https://journal.ypidathu.or.id/index.php/ijen/
P - ISSN: 2988-1579
E - ISSN: 2988-0092

Merdeka Curriculum Learning Strategy in Effort Building Student Potential

Sulaiman W.[1], Muhammad Nur[2], Sulaiman Ismail[3]

[1] Institut Agama Islam Negeri Langsa, Indonesia
[2] Institut Agama Islam Negeri Langsa, Indonesia
[3] Institut Agama Islam Negeri Langsa, Indonesia

ABSTRACT

Background. Learning strategies in the independent curriculum must be optimized for teachers as the spearhead in advancing mutually beneficial education. If this is not realized, then the government's hopes of overcoming the weaknesses of Indonesian education will not be realized. This benchmark is the reference for researchers to describe how the Merdeka Curriculum learning strategies are used to build student potential.

Purpose. This qualitative research describes how the Merdeka Curriculum learning strategies build student potential.

Method. This study refers to "Literature Studies," where books and research results are the main sources of data as material for describing good Merdeka Curriculum learning strategies.

Results. In the Merdeka Curriculum, appropriate learning strategies to achieve goals can be realized through project-based, collaborative, technology-based, problem-based, and experience-based learning.

Conclusion. If this project-based, collaborative, technology-based, problem-based, and experience-based learning strategy can be realized well, students can develop interests, talents, and skills that match their potential. Thus, applying these strategies in the Merdeka Curriculum can provide meaningful and relevant learning experiences for students.

KEYWORDS

Learning Strategy, Merdeka Curriculum, Student Potential

INTRODUCTION

The Learning as an educational process in achieving a noble goal, of course, cannot be separated from the strategy of implementing learning (Danneel dkk., 2019). As the spearhead in advancing the quality of education, learning strategies must be managed well (Sulaiman, W., & Ismail, 2023) (Sulaiman Ismail & Sulaiman W, 2023). If curriculum management is good, educational outcomes will be good (Gagne dkk., 2020). However, on the contrary, if the curriculum is running in place, there is no change in improvement, then the educational results will be in place, and there will be no progress. This is because the curriculum is not only the heart of education (Carson dkk., 2019), but also "has an important position and role as a guide in implementing the learning process" (Lew & Xian, 2019), which must keep up with current developments

Citation: W, S., Nur, M., Ismail, S. (2024). Merdeka Curriculum Learning Strategy in Effort Building Student Potential. *International Journal of Educational Narrative*, *2*(1), 78–86. https://doi.org/10.70177/ijen.v2i1.628

Correspondence:

Sulaiman W,
sulaiman@iainlangsa.ac.id

Received: Nov 05, 2023

Accepted: Nov 25, 2023

Published: Nov 29, 2023

The Merdeka Curriculum is a learning guide in education in Indonesia, inseparable from the background of the Covid-19 outbreak (Pace dkk., 2019). Previously, the learning process was always held in the classroom, and when the COVID-19 outbreak occurred, the learning process was carried out outside the classroom. In fact, "in implementing the Independent Curriculum policy, students are given the freedom for two semesters in their study program to carry out activities outside the classroom both outside the study program and outside their home university" (Suharno dkk., 2023) (Holfeld & Mishna, 2019). Therefore, seeing that implementing the learning process outside the classroom during COVID-19 did not reduce the results of learning, the government took a policy through the Ministry of Education and Culture by strengthening the use of the emergency curriculum into an independent curriculum (Drislane dkk., 2019). "The concept of learning outside the classroom can provide opportunities for students to collaborate and communicate in completing learning tasks" (Devita Cahyani Nugraheny, Zezen Syukrilah, Febriana Haliza, 2023).

Nadiem A. Karim, as the Ministry of Education and Culture, implemented the Merdeka curriculum policy in stages through an emergency curriculum, starting from the Driving School. During the pandemic until 2021, schools in Indonesia used the Emergency Curriculum as the "Simplified 2013 Curriculum." After entering the 2022 academic year, the Ministry of Education and Culture used the Merdeka curriculum (Holfeld & Baitz, 2020). The Merdeka curriculum option is implemented by every driving school that is deemed capable and ready to change the curriculum from the 2013 curriculum to the independent curriculum. However, for schools that still need to be ready, they are still permitted to use the 2013 curriculum. The independent curriculum policy will be determined simultaneously at the start of the 2024 school year (Andari, 2022).

The implementation policy of the "Merdeka Curriculum" aims to direct students to understand the field of science in depth according to the talents and interests of the students concerned so that they do not feel burdened by their learning (Lipira dkk., 2019). For this reason, "The Ministry of Education and Culture has issued Decree (SK) Number 56 of 2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery (Ghadimi & Ketabchi, 2019)." The decree contains 16 main points, including a simplified curriculum for elementary schools (SD) and secondary schools (SMP and SMA) (Foong dkk., 2020). "The curriculum structure has two main activities consisting of Intracurricular Learning and the Project for Strengthening the Pancasila Student Profile"

The information above shows that it is one of the government's efforts to overcome the weaknesses of Indonesian education (Chen dkk., 2021). Educational programs and breakthroughs through curriculum strengthening continue to be carried out to boost education in Indonesia, one of which is by strengthening the independent curriculum (Lipira dkk., 2019). Thus, the independent curriculum is an innovative and progressive learning approach in education (Ropi, 2019). In this curriculum, students can choose and organize learning according to their interests and potential. However (He dkk., 2020), to ensure learning effectiveness, appropriate learning strategies need to be implemented. Based on this view, this article will be directed at informing the independent curriculum learning strategies to build student potential.

The topic of discussion about the "Merdeka Curriculum" continues to develop. Although it is still a new discourse, much research has been carried out, such as Rahayu's "Implementation of the Independent Learning Curriculum in Driving Schools" (Temple dkk., 2019). This study informs that implementing the Merdeka Curriculum still has obstacles in the field, so its implementation could not be optimal (Elmisery dkk., 2019). Likewise, Irmawan, in his research entitled; "Analysis of the Implementation of the Independent Curriculum at the Pasirjeungjing State Primary School (Lu dkk.,

2020)," concludes that "in the implementation of the Independent Curriculum there are still several obstacles, including a lack of human resources as indicated by the lack of teacher experience in implementing the Independent Curriculum (Irmawan dkk., 2023).

In the same vein, Siti Zulaiha also explained in her research entitled; "Teacher Problems in Implementing the Independent Learning Curriculum" (Wang & Tahir, 2020). This research explains that "teachers' problems in implementing the Independent Learning Curriculum are found in teachers' difficulties in analyzing Learning Achievements, formulating Learning Objectives and compiling Teaching Modules, determining learning methods and strategies, lack of ability to use technology (Ismail dkk., 2019), limited student books, lack of ability to use methods and media learning, teaching materials are too broad, determining class I and IV projects, lack of time allocation for project-based learning, determining the form of assessment and form of assessment in project-based learning".

Based on the views above, the description of the independent curriculum learning strategy to build student potential has yet to be discussed in previous research. At the same time, teachers still need to understand the independent curriculum learning strategy well (Azhari dkk., 2023). Therefore (Orishev dkk., 2022), it is essential to disseminate it through writings that can be used by teachers in order to improve the implementation of the "Independent Curriculum" in schools as mandated by the government (Ahmad dkk., 2021). This is the basis for researchers to title this article with the title (Almusharraf, 2023); "Merdeka curriculum learning strategy in an effort to build student potential".

RESEARCH METHODOLOGY

This research uses "Literature Study," where books and research results are the primary data sources to describe how the Merdeka Curriculum learning strategy to build student potential will be carried out (Carmichael & McDonough, 2019). Therefore, the qualitative descriptive approach in this research aims to "describe the perceptions of people's thinking individually and in groups," especially regarding the Merdeka Curriculum learning strategies (Asfarian dkk., 2020). Descriptive data will be analyzed using the theory of "Miles and Huberman through data reduction and data presentation followed by conclusions or verification".

RESULT AND DISCUSSION

Learning strategies in the independent curriculum can be implemented in several ways, including the following.

Project Based Learning

Project-based learning is a strategy that allows students to learn through hands-on experience in completing real projects. In the Merdeka Curriculum, students can choose projects that suit their interests and talents. Project-based learning encourages students to be active and creative and hone collaboration and problem-solving skills.

According to the "Educational Technology Division-Ministry of Education Malaysia" (2006), there are six steps in realizing project-based learning, namely (Agboola dkk., 2020): (1) Prepare essential questions related to a topic of material to be studied, (2) Prepare a project plan, (3) Make a schedule (Peterson, 2020), (4) Monitor the implementation of project-based learning, (5) Test and provide an assessment of the project made, (6) Evaluation of project-based learning (Yunizha, 2023). As can be seen in the following table.

Table 1 Six steps in realizing project-based learning

Work steps	Trainer/Teacher/Mentor/Tutor Activities	Student Activities
Basic question	The Trainer Prepares and conveys a theme or topic of questions related to a problem and invites participants to discuss finding solutions.	Participants ask basic questions about what should be done to solve the problem.
Prepare a project plan	"Pelatih memastikan setiap peserta terbagi dalam kelompok dan mengetahui prosedur pembuatan proyek"	Participants discuss and begin to develop a project creation plan. There is a division of roles in the group, and annote down the things that need to be prepared for the project.
Make schedule	The trainer draws up a project creation schedule and divides it into stages to facilitate implementation.	Participants agree on a schedule and begin to pay attention to project creation deadlines.
Monitor the implementation of project-based learning (project based learning)	The trainer monitors participants' participation and engagement. The trainer also observes the progress of the designed project. If you have problems, the trainer will come directly to guide you.	Participants create projects and ensure their implementation is according to schedule. Participants write down the stages and record progress, which will later be included in the report.
Testing and providing assessments on projects created	The trainer discusses the projects carried out by the participants and then assesses them. Assessments are made measurably based on predetermined standards.	Discuss the project's feasibility and submit a final report to the examiner/trainer.
Evaluation of project-based learning	"Pelatih melakukan evaluasi dan memberikan masukan atau arahan tindak lanjut terkait proyek yang dijalankan oleh peserta"	Students present the project's results and receive feedback and direction from the trainer. Participants also noted things that should be done to improve their projects.

Source: Retrieved from https://www.ruangkerja.id/blog/project-based-learning-adalah, accessed 23 October 2023

Collaborative Learning

Collaborative Learning in the "Merdeka Curriculum" is the most important part of implementing the Merdeka Curriculum because this learning strategy aligns with the goals and principles of learning implemented in this Curriculum. *Collaborative Learning* is a process in which students at varying levels of ability or performance work together in small groups towards a common goal.

Collaborative Learning is student-centered Learning that originates from social learning theory and a socio-constructivist perspective on Learning. Three things must be present in this collaborative Learning: (1) Collaboration as competency, (2) Collaboration as action or implementation, and (3) Collaboration as a learning model. There are at least four priorities in implementing Collaborative Learning in the Independent Curriculum: (1) Students gain various experiences as a result of collaborating not only with classmates but also with other students they have not previously known. (2) In this collaborative Learning, there is interaction between students who have just been identified and become focused because they follow the program planned by the teacher. (3) This collaborative activity can generally encourage motivation and a competitive spirit

in a positive sense for students. (4) Students also get many learning resources from their school teachers as long as they know them (Tanisa, 2022). Thus, collaborative Learning is a learning method that encourages students to form a team or group to solve existing tasks or problems.

The simple steps for collaborative Learning in the "Merdeka Curriculum" are as follows. (1) Students are divided into groups, a maximum of 5 students; (2) In each group, the teacher provides a problem formulation to be solved together; (3) In the case of the problem given, the teacher determines the level of difficulty of each -Each group must be the same with different problems.

Technology-Based Learning

Technology can be interpreted as anything that can make it easier to help the goals to be achieved. Therefore, technology greatly influences educational goals (Yusuf, 2016). Technology can be a medium and educational tool (Subhan, 2023) to make it easier for teachers to convey the learning process (Nursyam, 2019). It does not continue beyond there; with technology, students can also explore in depth of the learning process. The learning process carried out by teachers and students can be better and more enjoyable so that students are more motivated to participate in learning.

Realizing how important it is to use technology in education (Subhan, 2023), especially to implement the Independent Curriculum, the Ministry of Education and Culture has prepared several "Independent Teaching Platform" content to make it easier for educators to teach. This can be seen on the page "https://guru.kemdikbud.go.id/." Likewise, it can also be accessed on the "Home Learning Portal on the page https://belajar.kemdikbud.go.id/." and for "supplements and information regarding the independent curriculum, teachers can access the page https://kurikulum.kemdikbud.go.id/."

The "Merdeka Mengajar" platform is used to provide access for all teachers to receive the same quality training delivered, whether inspiring facilities or useful teaching practice tools, provided directly to be used and exemplified; each teacher is allowed to learn according to their abilities and needs as a place to communicate in teacher networks between one region and another and get the latest information and documents that teachers need.

Thus, technology-based learning has become an important part of the Merdeka Curriculum. Students can utilize various technology tools and applications to expand their access to knowledge and information. Technology-based learning strategies can include mobile devices, learning videos, e-learning platforms, etc. This will improve students' digital skills and enrich the learning process.

Problem-Based Learning

Problem-based learning (PBL) is a strategy where students are invited to identify, analyze, and find solutions to problems relevant to everyday life. In the Independent Curriculum, students can choose the problem they want to solve and conduct research and experiments to find the right solution. Problem-based learning improves students' critical thinking skills and creativity (Rosmasari & Supardi, 2021).

According to John R. Mergendoller and John Lamer, the PBL learning model is a learning model based on certain projects as a medium for students to channel their abilities; therefore, to design a project, certain standards are required which are also called the PBL Gold Standards or PBL Gold Standards (Mergendoller, 2015).

Table 2 Steps to Problem-Based Learning (PBL)

No.	Indikator	Teacher Activities
1	Student orientation to the problem	Explain the learning objectives, explain the logistics required, and motivate students to engage in problem-solving activities.
2	Organizing students to learn	Help students define and organize learning tasks related to the problem.
3	Guiding individual or group experiences	Encourage students to collect appropriate information, carry out experiments to obtain explanations, and solve problems.
4	Develop and present work results	Assist students in planning and preparing appropriate work such as reports and assist them with various assignments with their friends.
5	Analyze and evaluate processes	Help students reflect or evaluate their investigations and the processes they use

Sumber: Yulianti, E., & Gunawan, I. (2019). Model Pembelajaran Problem Based Learning (PBL): Efeknya Terhadap Pemahaman Konsep dan Berpikir Kritis. Indonesian Journal of Science and Mathematics Education, 2(3), 399–408. https://doi.org/10.24042/ijsme.v2i3.4366

Problem Based Learning (PBL) has several advantages as follows: (1) Problem solving in PBL is good enough to understand the content of the lesson, (2) Problem solving takes place during the learning process, challenges students' abilities and provides satisfaction to students, (3) PBL can improve learning activities, (4) Help the transfer process of students to understand problems in everyday life, (5) Help students develop their knowledge and help students to be responsible for their own learning, (6) Help students to understand the nature of learning as way of thinking is not just about understanding learning by teachers based on textbooks, (7) PBL creates a learning environment that is fun and liked by students, (8) Allows application in the real world, (9) Stimulates students to learn continuously. Meanwhile, the shortcomings of the PBL Learning Model are as follows: (1) If students experience failure or lack self-confidence with low interest then students are reluctant to try again, (2) PBL requires sufficient time for preparation, (3) Lack of understanding about why If problems are solved, students will be less motivated to learn (Yulianti & Gunawan, 2019).

Experience Based Learning

Experience-based learning, also known as "Experiential Learning, is a learning method that is focused and centered on experiences that will be experienced and learned by students themselves so that students will be directly involved during the learning process and will gain meaningful experiences" (Puspitowati, 2019). In this way, students will try to build their own experiences as the knowledge they gain. "This experience is used as study material in the learning process so that the learning carried out is contextual and close to what students often experience" (Ridwan, 2019).

Baharuddin and Esa Nur Wahyuni stated that there are four stages of learning in the Experiential Learning method. First, the "Real Experience Stage" (Concrete Experience). This learning stage can only see the concrete and cannot understand the essence of an event or experience, so students cannot explain how something happened. Second, "Reflective Observation Stage" (Reflective Observation). At this learning stage, students can see differences, so they can interpret differences through observing events from experiences that occur. Third, "Conceptualization Stage" (Abstract Conceptualization). At this stage, students can logically analyze an event from the experience they have gained. Fourth, "Implementation Stage" or Experimentation (Active Experimentation). At this stage, students can act based on the experience

they have gained so that the concepts that occur in the experience can be used as valuable learning for concepts in dealing with future events. "At this stage, students can apply the theoretical concepts or rules they have learned to the real world so that students can practice the experience they have gained as knowledge" (Devina, 2021).

Based on the four stages of experience-based learning (experiential learning), in order for the learning process to be effective, students are required to have four abilities, namely: (1) "Concrete Experience" stage, at this stage, students must have the ability to feel, and students must be fully involved in the experience; (2) At the stage (Reflection Observation) students must have the ability as an observer because at this stage students will make observations and reflect on them in their respective fields; (3) In the stage (Abstract Conceptualization) students must be able to think because students will realize various conceptualizations and combine them into observation results which will become theories; (4) In this last stage (Active Experimentation), students must be able to realize it by using theory and concepts in solving the problems that must be taken.

Thus, experience-based learning involves students' direct experience in a real environment. In the Merdeka Curriculum, students can undertake field trips, internships, or work practices relevant to their interests and talents. Experience-based learning helps students link theory with practice and develop social, leadership, and independence skills.

CONCLUSION

Appropriate learning strategies are very important in achieving learning objectives in the Independent Curriculum. Through project-based, collaborative, technology-based, problem-based, and experience-based learning, students can develop interests, talents, and skills that match their potential. By implementing these strategies, the Merdeka Curriculum can provide meaningful and relevant learning experiences for students.

ACKNOWLEDGEMENT

Thank you to all our friends who helped us complete this article. May God bless you all.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; Formal analysis; Methodology.
Author 3: Other contribution; Resources; Visuali-zation; Writing - original draft.

REFERENCES

Ahmad, M. F., Zakaria, N., Wan Hassan, W. A. S., Razali, S. S., Abd Mutalib, N. N., & Bokhari, N. (2021). Educational Game Platform Kahoot! in Teaching and Learning Process: A Case Study of New Norms. *2021 IEEE 9th Conference on Systems, Process and Control (ICSPC 2021)*, 147–152. https://doi.org/10.1109/ICSPC53359.2021.9689146

Almusharraf, N. (2023). Incorporation of a game-based approach into the EFL online classrooms: Students' perceptions. *Interactive Learning Environments*, *31*(7), 4440–4453. https://doi.org/10.1080/10494820.2021.1969953

Asfarian, A., Ramadhan, D. A., & Ardiansyah, F. (2020). Integrating Humanitarian Technology in Computer Science Education to Internalize Independent Campus Policy: A Case in IPB

University. *2020 IEEE 8th R10 Humanitarian Technology Conference (R10-HTC)*, 1–6. https://doi.org/10.1109/R10-HTC49770.2020.9357026

Azhari, A., Irwandi, I., Jalil, Z., Ilhamsyah, Y., Sulastri, S., Muhibuddin, M., & Rasul, M. S. (2023). Integration Merdeka Belajar concept in development STEMC module for electrochemical and renewable energy at vocational school SMK SMTI Banda Aceh. *Journal of Physics: Conference Series*, *2596*(1), 012076. https://doi.org/10.1088/1742-6596/2596/1/012076

Carmichael, C. E., & McDonough, M. H. (2019). Community Stories: Explaining Resistance to Street Tree-Planting Programs in Detroit, Michigan, USA. *Society & Natural Resources*, *32*(5), 588–605. https://doi.org/10.1080/08941920.2018.1550229

Carson, V., Ezeugwu, V. E., Tamana, S. K., Chikuma, J., Lefebvre, D. L., Azad, M. B., Moraes, T. J., Subbarao, P., Becker, A. B., Turvey, S. E., Sears, M. R., & Mandhane, P. J. (2019). Associations between meeting the Canadian 24-Hour Movement Guidelines for the Early Years and behavioral and emotional problems among 3-year-olds. *Journal of Science and Medicine in Sport*, *22*(7), 797–802. https://doi.org/10.1016/j.jsams.2019.01.003

Chen, C., Demir, E., & Huang, Y. (2021). An adaptive large neighborhood search heuristic for the vehicle routing problem with time windows and delivery robots. *European Journal of Operational Research*, *294*(3), 1164–1180. https://doi.org/10.1016/j.ejor.2021.02.027

Danneel, S., Nelemans, S., Spithoven, A., Bastin, M., Bijttebier, P., Colpin, H., Van Den Noortgate, W., Van Leeuwen, K., Verschueren, K., & Goossens, L. (2019). Internalizing Problems in Adolescence: Linking Loneliness, Social Anxiety Symptoms, and Depressive Symptoms Over Time. *Journal of Abnormal Child Psychology*, *47*(10), 1691–1705. https://doi.org/10.1007/s10802-019-00539-0

Drislane, L. E., Sellbom, M., Brislin, S. J., Strickland, C. M., Christian, E., Wygant, D. B., Krueger, R. F., & Patrick, C. J. (2019). Improving characterization of psychopathy within the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM–5), alternative model for personality disorders: Creation and validation of Personality Inventory for DSM–5 Triarchic scales. *Personality Disorders: Theory, Research, and Treatment*, *10*(6), 511–523. https://doi.org/10.1037/per0000345

Elmisery, A. M., Rho, S., & Aborizka, M. (2019). A new computing environment for collective privacy protection from constrained healthcare devices to IoT cloud services. *Cluster Computing*, *22*(S1), 1611–1638. https://doi.org/10.1007/s10586-017-1298-1

Foong, H. F., Hamid, T. A., Ibrahim, R., & Haron, S. A. (2020). The association between religious orientation and life satisfaction in older adults living with morbidity and multimorbidity: A gender perspective in Malaysia. *Psychogeriatrics*, *20*(6), 891–899. https://doi.org/10.1111/psyg.12614

Gagne, C., Zika, O., Dayan, P., & Bishop, S. J. (2020). Impaired adaptation of learning to contingency volatility in internalizing psychopathology. *eLife*, *9*, e61387. https://doi.org/10.7554/eLife.61387

Ghadimi, S., & Ketabchi, H. (2019). Possibility of cooperative management in groundwater resources using an evolutionary hydro-economic simulation-optimization model. *Journal of Hydrology*, *578*, 124094. https://doi.org/10.1016/j.jhydrol.2019.124094

Hălbac-Cotoară-Zamfir, R., Keesstra, S., & Kalantari, Z. (2019). The impact of political, socio-economic and cultural factors on implementing environment friendly techniques for

sustainable land management and climate change mitigation in Romania. *Science of The Total Environment*, *654*, 418–429. https://doi.org/10.1016/j.scitotenv.2018.11.160

He, L., Agard, B., & Trépanier, M. (2020). A classification of public transit users with smart card data based on time series distance metrics and a hierarchical clustering method. *Transportmetrica A: Transport Science*, *16*(1), 56–75. https://doi.org/10.1080/23249935.2018.1479722

Holfeld, B., & Baitz, R. (2020). The Mediating and Moderating Effects of Social Support and School Climate on the Association between Cyber Victimization and Internalizing Symptoms. *Journal of Youth and Adolescence*, *49*(11), 2214–2228. https://doi.org/10.1007/s10964-020-01292-0

Holfeld, B., & Mishna, F. (2019). Internalizing Symptoms and Externalizing Problems: Risk Factors for or Consequences of Cyber Victimization? *Journal of Youth and Adolescence*, *48*(3), 567–580. https://doi.org/10.1007/s10964-018-0974-7

Ismail, M. A.-A., Ahmad, A., Mohammad, J. A.-M., Fakri, N. M. R. M., Nor, M. Z. M., & Pa, M. N. M. (2019). Using Kahoot! as a formative assessment tool in medical education: A phenomenological study. *BMC Medical Education*, *19*(1), 230. https://doi.org/10.1186/s12909-019-1658-z

Lew, D., & Xian, H. (2019). Identifying Distinct Latent Classes of Adverse Childhood Experiences Among US Children and Their Relationship with Childhood Internalizing Disorders. *Child Psychiatry & Human Development*, *50*(4), 668–680. https://doi.org/10.1007/s10578-019-00871-y

Lipira, L., Williams, E. C., Nevin, P. E., Kemp, C. G., Cohn, S. E., Turan, J. M., Simoni, J. M., Andrasik, M. P., French, A. L., Unger, J. M., Heagerty, P., & Rao, D. (2019). Religiosity, Social Support, and Ethnic Identity: Exploring "Resilience Resources" for African-American Women Experiencing HIV-Related Stigma. *JAIDS Journal of Acquired Immune Deficiency Syndromes*, *81*(2), 175–183. https://doi.org/10.1097/QAI.0000000000002006

Lu, J., He, T., Wei, G., Wu, J., & Wei, C. (2020). Cumulative Prospect Theory: Performance Evaluation of Government Purchases of Home-Based Elderly-Care Services Using the Pythagorean 2-tuple Linguistic TODIM Method. *International Journal of Environmental Research and Public Health*, *17*(6), 1939. https://doi.org/10.3390/ijerph17061939

Orishev, A., Mamedov, A., Grachev, A., Pichuzhkin, N., & Sherstyuk, M. (2022). *Gamification in teaching historical disciplines: From the experience of the Timiryazev Academy*. 050002. https://doi.org/10.1063/5.0104216

Pace, U., D'Urso, G., & Zappulla, C. (2019). Internalizing problems as a mediator in the relationship between low effortful control and internet abuse in adolescence: A three-wave longitudinal study. *Computers in Human Behavior*, *92*, 47–54. https://doi.org/10.1016/j.chb.2018.10.030

Peterson, A. (2020). Character education, the individual and the political. *Journal of Moral Education*, *49*(2), 143–157. https://doi.org/10.1080/03057240.2019.1653270

Ropi, I. (2019). Whither Religious Moderation? The State and Management of Religious Affairs in Contemporary Indonesia. *Studia Islamika*, *26*(3). https://doi.org/10.36712/sdi.v26i3.14055

Temple, N., Piotrowski, A., & Heredia, J. M. (2019). *The Routledge Handbook on the Reception of Classical Architecture* (N. Temple, A. Piotrowski, & J. M. Heredia, Ed.; 1 ed.). Routledge. https://doi.org/10.4324/9781315171104

Wang, A. I., & Tahir, R. (2020). The effect of using Kahoot! For learning – A literature review. *Computers & Education*, *149*, 103818. https://doi.org/10.1016/j.compedu.2020.103818