E., Ulfah, M., Kuswanti, H., & Ramadhan, I. (2022). Pembelajaran Kreatif dan Menyenangkan Melalui Desain Pesan Pembelajaran Bagi Guru di Daerah Perbatasan Kabupaten Bengkayang. *Jurnal Kewarganegaraan*, 6(4), 6758–6762.
- Wastriami, W., & Mudinillah, A. (2022). Manfaat Media Pembelajaran Berbasis Aplikasi Kinemaster Terhadap Hasil Belajar IPA Siswa SDN 25 Tambangan. *TARQIYATUNA: Jurnal Pendidikan Agama Islam Dan Madrasah Ibtidaiyah*, 1(1), 30–43.