

The Education System in Finland: How About In Indonesia?

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Abstract

The development of a nation is determined by the quality of its human resources (HR) which can be determined from the quality of its education. Therefore, education should be a priority in national development. Finland is the country that is confirmed as the best education in the world while Indonesia is still considered to have a low quality of education. The policies taken by the Finnish government by taking education as their priority such as free education for all citizens to college, the quality and welfare of teachers as one of their concerns and a decentralized curriculum. The learning process is also done in a pleasant environment without forcing students. By analyzing the implementation of education in Finland, it is expected that Indonesia can find a good side of the Finnish education system that can be applied to the Indonesian education system to improve the quality of education in Indonesia.

Keywords: *Educational system, Finlandia, Indonesia.*

Date of Submission: 18-10-2021

Date of Acceptance: 02-11-2021

I. Introduction

Education is a conscious and planned effort which is carried out systematically with the aim of developing all potential and making the students the better and dignified human beings (Ratri, Supriyanto, & Sobri, 2020). The development of a nation depends on the quality of its human resources. The quality of human resources can only be produced by quality education. Education is the key to the individual development, families and nations, where the indicators of the development are measured by the level of education, quality and quantity of education. Therefore, education needs to be considered as a development priority (Bhakti & Ghiffari, 2018).

Developed countries with rapid development have quality education systems. One of the developed countries that appear with the best education in the world is Finland. Many factors contribute to the improvement of the education system, such as government policies that always prioritize education, quality education management, competent education personnel and student and parent support for education (Absawati, 2020). In Indonesia, it seems that the quality of education is still relatively low. The education system in Indonesia is not very responsive to the changes and demands of the times. The government has not given full attention to education. There are so many problems that occur in education in Indonesia, such as the curriculum, teacher competence, education budget, national exams, student motivation and the role of parents that are not as expected (Herawati, 2019).

Comparative study is the study about education and teaching systems including the problems in different countries. Furthermore, each system and the problems are discussed thoroughly so that the main factors which cause the problem can be clearly identified. Comparative studies are beneficial to broaden the perspective about education, ins and outs including the reasons that influence it. It can also be used as the helpful sources in solving educational problems in their own country (Hi. Yahya, 2011).

Based on data from the Education For All (EFA) Global Monitoring Report 2011: The Hidden Crisis, Armed Conflict and Education issued by UNESCO, the Education Development Index (EDI) for Indonesia in 2011 was in the 69th position out of 127 countries in the world, while Finland was in the first place. It is not the only fact, since 2000, Finnish students have been ranked as the highest in the Program for International Student Assessment (PISA) (Daud, 2019).

This article will discuss the comparison of Finnish education as a country with the best education in the world comparing to Indonesia with all its weaknesses and problems so that it can be used as a reference to improve Indonesian education without separate it to Indonesian style and culture.

II. Method

This study was conducted by using Meta-Analysis technique which discussing the results of the analysis conducted by previous researchers. Meta-analysis is a study conducted from a number of similar research results with the same issues. Data collection is done by using documentation techniques. The research population was determined, such as all literature documents related to education in Finland and Indonesia. The documents used in this research are articles in journals, books and research. Those documents are selected according to the research theme.

III. Discussion

3.1 Educational Philosophy

To ensure that education and its process run effectively, foundations of philosophical are needed as the normative principles and guidelines for the implementation of coaching and training (Semadi, 2019). Finland is a communist socialist country that is influenced by its neighbors Sweden and Russia. This philosophy also varies the education system in Finland based on educational philosophy of pragmatism. Pragmatism is a philosophical theory which has belief that the criterion for the truth of something is whether it is useful for real life. The criterion of pragmatism's truth theory is practical benefits (Pohan, 2019).

Indonesia has Pancasila as the philosophy of the nation and state and become the guideline for the implementation of all aspects of life for Indonesian people, including education. The philosophy of Pancasila education is a formal and functional demand from the basic function of the Pancasila as the system in the Republic of Indonesia (Pohan, 2019). Pancasila is a source of value to guide the educational process which involves the education aims to produce an idealized Indonesian human being as it is expected; a person who is able to recognize all of his personal potential so that he is able to carry out his life with full responsibility in all aspects or dimensions of his life (Sutono, 2010). 2015).

If we analyze the educational philosophy of Finland and Indonesia, both of them are clearly different. The educational philosophy of Finland is based on the philosophy of pragmatism which belief that the truth is something that has benefits, while the Indonesia has Pancasila as its educational philosophy of which is used as philosophy of its nation and country as well. Each of these philosophies will reflect the cultural features and national character of each country.

3.2 Educational Policy

Education in Finland is considered as the best education system in the world. However, in terms of the process, education in Finland was still relatively low in the 1960s. There were only one out of ten adults who were able to complete more than nine years of education at the primary education level and only a few finished degrees to college (Faradiba & Lumbantobing, 2020). Meanwhile, in the early 1970s, the Finlandia carried out gradual reforms in its education. The government pays more attention to education than other sectors because Finland thinks that if education develops, other sectors will develop as well (Absawati, 2020).

The basic education policy of the Finland is that Finland is very concerned about the quality and competence of their teachers. The teachers who teach in schools from elementary to senior level must have completed their Master degree and graduate as the top ten best students from the best universities. Teachers are also given the freedom to choose lesson plans (RPP) and textbooks according to their considerations in teaching. Teachers provide fun learning in class and don't burden students with many assignments at home. English begins to be taught in the third grade and the education budget provided by the government is the same for every school, both public and private (Hilmiatussadiyah, 2020). The Finnish government also provides free education for every citizen from pre-primary education to higher education (Hopkins, 2010).

Meanwhile in Indonesia, the government has made a policy that teachers who teach in schools have at least a bachelor's degree or equivalent (DIV/S1) and have the same educational background that is in line with the subject they teach at schools. Educators come from institutions that have been accredited and attend training according to the scope of their jobdesk. Learning process in Indonesian school is carried out for eight hours a day for five days a week based on the Regulation of the Minister of Education and Culture No. 23 of 2017 concerning School Day (Faradiba & Lumbantobing, 2020). The education budget in Indonesia is 20% of the APBN in the form of BOS (School Operational Assistance) funds (K., 2015).

From the above review, it can be noted that there are differences in government policies in the field of education taken by the Finnish and Indonesian governments. Finland, with the best education system in the world, is very concerned about the quality of its education, such as they concern the quality of teachers, the learning process and the education budget is received by the schools. On the other hand, in Indonesia, the

governments decide the education policies by considering the qualifications of educators; the study hours for the students and the education budget are still not optimal in improving the quality of education. These policies often encounter various kinds of obstacles so that sometimes the policies are taken only to solve current problems in order to achieve the educational goals mandated by the law.

To improve the quality of education in Indonesia, it is necessary for the government to learn and reflect the education policies taken by the Finnish government because the success of education is depend on government policies in finding the quality educators as Finland government states that quality education is determined by the quality of its teaching staff.

3.3 Educational level

3.3.1 Pre-Elementary School

It is compulsory education which should be given when the child is 6 years old. Pre-primary is provided in day care centers and in schools. In pre-primary education, children will get basic skills, knowledge and learning abilities that are different from early childhood and it is adjusted to their age and abilities. In this phase, children learn while playing. Participation in early childhood education is voluntary but the city government is obliged to provide early childhood education (Anggoro, 2017).

Pre-Primary Education is provided for four to five hours per day and the remaining time is provided with early childhood care. Parents or guardians must ensure that children attend pre-primary education so that educational goals are achieved (Goodill, 2017).

3.3.2 Elementary School

Compulsory education in Finland begins when a child is seven years old, except for children with special needs (ABK). Basic education is provided free of charge. Not only school fees, but the needs of children during their education are also provided free of charge by the government such as textbooks, food at school, children's transportation, even for children who are more than three hours away from school, the school will provide free dormitories (Anggoro, 2017). Finland primary education is given using a single structure which is not divided into primary and junior secondary education. The lessons are provided by the same grade teacher in the first six years and the subject teacher for the last three years. Primary education in Finland aims to support the growth of students' humanity and sense of responsibility to society and to provide the knowledge and skills which are necessary for their development in the future (Kashiadi, 2011).

Unlike in Indonesia, primary school in Indonesia is held for six years which is then followed by junior secondary education for three years. To enter junior high school, students will take an exam after completing their education in elementary school. At each level of education, students are taught by different teachers so that the rapport between teachers and students is not well formed (Faradiba & Lumbantobing, 2020).

3.3.3 High School Education

After completing the compulsory education for nine years, students in Finland can continue to high school or vocational secondary education or directly start working. This is not different from the level of education in Indonesia where the students can continue their education to senior high school after completing their education in junior high school. In this level, the education is also provided free of charge to the students, but they are required to purchase textbooks and teaching materials for the development of their own learning (Goodill, 2017).

The secondary school aims to provide students with the knowledge and skills needed for further education according to the interests and potential of the students. At the end of senior secondary education, the students can have national matriculation education to continue to higher education. At this level of education, the students should be 16 to 19 years old. It has no different with Indonesia; at this level of education, the students have been prepared to continue their education to universities (Faradiba & Lumbantobing, 2020).

Vocational secondary school aims to provide the students with the knowledge and skills needed to acquire vocational competence and to give them entrepreneurial skill or continue their study. Vocational education is conducted through education in schools and internship carried out in some institutions. It is not really different from vocational education in Indonesia, vocational education is carried out by conducting learning process at schools and internships.

3.3.4 Higher Education

Higher education in Finland consists of Universities and Universities of Applied Sciences. The university aims to conduct scientific research while the University of Applied Sciences aims to provide practical education to meet the needs of the labor market. Those students who have completed senior secondary school or vocational secondary school can apply to higher education with a qualification certificate or a matriculation

examination certificate. The university will later decide which students will pass the selection to enter the university (OECD, 2013).

This may not be much different from higher education in Indonesia where the students who have completed secondary and vocational school can continue their education to universities or vocational universities. However, in Indonesia, vocational high school students can also continue to university without going to a university of applied sciences so that sometimes college graduates cannot compete according to their competencies.

3.4 Educational Curriculum

The curriculum in Finland aims to support students' growth in humanity and ethically responsible to community membership and to provide the students with the knowledge and skills needed for life. Meanwhile, the purpose of the curriculum in Indonesia is preparing the students to have ability to live as individuals and citizens who are faithful, productive, creative, innovative, and effective and able to contribute to the life of the nation and state (Maknun, L. & Royani, 2018).

The national core curriculum for elementary school is determined by the Finnish National Board of Education. The curriculum contains the objectives and core content of the different lessons, as well as principles for student assessment, special needs education and educational guidance services. The principles of a good learning environment, approaches and learning concepts are also discussed in the core curriculum. The national core curriculum is updated every ten years (Anggoro, 2017). The changes in Indonesian curriculum are always related to the power and other such kind of stuff so that it becomes a constellation or power influence. It makes the direction and the element of curriculum is only determined by the decisions of the power holders or their non-state subsystems or according to those who have interest in the field of education. The curriculum has lost its relevance to improve the quality of education. Curriculum changes in Indonesia are often criticized by education stakeholders themselves. There are several curricula that apply in Indonesia, they are the 1975 curriculum, 1984 curriculum, 1994 curriculum, 2000 curriculum, 2004 curriculum, 2006 curriculum or KTSP, 2013 or K-13 curriculum (Abong, 2015) and the recent curriculum launched is independent learning curriculum (Yamin & Syahrir, 2020).

The elementary school curriculum in Finland emphasizes on children's skills in learning and playing activities. Learning activities prioritize a good and gradual process where character building is the main key. After students have a strong character, then students are introduced to the basic knowledge (Ratri et al., 2020). The contents of the Finland elementary education curriculum contain the following subjects: (1) Mother Language, (2) Mathematics, (3) Biology, (4) Chemistry, (6) Religion, (7) Social Sciences, (8) Economics, (9) Second or national language, (10) Environmental science, (11) Geography, (12) Sports, (13) Culture, (14) Music, (15) Skills, (16) Guidance Counseling, (17) Foreign languages, (18) Physics, (19) History, (20) Physical education. While the materials in the primary/ elementary school curriculum in Indonesia are: (1) Religious education and character building, (2) Pancasila and civics education, (3) Mathematics, (4) Indonesian language, (5) Natural Sciences, (6) Social Science, (7) cultural arts, (8) physical education and health, (9) regional languages (Maknun, L. & Royani, 2018).

Finland always prioritizes problem solving skills to provide theory comprehension, especially in science (Kashiadi, 2011). Learning in Finland provides opportunities for experimentation, exploration, active learning, physical activity and play. While learning in Indonesia according to Permendikbud No. 70 of 2013 is an interactive learning between teacher-student and learning environment. Students play an active role in the learning process (Maknun, L. & Royani, 2018). However, the opportunity for students to practice or experiment is still not there due to the lack of educational support facilities and infrastructure.

Education in Finland also emphasizes on the importance of early diagnosis of difficulties and obstacles faced by students in learning. Finland believes that early intervention is part of the teaching and learning process that must be carried out so that every child who has difficulty in learning can be detected early and they will be provided individual assistance to avoid or deal with their problems (Daud, 2019). In contrast to the education in Indonesia, the problems or barriers in students' learning can only be identified through evaluations or final exams which only measure cognitive abilities.

Teachers in Finland can detect student learning difficulties earlier because there are three teachers who teach in a class. In addition, teachers only teach four hours a day and including extra two hours for self-development, so that teacher time in Finland is used more to support the students who need special attention (Daud, 2019). This is not really different with Indonesia, based on the Law No. 14 of 2005 and PP No. 74 of 2008 article 15 it is stated that teachers must complete their obligations or working hours at least 24 hours face-to-face (JTM) per week and maximum of 40 hours face-to-face (JTM) per week. However, the teachers in Indonesia still have the lack of time to give maximum attention to the students, especially students who have problems or obstacles in the learning process.

In learning evaluation, Finland does not have standard of minimum completeness (KKM) as in Indonesia. Education in Finland uses "automatic promotion" system in which the students will move up to a higher class automatically. Finland also has a "test less learn more" system, which believe than the evaluation can destroy student learning goals. Evaluations or exams will only make students focus on how they can pass the exam without paying attention to the skills or abilities they will get in education (Daud, 2019). This seems to be in contrast to Indonesia because Indonesia still considers about achieving high scores on exams as if it is the most important thing in education. The students are required to get high scores on every exam which even justifies unfairness, including cheating in exams. The students no longer pay attention to the skills or abilities they get in their education. It seems that this is what makes the quality of education in Indonesia decreasing which is not even able to produce graduates who can compete globally (Herawati, 2019).

3.5 Teacher

Education with good quality will be produced by the quality teachers. Those kinds of teachers can be got from the high teacher qualifications. Developed countries demand their teachers to have high quality and professionalism, one of them is Finland. Finland considers their teachers to have an important position in improving the quality of education in their country. To become a teacher in Finland, you must have completed Master degree. There will be a very strict selection to become master students. Finland government limits that there are only 10% of them who are accepted to continue master degree from the participants who apply, so that the quality of Master students is based on the standards they make (Bhakti & Ghiffari, 2018).

This may be much different from Indonesia that teachers' qualifications for elementary to high school can be from the graduates of bachelor degree or four-diploma program (S1/D IV). Teachers in Indonesia are prepared from an Indonesian teacher education institution known as IKIP (Institute of Teacher Training and Education), which then transformed into a Teacher Training University. Besides that, there are Education Faculties in both public and private universities. Meanwhile, the institutions which prepare the Islamic religious education teachers are known as UIN, IAIN and STAIN (Rohman, 2016). The number of educational institutions that provide teacher education in Indonesia in 2019 reached to more than 400 institutions so that the quality of their education cannot be controlled properly by the government and the graduates do not have adequate qualifications and it makes them cannot compete globally (Seftiawan, 2019).

In conducting teacher education, Finland governments focus on continuing education. Each teacher in Finland has a chance to continue their education. The teachers with master degree can even have the same opportunities as other teachers to continue their education. However, they still need to do their work in teaching even if they continue their study. This strategy is very helpful in improving learning quality in the classroom (Faradiba & Lumbantobing, 2020). In Indonesia, the lack of teachers in some regions can be the reason for the teachers to have opportunity to continue their study without government support (facility).

In teachers recruitment who teach in schools, the governments conduct a very strict selection process where potential teachers come from the top 10 students on campus who then have to be re-selected to meet the standards set. The teaching profession in Finland is a prestigious profession. The best students from high school graduates will mostly choose the faculty of teaching as the first choice and then it goes to medicine and engineering as the next choice (Daud, 2019). Meanwhile in Indonesia, the selection process for teachers who teach in public schools is selected with the same process as the selection of other Civil Servant Candidates (CPNS) so that the pedagogical competencies which are the main competencies of a teacher are not selected properly. In addition to that, the low quality of graduates from Teacher Education University makes the teaching profession no longer considered prestigious comparing to the colonial era and the beginning of Indonesia's independence. The government needs to improve higher education institutions for teachers (LPTK) so that the quality of teachers produced is in line with the expected competencies.

On the other hand, teachers in Finland are not only becoming the teachers but they are also experts in the curriculum. The curriculum in Finland is different for each school, but it still runs under official government guidelines. In one class there are three teachers; two teachers focus on delivering material and one teacher accompanies students who are still struggling in lessons (Absawati, 2020). It is really different with Indonesia where the curriculum is designed by the central government and teachers are only the implementers in schools. The teachers are not even involved in the preparation of the curriculum, so that in the implementation process, it causes various kinds of obstacles often (Herawati, 2019). There is only one teacher who teaches in the classroom, even in disadvantaged and isolated areas, one teacher can teach two or more classes so that sometimes the learning is not running effectively.

IV. CONCLUSION

Based on the discussion above, it can be concluded that there are significant differences between the educational system in Finland and Indonesia. Education in Finland is based on the educational philosophy of pragmatism while in Indonesia it is based on Pancasila. Both systems are adapted from the culture and

characteristics of each country. It is similar with the education policies carried out by the government in each country; there are obvious differences between both countries which are essentially adapted from the situation and conditions of each country.

The Finnish government is able to take policies that can improve the quality of education in its country and make their country as the best country in the world in term of quality education, even if in the 1960s Finland still had low quality education. It is the result of government's persistence and consistency in implementing the education policies that have been formulated, so that after 16 years, Finland can enjoy quality education as it is now. The other strategic policies implemented by the Finnish government are the teachers who teach in schools must have high quality and competence with a very strict selection process in finding the potential teachers. Besides, the educational process is carried out pleasantly and without pressure and free education payment for all citizens up to university. It makes the level of participation in education of their citizens is also high. Meanwhile, in Indonesia, several policies have not had a positive impact on improving the quality of education in Indonesia.

In educational structure, there are also differences between Finland and Indonesia, elementary level in Finland is carried out for nine years, while in Indonesia, primary school is carried out for 6 years and the next three years, the students continue to junior high school. Primary education in Finland starts at the age of seven years while in Indonesia it starts at the age of six. The curriculum in Finland is more decentralized where teachers at each school develop their own curriculum according to the needs and interests of students, while in Indonesia the curriculum is centralized and designed by the central government and teachers at schools are only the implementers without ever being involved in the preparation of the curriculum and it makes them find some difficulties in implementation. The quality and competence of teachers in Finland is also an important factor in supporting the progress of their education. Teachers who teach in schools must be those teachers with high quality and competence. They must have master's degree and coming from the top ten best graduates from teacher education universities. Meanwhile, in Indonesia, teachers who teach have a Bachelor's or Diploma Four (S1/DIV) at least or have taken educational training at teacher education institutions.

For this reason, Indonesia should be able to learn or adopt Finland education system to be applied in Indonesia so that in the future, Indonesia can improve its education system as well.

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