

## **The Influence of Merdeka Curriculum and Learning Motivation on Student's Learning Outcomes**

**Herisa Aji Hikdawati<sup>1</sup>, Yasir Arafat<sup>2</sup>, Muhammad Juliansyah Putra<sup>2</sup>**

<sup>1</sup>SMA Negeri 1 Payaraman, Ogan Ilir, South Sumatra, Indonesia, <sup>2</sup>Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: [herisaaji@gmail.com](mailto:herisaaji@gmail.com)

Article History: Received on 29 December 2023, Revised on 13 June 2024,  
Published on 4 July 2024

**Abstract:** This research aims to determine and analyze: (1) The influence of the Merdeka curriculum on Student Learning Outcomes; (2) The influence of learning motivation on student learning outcomes; (3) The influence of the Merdeka curriculum and Learning Motivation together on student learning outcomes. This research was conducted at SMAN 1 Payaraman with a sample of 117 students. Data collection techniques use questionnaires and documentation. Test the validity of the data using the bivariate correlations test, and test the reliability using the Cronbach Alpha test. Test prerequisites for analysis using normality test, linearity test, and multicollinearity test. For data analysis use correlation test data analysis and linear regression test. The research results show that; (1) there is no significant influence between the Merdeka curriculum on student learning outcomes, (2) there is a significant influence between learning motivation on student learning outcomes at SMAN 1 Payaraman, (3) there is a joint influence between the Merdeka curriculum and learning motivation on student learning outcomes at SMAN 1 Payaraman with an influence of 6.7%. The remaining 93.3% is influenced by factors that are not variables in this research.

**Keywords:** Merdeka Curriculum, Learning Outcomes, Motivation

### **A. Introduction**

Although they can't be avoided, changes and advancements over time can be met with a variety of skills. Going to school is one approach to acquiring this ability. This view is supported by Law Number 20 of 2003, which defines national education as follows: Education is the deliberate and planned endeavor to establish a learning environment and learning process so that students actively develop their potential to have the moral qualities, intelligence, self-control, religious spiritual strength, and other qualities needed by themselves, society, the nation, and the state. Apart from that, education works to achieve the national objectives of the country, which are stated in the fourth paragraph of the 1945 Constitution's preamble, "To make the life of the nation intelligent". The 1945 Constitution is a basic law of the Indonesian state which Indonesian citizens must obey. With the existence of elements that aim to

make the nation's life more intelligent, it is clear that education is a pillar for the upholding of a country.

Formal, informal, and non-formal methods can all be used to carry out education itself. Formal education takes place in classrooms, informal education occurs within families, and non-formal education is provided by the community. The successful modification of behavior and the enhancement of an individual's competence are the outcomes of this instruction. Syaadah et al. (2022). Participating in formal education at school is one way to gain competence. The National Education Standards comprise eight standards: 1) content standards (RI Law No. 20, 2003) establish the following standards: 2) procedure; 3) graduation competency; 4) educational assessment; 5) educational personnel; 6) facilities and infrastructure; 7) management; and 8) funding. The government regulation No. 9 of 2005 contains the content standards. The topic of debate is curricula at the educational unit level, where each educational unit will build its curriculum based on the parameters provided in the content standards.

Sakdiah & Syahrani (2022) outlined how content standards serve as a guide for educators offering instructional materials. The benefits of content standards by themselves will facilitate the development of curricula at all educational levels. Sulfemi and Bagja in Ilhami & Syahrani (2021) use the curriculum as a tool for organizing and establishing objectives, as well as for providing information, learning resources, and materials that serve as guidelines for carrying out instructional activities to meet educational objectives. Khoirurrijal et al. (2022) also clarified that the curriculum serves six purposes in an educational institution: preparation, selection, differentiation, adjustment, integration, and diagnosis. It also describes the vision, mission, and educational goals of the school. The development of the curriculum in Indonesia itself has undergone several changes from the beginning of independence in 1945 until 2023. There have been at least eleven changes to the curriculum starting from the curriculum in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997, 2004, 2006, 2013, and now the independent curriculum. The following is a picture of the flow of curriculum development in Indonesia.



Figure 1. Curriculum Development in Indonesia  
(Source Google)

The Merdeka curriculum is a curriculum that was developed due to the impact of Covid-19, the Ministry of Education, Culture, Research and Technology is making efforts to restore learning. One of the efforts made is launching an independent curriculum. According to Khoirurrijal et al. (2022) the Merdeka curriculum is implemented to hasten the accomplishment of national education goals, the ultimate goal of which is to enhance the caliber of human resources that are both competitive and superior when compared to those of other nations. For this reason, the principal, instructors, and staff of SMAN 1 Payaraman are driven to keep raising the standard of the institution across the board, from the caliber of services provided to graduates. By School Establishment Decree Number 145/KEP/D. DIKNAS OI/2006, SMAN 1 Payaraman is a public school located in Ogan Ilir Regency, South Sumatra Province. It was established in 2007. In 2020, SMAN 1 Payaraman received "A" accreditation with a score of 91 based on Decree Number: 1334/BAN-SM/SK/2020. SMAN 1 Payaraman guides the National Education Standards in Indonesia.

High-quality education is required to produce these capable graduates. In addition to producing highly skilled laborers with tech proficiency, pedagogical knowledge, and psychomotor abilities, education may also foster a positive business environment and aid in Indonesia's economic growth. Not only can education assist individuals, but it may also benefit corporate organizations and the country of Indonesia (Fahlewi et al., 2020). Stated differently, education is a surefire way to improve the caliber of human resources. Humans can evolve into people with noble character, selflessness, responsibility for their lives, ability to interact with others, dedication to God Almighty, and knowledge that can be used for both their own and others' benefit through education.

SMAN 1 Payaraman works to raise teacher and student competency to satisfy these subject criteria. One such approach is to develop a stand-alone curriculum. SMA Negeri 1 Payaraman, situated in Payaraman Barat Village, Payaraman District, Ogan Ilir Regency, South Sumatra Province, is not a driving school, but starting mid-2022, it has adopted a separate curriculum. Schools must register using the link supplied by the Ministry of Education and Culture, Research and Technology to apply the independent curriculum. Following registration via the connection and the PKB SIM Application, SMAN 1 Payaraman is authorized to execute an autonomous curriculum with a separately modified design. One of the designs for putting the autonomous curriculum into practice is this one for independent change. In this changed Merdeka curriculum design, schools implement an Merdeka curriculum by utilizing the Independent Teaching Platform (PMM) which has been prepared by the Ministry of Education and Culture, Research and Technology. In PMM various types of independent training can be accessed by teachers. Training activities for implementing the Merdeka curriculum can be carried out at the PMM. Teachers study independently without being accompanied by an instructor.

The majority of teachers in schools are hesitant to participate in independent training, which is a reality. The education quality report card indicates that, as of mid-2022, no teachers were using PMM for independent learning. This becomes problematic when teachers don't conduct independent research on the application of the autonomous curriculum. As a result, it is impossible to learn about the technical planning, procedures, and reflections involved in the implementation of the autonomous curriculum. The 2013 curriculum is still used in the execution of the autonomous curriculum, which is only used in the name. In addition, a driving instructor can become a learning leader and serve as a driver for educational activities in the classroom. Kusumah and Alawiyah in Jannati et al. (2023) Guru Penggerak are learning leaders who support students' overall growth and development, actively and proactively train other educators to apply student-centered learning, and have the capacity to affect change in the community, particularly by raising awareness of Pancasila students among other students. Jannati et al (2023) stated that to inspire educators to innovate and adopt new learning paradigms that are based on student's skills in the context of differentiated learning, they must be able to act as change agents within their workplace. Organizing To effectively execute the government-promoted ideas of independent learning, teachers are also educated to become leaders in education in the future.

Ningrum & Suryani (2022) acknowledged that there is no discernible distinction between ordinary teachers and mobilizing teachers, despite the phrase "mobilizing teacher" having been used at the same time as the autonomous learning curriculum. When it comes to fostering a climate that makes learning enjoyable and engaging for pupils, they play a part. Nonetheless, to enhance learning, driving instructors must not only be learning leaders but also proficient in using technology for learning and constantly reflecting. Students who can think critically and creatively will be better able to compete in the workforce, and this will affect their performance. The truth is that only one driving teacher who completed the driving teacher training in 2021 will be employed at SMA Negeri 1 Payaraman in 2022. There is only one driving teacher at SMA Negeri 1 Payaraman, which presents a challenge. This indicates that of the total number of teachers at SMAN 1 Payaraman, there are just 2.6%. Because it is less than half of the total number of teachers, this amount cannot meet the requirement for teacher mobilization.

This is in line with the opinion of Leny (2022) who clarifies that the reason why many teachers are still having trouble implementing the autonomous curriculum is that it differs from the prior curriculum – specifically, it uses a scientific approach. In addition to putting government policies regarding curriculum modifications for COVID-19 into practice – the independent curriculum – into practice. Concerning the motivation of students to learn as well. There has been a decrease in students' enthusiasm to learn as a result of COVID-19, which has affected Indonesia since 2019. Online learning activities were the cause of the observed drop in learning motivation. Activities related to teaching and learning are conducted through the

use of social media platforms such as Google Meet, Zoom meetings, and WhatsApp. Instructors and students are unable to meet in person. This is a drawback of online education since it prevents teachers from directly interacting with pupils. Schools will reopen for business at the beginning of 2022. As usual, students report to class and begin their studies. Students' motivation to learn was observed to be declining at the start of the course. This may be because the Covid-19 epidemic has forced the learning method to be conducted online. Additionally, changes were made to the classroom setting, with pupils studying online from home during the COVID-19 pandemic and returning to in-person instruction at school.

Yusuf et al. (2022) assert that several factors, including psychological and physical issues that cause students to lose attention during the learning process owing to unwell bodies or other conditions, have an impact on students' low learning motivation during online learning. The neglect of parents to supervise their children's at-home learning activities is the next contributing element. Because of the poor facilities, including a space for online learning, shabby tables and chairs, and broken cellphones, the infrastructure and facilities are in less supportive of the overall state. In line with this opinion, Rismawati & Khairiati (2020) outlined the elements that affect students' motivation to learn, including learning environments, classmates, self-ability, curiosity, and attentiveness. Apart from this opinion, there is also an opinion from Rubiana & Dadi (2020) which claims that both extrinsic (such as incentives and conditions) and internal (such as students' wants, desires, and goals) elements can affect how motivated they are to study surroundings.

From this explanation, some facts occurred at SMAN 1 Payaraman regarding low student learning motivation due to the transition of the learning process from online learning back to face-to-face learning. The low student motivation to learn is also caused by students' interest and attention during the learning process. Another fact obtained from data obtained from guidance and counseling teachers, between 2022 and 2023, many problems are found in the form of students who often leave the classroom during class hours because the students are sleepy, hungry, and also bored with the way the teacher teaches. Yusuf in Hendrizal (2018) states that teachers must have a role in increasing student learning motivation, namely by creating a comfortable learning environment, being able to provide role models for changes in student behavior, and being able to create a classroom environment that increases student learning competence.

Wati et al. (2023) in their journal also argue that high learning motivation is possessed by students who have a positive attitude to succeed. On the other hand, if students do not have motivation, the student's learning outcomes will be low. High learning motivation will be related to high learning outcomes. It will not be possible for a student to get high learning outcomes if the motivation to learn is not there. A student will be able to carry out learning activities well if there is high learning motivation within him. Curriculum changes followed by student learning

motivation, ultimately lead to the final goal, namely student learning outcomes. Dimiyati and Mudjiono in Hendrizal (2018) explained that the final learning results are collected in a collection of class learning results in the form of student learning results reports. This learning outcome is an interaction of the student's learning process and the teacher's teaching process. From the teacher's perspective, learning outcomes are an evaluation process of the teaching process. Meanwhile, from the student's perspective, learning outcomes are the end of the learning process.

More clearly, Hendrizal (2018) explained that success in learning can be seen from the changes that occur in a person. These changes take the form of changes in thinking abilities, increased skills, and changes in attitudes for the better. From these opinions, researchers conclude that student learning outcomes are obtained from a learning process that is carried out seriously and is intended from within the students themselves. Apart from within the students themselves, other factors that influence learning motivation are external factors. This factor can be the influence of the living environment, the teacher's teaching methods, and learning facilities. The facts that occurred at SMAN 1 Payaraman in the 2022 to 2023 academic year which are sourced from basic data on tenth-grade students which can be seen with the help of school operators show that, in semester 1 the average learning outcomes obtained by students were around 73.50 to 80.60. Meanwhile, in the second semester, the average student learning outcomes were between 73.60 and 83.60. From this data, it can be concluded that the average student learning outcomes have increased with increasing levels in each semester.

According to Panginan & Susianti (2022) which states that the implementation of the Merdeka curriculum has an influence on students' mathematics learning outcomes at Frater Bakti Luhur Elementary School in Makassar City. Followed by a journal Rahman (2021) which explains that motivation can improve student learning outcomes. From the facts that occur in the field, and several opinions and facts that have been explained, this research is deemed important to carry out because it relates to the implementation of the Merdeka curriculum which is carried out in schools that do not have driving school status. Apart from that, researchers want to know whether the implementation of an Merdeka curriculum can affect student learning outcomes. Also, will learning motivation also influence student learning outcomes at SMAN 1 Payaraman? Based on several explanations that the researcher has outlined, as well as several reinforcements and statements by experts, the researcher conducted research entitled *The Influence of the Merdeka curriculum and Learning Motivation on Student Learning Outcomes at SMA Negeri 1 Payaraman*.

## **B. Methods**

This research conducted in SMA Negeri 1 Payaraman, located at Jalan Lanang Kuaso, Payaraman Barat Village, Payaraman District, Ogan Ilir Regency, South Sumatra Province, is the location where this research was conducted. This study

employs a quantitative methodology. According to Djaali (2020), quantitative research is inferential, meaning that empirical data obtained through measurement is used to conclude statistical hypothesis testing. Meanwhile, Sudarwan in Neliwati (2018) said that the quantitative approach is a scientific research endeavor grounded in the logical positivist philosophy, which follows stringent guidelines for logic, truth, laws, and predictions. The quantitative research design used in this study is an ex post facto design. According to Neliwati, (2018), An ex-postfacto research design examines the relationship that naturally exists between independent variables and dependent variables, or between independent variables and other independent variables.

The population is all research units or units that are analyzed and whose characteristics will be investigated and studied (Djaali, 2020). The researcher identified the population for this study, which consisted of all class X pupils at SMA Negeri 1 Payaraman who had adopted the independent curriculum, based on the previously described problem formulation. There were 166 students in the research population. Saptutyingsih & Setyaningrum (2019) to collect data, a sample is a subset of the population that is chosen for investigation. The sample for this research was 120 Class X students at SMA Negeri 1 Payaraman. The following are several approaches that researchers use to obtain data:

1. Questionnaire

Questionnaire, This method consists of a set of methodically structured questions or statements that are sent to respondents to complete (Bungin, 2005). This questionnaire data is used to determine the implementation of the Merdeka curriculum and learning motivation.

2. Documentation

Documentation, according to Sugiyono (2019), is a method of gathering information from a variety of sources, including books, archives, records, written numbers, and photos that can be used to support research.

**C. Results and Discussion**

**1. The influence of the Merdeka Curriculum on student learning outcomes at SMAN 1 Payaraman.**

**Table 1. Merdeka curriculum Regression Test Results on Student Learning Outcomes at SMAN 1 Payaraman**

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	Constant	75,996	2,024		37,554	,000
	Merdeka Curriculum	,015	,025	0,54	,579	,564

*Source: processed by researchers using SPSS 2023*

Through simple linear correlation analysis, it is known that the Sig value obtained is 0.564 which is greater than 0.05 so Ho is accepted, meaning that there is no correlation between the Merdeka curriculum and student learning outcomes at SMAN 1 Payaraman. However, in a simple linear regression test, it was found that the learning outcomes of Payaraman 1 Public High School students experienced a positive increase in the independent curriculum. Apart from that, a t-test was also carried out, where the test results were found to be significant at  $0.564 \geq 0.05$  so Ho was accepted, which means there is no significant influence between the Merdeka curriculum on student learning outcomes.

The conclusion from the results of this research is inversely proportional to Nanda & Samosir (2023) in his journal entitled Application of the Independent Learning Curriculum on Civics Learning Outcomes for Class III SDN 191320 Raya Tongah. Findings from the research indicated that learning outcomes were significantly impacted by the use of the autonomous learning curriculum PKN in Rasay, Tonga, SDN 191320. This is possible as SMAN 1 Payaraman has only been using the Merdeka curriculum for a single year. The Merdeka curriculum is an autonomous modification in which the school uses the Merdeka Teaching Platform as an example. Teachers at SMAN 1 Payaraman may be still using the 2013 curriculum, even though they have not received any specific training on how to implement the independent curriculum. Nevertheless, teachers can alter the teaching resources and media available on the Platform.

This statement is also reinforced by a statement from Nurwatin (2022) who states that curriculum modifications hurt students whose academic performance is declining, but they can also affect schools, as they can have an impact on the objectives or vision of the institution. disorganized. For instance, if a school has a single objective or vision, it goes without saying that it will make every effort to realize this objective, even if it will undoubtedly take time. The curriculum is abruptly modified when they start concentrating on the prepared vision; naturally, this means that the school has to adjust the objectives they want to accomplish. Maybe the government feels that changes to the curriculum can provide better changes to the quality of education, but this is not the case.

## **2. The influence of learning motivation on student learning outcomes at SMAN 1 Payaraman**

**Table 2. Regression Test Results of Learning Motivation on Student Learning Outcomes at SMAN 1 Payaraman**

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	Constant	72,854	1,570		46,415	,000
	Merdeka Curriculum	,052	,019	0,250	2,764	.007

*Source: processed by researchers using SPSS 2023*



Based on the results of testing the second hypothesis regarding the influence of learning motivation on student learning outcomes using several tests, namely the simple linear correlation test and simple linear regression test, it can be concluded that there is a positive and significant influence between variable X1 and Y. This is based on the results obtained from the test. In the simple linear correlation test, the sig value obtained was  $0.007 \leq 0.05$ , so  $H_{a2}$  was accepted and  $H_{o2}$  was rejected. The conclusion is that there is a significant correlation between learning motivation and student learning outcomes at SMA Negeri 1 Payaraman. So, it can be continued for the next test, namely the simple linear regression test.

The results obtained in the simple linear regression test showed that the Constant value of the regression equation was 72.854 and the regression coefficient value was 0.052, so the regression equation  $Y = 72.854 + 0.052$  was obtained, which means that the learning outcomes of Payaraman 1 Public High School students experienced a positive increase in learning motivation. From this test, a t-test was also carried out which was used to determine the effect of variable X2 on variable Y. The significant value obtained is  $0.007 \leq 0.05$  so  $H_o$  is rejected, which means there is a significant influence between learning motivation on student learning outcomes at SMAN 1 Payaraman.

The results of this research are relevant to research by Yuhana et al. (2020) captioned "The impact of learning resources and motivation on the academic achievements of eighth-grade students at SMPN 1 Indralaya" According to the findings, learning motivation significantly impacted the class VIII pupils at SMPN 1 Indralaya's learning outcomes. A remark akin to this can be found in Yuhana et al. (2020), accessed on June 16, 2023, in their journal article *The Influence of Learning Facilities and Learning Motivation on the Learning Outcomes of Class VIII Students at SMPN 1 Indralaya*. The study's findings indicate that learning motivation has an impact on the learning outcomes of eighth-grade students in SMPN 1 Indralaya.

Enhancing students' motivation to learn is crucial to achieving better learning results. As previously said, learning motivation refers to the encouragement a person receives when performing an action that might affect his thoughts and, as a result, inspire him to reach his learning objectives. However, this differs from the viewpoint of Gunawan et al. (2018), who have a different opinion regarding the influence of learning motivation on student learning outcomes. Gunawan et al. (2018) claimed that the impact of motivation on learning outcomes is little and inconsequential. According to research by Gunawan et al. (2018), internal and external motivation were the two categories of motivation they examined. Gunawan did not, however, say which motivator had a negligible impact on the learning objectives. According to the study's findings, Gunawan said that more investigation is required to determine the motivation that affects how well students learn. From the results that researchers have carried out, as well as several opinions from previous researchers, it is stated that every research activity requires openness from

the researcher to accept the results obtained. Carrying out research also requires honesty from the researcher himself, regardless of whether the hypothesis obtained is influential or not.

### 3. The Influence of the Merdeka Curriculum and Learning Motivation on Student Learning Outcomes at SMAN 1 Payaraman

**Table 3. Multiple Linear Regression Test Results: Merdeka curriculum and Learning Motivation on Student Learning Outcomes at SMA Negeri 1 Payaraman**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	73,895	2,105		35,101	000
	Merdeka curriculum	-,021	,028	-,076	-,743	,459
	Motivation to learn	,060	,021	,284	2,794	,006

Source: processed by researchers using SPSS 2023

Based on the results of the tests carried out by researchers using multiple linear correlation tests, multiple linear regression tests, t-tests (partial), F tests (simultaneous), and coefficient of determination tests, the results showed that there was a joint influence between the Merdeka curriculum and learning motivation on student learning outcomes at SMAN 1 Payaraman. From the results of the coefficient of determination test, the R Square value in the Model Summary table is 0.067, then multiplied by 100% the result is 6.7%, so it can be concluded that the magnitude of the influence of the Merdeka curriculum and learning motivation on the learning outcomes of Payaraman 1 Public High School students together is by 6.7%. The remaining 93.3% is influenced by factors that are not variables in this research. According to Yandi et al (2023), Learning resources, school climate, school culture, teacher competency, teacher communication, learning discipline, classroom management, organizational climate, and self-management are some of the aspects that might affect learning outcomes. From the results of this research, there is the lowest indicator in the Merdeka curriculum variable. This indicator lies in learning activities that focus on students. Meanwhile, for the learning motivation variable, the indicator that has the lowest value is the indicator of independence in learning.

#### D. Conclusion

From the results of data analysis obtained by researchers through hypothesis testing carried out using the SPSS version 23 application, the researchers concluded that:

1. There is no significant influence between the Merdeka curriculum on student learning outcomes at SMAN 1 Payaraman.
2. There is a significant influence between learning motivation on student learning outcomes at SMAN 1 Payaraman.
3. There is an influence of the Merdeka curriculum and learning motivation on student learning outcomes at SMAN 1 Payaraman.

## E. Acknowledgement

We would like to thank the respondents of this research, SMAN 1 Payarman, Payaraman District, Ogan Ilir Regency, South Sumatra Province

## References

- Bungin, B. (2005). *Quantitative Research Methods*. Prenada Media Grup.
- Djaali. (2020). *Quantitative Research Methods*. Bumi Aksara.
- Fahlewi, R., Amri, R. R. C., & Sari, A. M. (2020). Analysis of the Influence of Education Level, Labor Force and Government Expenditures on GRDP in South Sumatra Province. *Journal of Economic, Bussines and Accounting (COSTING)*, 4(1), 354–363. <https://doi.org/10.31539/costing.v4i1.1805>
- Gunawan, Kustiani, L., & Hariani, L. S. (2018). Faktor -Faktor Yang Mempengaruhi Hasil Belajar Siswa. *Jurnal Penelitian dan Pendidikan IPS (JPPI)*, 12(1).
- Hendrizar, H. (2018). Increasing Student Motivation and Learning Outcomes in Class VII.2 SMPN 4 Kubung Using a Scientific Approach. *Aufklarung*, 1(1), 49–61.
- Ilhami, R., & Syahrani. (2021). Deepening of Content Standards and Process Standards for the Indonesian Education Curriculum. *Educatioanl Journal: General and Specific Research*, 1(1), 93–99. <https://adisampublisher.org/index.php/edu/article/view/53>
- Jannati, P., Ramadhan, F. A., & Rohimawan, M. A. (2023). The Role of Driving Teachers in the Implementation of the Merdeka curriculum in Elementary Schools. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 7(1), 330. <https://doi.org/10.35931/am.v7i1.1714>
- Khoirurrijal, Fadriati, Sofia, Makrufi, A. D., Gandi, S., Muin, A., Tajeri, Fakhrudin, A., Hamdani, & Suprapno. (2022). Merdeka curriculum Development. In *In Literasi Nusantara*.
- Leny, L. (2022). Implementation of the Merdeka curriculum to Increase Learning Motivation at the Center of Excellence Vocational High School. In *Prosiding Seminar Nasional Fakultas Tarbiyah dan Ilmu Keguruan IAIM Sinjai*, 3(1), 38–39.
- Nanda, F. A., & Samosir, A. (2023). *Application of the Independent Learning Curriculum to Civics Learning Outcomes for Class III SDN 191320 Raya Tongah*.
- Neliwati. (2018). *Quantitative Research Methodology (Study of Theory and Practice)*. In CV. Widya Puspita.
- Ningrum, A. R., & Suryani, Y. (2022). The Role of Driving Teachers in the Independent Learning Curriculum. *AR-RIAYAH: Jurnal Pendidikan Dasar*, 6(2), 219. <https://doi.org/10.29240/jpd.v6i2.5432>
- Nurwati, N. (2022). The Influence of Independent Learning Curriculum Development and Principal Readiness on Learning Adjustments in Schools. *Edusaintek: Jyurnal Pendidikan, Sains Dan Teknologi*, 9(2), 472–487.
- Panginan, V. R., & Susianti. (2022). The Effect of Implementing the Merdeka Belajar Curriculum on Mathematics Learning Outcomes Seen from a Comparison of the Implementation of the 2013 Curriculum. *Jurnal PGSD Universitas*

- Lamappapoleonro, 1(1), 9-16.
- Rahman, S. (2021). The Importance of Learning Motivation in Improving Learning Outcomes. *Merdeka Belajar dalam Menyambut Era Masyarakat 5.0*, 289-302.
- Rismawati, M., & Khairiati, E. (2020). Analysis of Factors that Influence Low Student Learning Outcomes in Mathematics Lessons. *J-PiMat: Jurnal Pendidikan Matematika*, 3(1), 295-306.
- Rubiana, E. P., & Dadi, D. (2020). Factors that Influence Motivation to Learn Science in Islamic Boarding School-Based Middle School Students. *Bioed: Jurnal Pendidikan Biologi*, 9(2), 12.
- Sakdiah, H., & Syahrani. (2022). Development of Content Standards and Process Standards in Education to Improve the Quality of Learning in Schools. *Cross-Border*, 5(1), 622-632. <https://journal.iaisambas.ac.id/index.php/Cross-Border/article/view/1131>
- Saptutyningsih, & Setyaningrum, E. (2019). Quantitative Research Methods and Analysis Tools. *Gosyen Publishing*.
- Sugiyono. (2019). *Quantitative and Qualitative Research Methods and R&D*. Alfabeta.
- Syaadah, R., Ary, M. H. A. A., Silitonga, N., & Rangkyu, S. F. (2022). Formal Education, Non-Formal Education and Informal Education. *Pema (Journal of Education and Community Service)*, 2(2), 125-131. <https://doi.org/10.56832/pema.v2i2.298>
- Wati, O. D., Zulyadaini, Z., Harman, H., & Dewi, S. (2023). The Influence of Student Learning Motivation on Mathematics Learning Outcomes in Merdeka curriculum Learning for Class X Students of State High School 8 Jambi City. *PHI: Jurnal Pendidikan Matematika*, 7(2), 209.
- Yandi, A., Nathania Kani Putri, A., & Syaza Kani Putri, Y. (2023). Factors That Influence Student Learning Outcomes (Literature Review). *Jurnal Pendidikan Siber Nusantara*, 1(1), 13-24.
- Yuhana, Y., Lian, B., & Mulyadi, M. (2020). The Influence of Learning Facilities and Learning Motivation on the Learning Outcomes of Class VIII Students at SMPN 1 Indralaya. *Jurnal Intelektualita: Keislaman, Sosial Dan Sains*, 9(1), 17-26. <https://doi.org/10.19109/intelektualita.v9i1.5431>
- Yusuf, R. F., Sumarwiyah, S., & Haryanti, E. (2022). Analysis of Factors Causing Low Student Learning Motivation in Online Learning. *JIIIP - Jurnal Ilmiah Ilmu Pendidikan*, 5(2), 472-477.