

## School Readiness in Implementing Kurikulum Merdeka: A Case Study at SMAN 15 Bandar Lampung

Fitriyani<sup>1</sup>, Yanuar Dwi Prastyo<sup>2</sup>

<sup>1,2</sup> Fakultas Keguruan dan Ilmu Pendidikan, Universitas Bandar Lampung, Indonesia

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### ABSTRAK

Penelitian ini menyelidiki kesiapan SMAN 15 Bandar Lampung dalam mengimplementasikan "Kurikulum Merdeka," dengan fokus khusus pada "Projek Penguatan Profil Pelajar Pancasila" (P5). Studi ini mengidentifikasi tantangan utama yang dihadapi sekolah dalam mengadopsi kurikulum baru ini, termasuk ketersediaan sumber daya, kesiapan guru, dan dukungan administratif. Melalui kombinasi observasi dan wawancara, peneliti mengeksplorasi strategi sekolah serta efektivitas pelaksanaannya. Temuan menunjukkan upaya signifikan dari pimpinan dan staf sekolah, namun juga mengungkapkan adanya kekurangan dalam infrastruktur, sumber daya finansial, dan pelatihan guru. Penelitian ini menyimpulkan bahwa meskipun SMAN 15 Bandar Lampung telah mencapai kemajuan yang patut diapresiasi, investasi lebih lanjut dalam sumber daya dan program peningkatan kapasitas yang komprehensif diperlukan untuk memastikan keberhasilan adopsi Kurikulum Merdeka. Penelitian ini memberikan wawasan tentang hambatan potensial dan rekomendasi bagi sekolah-sekolah di seluruh Indonesia.

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### ABSTRACT

The research investigates the readiness of SMAN 15 Bandar Lampung in implementing the "Kurikulum Merdeka," with a particular focus on the "Projek Penguatan Profil Pelajar Pancasila" (P5). The study identifies key challenges faced by schools in adopting this new curriculum, including resource availability, teacher preparedness, and administrative support. Through a combination of observation and interviews, the researcher explores the school's strategies and the effectiveness of their implementation. Findings highlight significant efforts by the leadership and staff, yet reveal gaps in infrastructure, financial resources, and teacher training. The study concludes that while SMAN 15 Bandar Lampung has made commendable progress, further investment in resources and comprehensive capacity-building programs is needed to ensure the successful adoption of the Kurikulum Merdeka. This research provides insights into the potential barriers and recommendations for schools across Indonesia.

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### Corresponding Author:

Fitriyani  
Fakultas Keguruan dan Ilmu Pendidikan, Universitas Bandar Lampung  
Lampung, Indonesia  
Email: [fitriyanitbb4@gmail.com](mailto:fitriyanitbb4@gmail.com)

## 1. INTRODUCTION

Education serves as a fundamental process for learners to develop their abilities, acquire the knowledge and skills necessary to become qualified individuals [3 & 4]. It is a planned endeavour that aims to create an environment where students actively enhance their potential in various domains, including spiritual, intellectual, and moral aspects. This holistic approach to education helps in moulding one's character and preparing them to contribute to society [13]. Schools, as an important part of this educational framework, provide structured guidance and learning opportunities, complementing the basic teachings received at home. The introduction of the Kurikulum Merdeka in Indonesia represents a significant shift towards a more flexible and inclusive curriculum, designed to meet the needs of diverse students.

Kurikulum Merdeka allows for varied content delivery that gives students sufficient time to master a range of subjects and skills, encouraging a more personalised learning experience [14 & 16]. Teachers play an important role in this system by selecting teaching tools that match students' interests and needs. A key component of the curriculum is the *Profil Pelajar Pancasila*, which outlines desirable attributes of students, such as faith, teamwork, independence, critical thinking, and creativity [12 & 17]. These traits are intended to foster a strong national identity and prepare students to face future challenges, including those posed by technological advancements. However, the implementation of the Kurikulum Merdeka faces challenges, especially in ensuring readiness and consistent support across different schools and regions.

Despite its benefits, Kurikulum Merdeka has not been adopted uniformly across Indonesia, partly due to varying levels of readiness among schools. The government offers three curriculum options but encourages independent implementation of the Kurikulum Merdeka. This includes pathways such as independent learning, where elements of the curriculum are integrated into existing structures, 'independent change,' which allows for more comprehensive adoption of its principles, and 'independent sharing,' which offers flexibility in creating learning materials. Challenges remain, especially in schools where teachers and institutions may not be fully prepared for this transition.

This situation highlights the importance of further research and support to explore the preparation and readiness of SMAN 15 Bandar Lampung in implementing Kurikulum Merdeka. This curriculum, emphasising flexible and varied content to accommodate the needs of diverse students, requires significant adjustments in teaching methods and institutional practices. This study aims to assess how well SMAN 15 Bandar Lampung has prepared for this change, by examining factors such as teacher training, resource allocation, and overall institutional readiness. By evaluating the school's readiness, this study seeks to identify potential challenges and areas for improvement in the transition to the new education framework.

Understanding the readiness of SMAN 15 Bandar Lampung is crucial for the effective implementation of Kurikulum Merdeka. This involves a thorough assessment of the school's resources, such as educational materials, technology and facilities, which are critical to supporting the new curriculum. In addition, it is also important to evaluate the engagement and readiness of teachers and staff in understanding the principles and methodology of the curriculum, as their engagement is crucial for successful adoption. The results of this study are expected to provide valuable insights and strategies that can be applied in other schools in Indonesia, to support wider education reform efforts. Ultimately, the aim is to ensure that

Kurikulum Merdeka can achieve its goal of improving student learning outcomes and promoting comprehensive character development.

## 2. METODE

This study used a descriptive qualitative research approach to evaluate the readiness of SMAN 15 Bandar Lampung in implementing the Kurikulum Merdeka. Aspers (2019) asserts that qualitative research provides novel perspectives by meticulously watching and comprehending occurrences within their authentic context. The case study technique is very suitable for this research as it enables a thorough examination of how the curriculum is successfully implemented in real-world situations. By focusing exclusively on one institution, a comprehensive analysis of challenges, opportunities, and acquired knowledge may be conducted, offering crucial understanding of the school's preparedness to adopt the new curriculum. The research employed data collection methods such as observation and interviews to ensure a full understanding of school preparation. The analysis was conducted to observe the overall atmosphere, the readiness of teachers, and the engagement of educational professionals in executing the Kurikulum Merdeka, particularly during the *Projek Penguatan Profil Pelajar Pancasila* (P5). The implementation of thematic analysis was used to ground the interview data, transforming it into a comprehensive interpretation.

### 2.1 LITERATURE REVIEW

#### 2.1.1 The Concept of Kurikulum Merdeka

The Kurikulum Merdeka is an innovative initiative in Indonesia's education system that focusses on promoting a diversified and adaptable approach to learning within the curriculum[7]. This curriculum is specifically structured to provide the time for pupils to comprehend and internalise essential topics, while simultaneously improving their skills in diverse areas. The main goal is to guarantee that students do not simply memorise information, but instead cultivate a profound comprehension and the capacity to utilise their knowledge in practical situations[8]. In addition, the curriculum places a strong emphasis on the significance of interdisciplinary linkages between disciplines, which helps students develop a more comprehensive and integrated thinking approach. Consequently, students are anticipated to obtain not just scholarly information but also applicable abilities that are pertinent to present and future requirements. This strategy also promotes a higher level of engagement and participation in the learning process, since students directly involve themselves in the instructional activities.

Teachers play a vital role in the Kurikulum Merdeka, as they are granted the authority to choose and modify educational resources based on the specific requirements and preferences of their students[5]. Teachers can employ diverse pedagogical approaches, including project-based learning, collaborative debates, and the integration of digital technologies, to augment student involvement and the applicability of the learning experience. Moreover, the supplied flexibility enables teachers to customise educational content according to the unique comprehension and capabilities of each student, so promoting a more personalised and efficient learning experience. The curriculum additionally provides avenues for the cultivation of particular abilities and interests, allowing students to fully explore and maximise their potential[8]. The Kurikulum Merdeka seeks to establish an inclusive learning environment that

fosters individual growth and development by employing a personalised and responsive approach[1 & 14]. This is consistent with the overarching educational objective of cultivating persons who possess competence, exhibit good character, and are equipped to confront global challenges.

### **2.1.2 The Characteristics of Kurikulum Merdeka**

A Kurikulum Merdeka possesses distinctive features that differentiate it from previous curricula, placing a key emphasis on the cultivation of soft skills and the development of character[3]. This curriculum is specifically designed to impart not only academic information but also interpersonal skills, effective communication, collaborative teamwork, and a sense of social responsibility. The objective is to cultivate students with robust moral qualities, who possess the ability to adjust and thrive in diverse life circumstances. In addition, the Kurikulum Merdeka places great importance on fundamental knowledge that is vital for cognitive growth and the acquisition of abilities, guaranteeing that students develop a thorough and organised comprehension of important subjects[9].

The Kurikulum Merdeka employs a flexible learning approach that enables teachers and students to customise the educational process according to local requirements and circumstances[10]. This adaptability allows for the use of more imaginative and inventive pedagogical techniques, such as the integration of digital technologies, project-based learning, and student-centered approaches. A notable feature of this curriculum is the incorporation of projects to strengthen the attainment of the *Profil Pelajar Pancasila*, which is designed according to certain topics established by the government. These projects are intentionally created to offer a comprehensive and cohesive learning experience, rather than focussing on specific learning objectives. This enables students to cultivate essential cognitive abilities like as critical and introspective thinking, while comprehending the significance of Pancasila ideals in their daily lives, without being limited to particular subject matter.

### **2.1.3 Projek Penguatan Profil Pelajar Pancasila (P5)**

Projek Penguatan Profil Pelajar Pancasila (P5) is an initiative to encourage the achievement of the Pancasila student profile through a project-based learning approach. In P5, educators are expected to be able to accompany students in a learning process that not only emphasizes developing cognitive abilities, but also fostering noble character in accordance with their identity as Indonesians and global citizens. By providing opportunities for students to “experience knowledge,” P5 plays a role in strengthening the character and attitudes desired in the Pancasila student profile. This project also invites students to learn from the surrounding environment, so that they can understand and apply Pancasila values in everyday life.

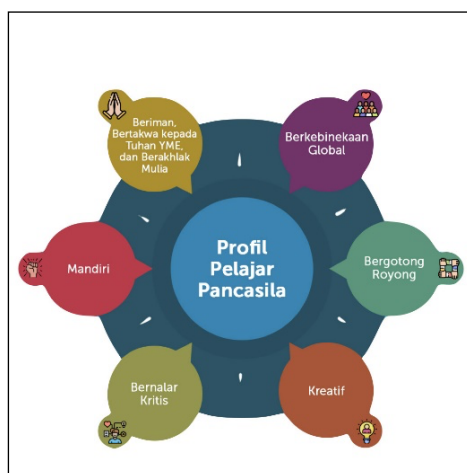


Figure 1. The Characteristic of P5

### 2.1. Vision of **Projek Penguatan Profil Pelajar Pancasila (P5)**

Indonesia's Education Vision focuses on creating a developed, sovereign, independent and personable country through the development of Pancasila students, who are lifelong learners who are competent, have character and behave in accordance with Pancasila values. Module P5 is a document that provides guidance on objectives, steps, learning media, and assessments for implementing the project to strengthen the profile of Pancasila students. Educators are given the flexibility to create, select, and modify these project modules to suit the context, characteristics, and needs of students. Examples of project modules are available on the Merdeka Mengajar platform as a reference. Education units and educators can adapt or develop the project module to meet students' learning needs and take into account the characteristics of each region and educational unit. This aims to ensure that the learning process is relevant and effective in forming the desired student character.

## 3. RESULT AND DISCUSSION

The data was collected through two methods: observation and interviews. During the observation phase, the researcher observed how the "Projek Penguatan Profil Pemuda Pancasila (P5)" was conducted. In the interview phase, the researcher explored how teachers and schools prepared for the project.

### 3.1 Implementation of **Projek Penguatan Profil Pemuda Pancasila (P5)**

During the initial day of observation, the researcher documented the actions taken by SMAN 15 Bandar Lampung to apply the Kurikulum Merdeka, specifically focusing on the Projek penguatan profil pelajar Pancasila (P5). An inaugural ceremony was organized by the school in the hall, where instructors, students, and staff assembled to commence the activities. Within the hall, researchers saw the presence of arrangements such as banners adorned with the topic 'local wisdom and bhineka tunggal ika', as well as elongated tables, chairs, and a sound system for the purpose of conveying information. During the classroom session, the instructor created LKPDs (Learning and Teaching Activity Sheets) and proceeded to discuss the project activities. Additionally, the teacher prompted the students to establish class agreements pertaining to learning attitudes, including orderliness, honesty, inventiveness, respect, and

cooperation. Subsequently, the instructor presented the definition of local knowledge and instructed the students to view a film in order to discern and identify instances of local wisdom.

On the second day, all of the students and teachers convened in the hall to listen to Hj. Jalaluddin, a prominent figure from the west coast community, who had been invited by the school to speak. Hj Jalaluddin implemented the indigenous knowledge of Cultural Arts Preservation Performance in Pesisir Barat Regency, aligning with the project's concept. On the third day, the teacher formulated the LKPD (Learning and Teaching Activity Sheet) regarding the conservation of West Coast cultural arts and instructed the students to complete it and deliver a presentation in front of the class. On the fourth day, the teacher organized the students into groups based on their interests and talents to enhance educational diversity. The students then selected a specific form of cultural art from Pesisir Barat Regency. On the fifth day, students engage in activities such as singing, rhyming, dancing, and role-playing based on their group preferences. On the sixth day, students compile and present the outcomes of their practice, while on the seventh day, teachers and students convene to contemplate and evaluate the learning experience during the week.

### **3.2 School Readiness in Implementing the Program of Kurikulum Merdeka**

#### **3.2.1 Leadership involvement**

In the research conducted at SMAN 15 Bandar Lampung, observations and interviews indicated active involvement of college leadership within the implementation of the Kurikulum Merdeka, mainly inside the mission to strengthen the Pancasila student profile (P5). The college leaders were actively engaged in strategic planning, resource allocation, as well as the monitoring and assessment of activities. This was evident from the guidelines given in accordance with the schedule and interest recommendations organized by using the school. This statistics was corroborated through interviews with teachers and staff, who mentioned the formation of coordination teams for each grade level tasked with carrying out the project. The statement emphasizes that the division and delegation of a solid team can enhance the success of the implementation of P5[6].

The Activity geared toward *Projek Penguatan Profil Pelajar Pancasila (P5)* concerned mastering approximately local awareness, which turned into implemented through diverse conferences. Observations showed that students learned approximately local awareness from books and the internet. This changed into similarly confirmed by using student interviews, in which they mentioned an multiplied know-how of neighborhood understanding. Additionally, the school invited speakers from neighborhood cultural figures to enrich the mastering enjoy. The formation of student companies primarily based on hobbies and talents to apply Pancasila values was also observed, with activities inclusive of selecting styles of neighborhood expertise and practising cultural arts like dancing, rhyming, making a song, and drama from Pesisir Barat Regency. The undertaking concluded with self-reflection facilitated by the college management, allowing college students to mirror on the activities they'd participated in during the week. all these elements highlight the dedication and essential role of college leadership in successfully imposing the Kurikulum Merdeka.

#### **3.2.2 Resource availability**

In implementing the Kurikulum Merdeka at SMAN 15 Bandar Lampung, the availability of resources is an important factor which is evaluated through financial resources, human resources and technological resources. This statement also clarified by [11] which stated that ketersediaan sumberdaya memengaruhi kesuksesan pelaksanaan P5. From a financial perspective, documentation shows that the school has allocated a special budget to support teacher activities and provide materials and tools for making typical West Coast curtain cloth. Field observations confirmed this, where these materials were available and used by students. In addition, interviews with teachers revealed that the school had provided special training for them to support project activities to strengthen the profile of Pancasila students. This shows the school's commitment to providing the necessary financial support. However, challenges remain, especially in ensuring that the budget is sufficient to support all aspects of planned activities.

The human resources aspect is also an important concern, which includes the availability and qualifications of teaching staff, support staff and administrative staff[2]. Documentation shows that project implementation was supported by a committee and facilitators consisting of teachers and school staff. However, interviews with teachers and students revealed several obstacles, such as a lack of capable human resources and students' difficulties in getting help from teachers who were not always available. On the other hand, technological resources, such as internet access, are provided to support learning related to West Coast local wisdom. Observations show students utilize mobile phones to access and store relevant information. However, it is necessary to increase the availability and utilization of technological resources to ensure that all students can access information effectively. This reflects the need for more efficient resource management to support the goals of the Independent Curriculum in the school.

### **3.2.3 Accessibility to knowledge and information**

In the aspect of 'accessibility to knowledge and information', this research highlights two main criteria: training and capacity building, and analytical tools. Based on the data obtained, the school has provided specialised training and guidance for teachers and staff in preparation for implementing Merdeka Curriculum. Although the researcher was unable to provide direct observation evidence due to the difference in schedules between the researcher and the school plan, documentation such as schedules indicated the existence of committee meetings and module socialisation held prior to the start of the Pancasila student profile strengthening project. Interviews with teachers supported this finding, showing that the school had provided training to every teacher involved in the project, ensuring that they had the necessary knowledge and skills to teach according to the new curriculum.

In addition to the training, the school also provided teachers with tools such as modules and learner worksheets (LKPD) during the project activities. This aims to provide clear and structured guidance in implementing the project, as well as analytical tools to evaluate students' progress. However, despite this support, some challenges remain, including the need to ensure that all teachers can access and utilise the available information and tools effectively. The availability and quality of tools such as modules and LKPDs are also key in ensuring that the materials delivered are aligned with the objectives of Merdeka Curriculum. Overall, schools' efforts to provide accessibility to knowledge and information for teachers and students

demonstrate a commitment to the implementation of Merdeka Curriculum, although improvements are still needed in several aspects to optimise the effectiveness of this program.

#### 4. CONCLUSION

The findings from the research at SMAN 15 Bandar Lampung indicate that the school has made significant strides in implementing the Kurikulum Merdeka, particularly through the *Projek Penguatan Profil Pelajar Pancasila (P5)*. The school has demonstrated strong leadership involvement, with active participation in planning, resource allocation, and the monitoring of activities. This involvement is crucial, as it ensures the program aligns with its intended objectives and is effectively integrated into the school's curriculum. The leadership's role is further supported by the formation of coordination teams at each grade level, facilitating smooth execution and adherence to the curriculum's goals. This approach reflects a proactive stance in overcoming challenges associated with human resources, infrastructure, and access to technology, which are commonly highlighted in the literature as significant barriers to successful curriculum implementation.

However, despite these efforts, challenges remain, particularly in ensuring the availability and quality of resources such as educational modules and student worksheets. While the school has allocated financial resources and provided training for teachers, there is still a need for more comprehensive capacity building and better infrastructure to support these initiatives. The research underscores the importance of providing adequate tools and support to both teachers and students, enabling them to fully engage with the curriculum and enhance their learning experiences. Overall, SMAN 15 Bandar Lampung's commitment to the Kurikulum Merdeka is evident, yet there is a clear need for ongoing improvement and investment to address existing gaps and optimize the program's effectiveness.

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