Internalization of Freedom to Learn Value in Productive Learning in Vocational Education during the COVID-19 Pandemic

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Abstract: This study aims to describe the internalization of the value of freedom to learn in learning at SMK N 9 Surakarta. In this case, the data development on COVID-19 figures and government policies in responding to the COVID-19 pandemic by not allowing face-to-face learning requires learning to be carried out using a distance learning model that necessitates teachers to internalize the value of freedom to learn in learning, which is considered to affect the achievement of student competencies. Internalization of the value of freedom to learn can then have a positive and negative effect on learning. For this reason, this study used a qualitative approach, with data collection techniques in the form of interviews, observation, and documentation studies. In this study, there were two points of view on internalization: the basic idea of internalization that adheres to the normative aspect, i.e., laws and circulars from the education office, and several teacher opinions on the freedom to learn policy, i.e., the value of flexibility contained in it. The research results also revealed that the internalization of the value of freedom to learn could facilitate the distance learning process and improve the accomplishment of student competencies and achievements.

Keywords: Internalization of Freedom to Learn Value, Learning, COVID-19 Pandemic

Abstrak: *Penelitian ini bertujuan untuk mendeskripsikan tentang internalisasi nilai merdeka belajar dalam pembelajaran di SMK N 9 Surakarta. Perkembangan data angka covid-19 dan kebijakan pemerintah dalam mensikapi pandemi covid -19 dengan tidak mengizinkan pembelajaran tatap muka (ptm) sehingga mengharuskan pembelajaran dilaksanakan dengan model pembelajaran jarak jauh (pjj) yang menuntut guru dapat melaksanakan internalisasi nilai merdeka belajar dalam pembelajaran dipandang dapat mempengaruhi ketercapaian kompetensi peserta didik. Internalisasi nilai merdeka belajar dapat berpengaruh positif dan negatif dalam pembelajaran. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data berupa metode wawancara, observasi, dan studi dokumentasi. Dalam penelitian ini terdapat 2 sudut pandang dalam internalisasi, yakni; dasar gagasan internalisasi yang berpegang pada aspek normatif yaitu undang-undang dan surat edaran dinas pendidikan, serta beberapa pendapat guru terhadap kebijakan merdeka belajar yakni nilai fleksibilitas yang terkandung di dalamnya. Hasil dari penelitian terhadap internalisasi medeka belajar dapat memperlancar proses pembelajaran jarak jauh (pjj), serta dapat meningkatkan pencapaian kompetensi dan prestasi peserta didik.*

Kata Kunci: *Internalisasi Nilai Merdeka Belajar, Pembelajaran, Pandemi Covid-19*

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INTRODUCTION

The COVID-19 pandemic in Indonesia has caused many significant influences and changes in various aspects of human life, so all are required to respond quickly to find solutions to the changes. Susilo et al. (2019) stated that after the Coronavirus Disease became an epidemic (pandemic) in Indonesia in early March 2020 until now, the government has made various policies to deal with and overcome the COVID-19 pandemic, such as the policy of (1) staying at home; Circular No. 57/2020 May 28, 2020, concerning the Extension of Work From Home (WFH) for State Civil Apparatus (ASN) until June 4, 2020; (2) Social Distancing; (3) Physical Distancing; (4) Use of Personal Protective Equipment (Masks); (5) Maintaining Personal Hygiene (Washing Hands); (6) Work and Study from Home; (7) Postponing all activities that gather large crowds; (8) Large-Scale Social Restrictions (PSBB); until the last, (9) the implementation of the New Normal policy.

The most significant impact of the COVID-19 pandemic felt by the world of education in Indonesia is the policy to change the learning system from offline to online. The policy is an implementation of the Circular Letter of the Minister of Education and Culture Number 3 of 2020 concerning Prevention of COVID-19 in Education Units and Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period of the Spread of Coronavirus Disease (COVID-19). In general, there are two impacts on the sustainability of education caused by the COVID-19 pandemic. The first is the short-term impact. This impact is in the form of a psychological burden that must be borne by teachers, students, and parents. It is a major surprise for teachers as they must reformulate existing learning tools, from strategies, methods, and media, until evaluations in accordance with online learning and meet well-defined learning objectives. For parents, especially those usually busy with work outside the home, accompanying their children to conduct the online learning process is an additional burden. Likewise, regarding children's psychological problems, students are accustomed to learning face to face with teachers and classmates, but they must get used to learning independently through various media that they do not fully understand. For teachers, as the holder of the primary key to success in learning, online learning has a more complex impact. The rapid change in the learning system also forces them to prepare learning tools with strategies that suit their needs. In addition, teachers are required to improve their ability to master materials, methods, and learning media to achieve the educational goals determined. The second is the long-term impact. Many community groups in Indonesia will be exposed to the long-term effects of COVID-19.

Apart from the above impacts, the continuity of online learning until now has caused many problems for parents, students, and teachers since they are not used to learning online. Problems often encountered in online learning systems include limited knowledge of information technology by teachers and students, inadequate facilities and infrastructure, limited internet access, and unprepared budget provision. The most important thing is students' attendance, which is challenging to control. Attendance rates have decreased significantly due to several factors, including factors within students and less than optimal parental control. Thus, online learning is deemed less effective and interactive than offline learning.

Specifically, the impacts and problems above also occurred in SMK Negeri 9 Surakarta in every subject, especially productive subjects or vocational practice in vocational high schools, which are the main subjects. One solution to the problems above is to implement the internalization of freedom to learn to facilitate the distance learning process and improve the accomplishment of student competencies and achievements. From this research, it is also expected that the description of the implementation of the internalization of freedom to learn to overcome existing problems can be seen by looking at the learning implementation plan, literacy awareness, social character, and assessment patterns at SMK Negeri 9 Surakarta

According to Kalidjernih (2010), "internalization is a process in which individuals learn and are accepted as part of and at the same time bind themselves to the values and norms of one's learning process so that a person can be accepted as part of society, and then he binds himself into values and social norms of group behavior in society." Meanwhile, according to Johnson (1986), internalization is "the process by which cultural value orientations and role expectations are truly integrated into the personality system." Based on the above opinion, internalization can be interpreted as an appreciation of values and/or norms to become an awareness manifested in attitudes and behavior. Sociologically, Scott (1971) states that "internalization involves something, i.e., ideas, concepts, and actions, which move from the outside to a place in the mind of a personality."

Moreover, societal structures and events commonly form a person's deep personality, so internalization occurs. Based on the above theory, it can be concluded that internalization is a process of understanding by individuals involving ideas, concepts, and actions that come from outside and then move into the mind of a personality until the individual concerned accepts these values as the norms he believes in, becoming part of his views and moral actions. It is the same as Mead (1943) stated that "in the process of constructing a person through the mind, what is internalized within a person (individual) can be influenced by norms outside himself." Based on this opinion, it can be denoted that internalization in a person can occur or be constructed through thought, and it is influenced by norms that occur or exist outside of him. It is similar to the explanation made by situationism experts through empirical studies (Kalidjernih, 2010) that "a person's character is very dependent on situational context". Based on this opinion, it can be explained that internalization, in this case, the formation of character, is strongly influenced by the situation. A person is influenced by his character construction from the situation that occurs or is felt by him. Based on this opinion, it can be indicated that internalization can affect a person's attitude, feelings, beliefs, and others. It occurs from the process of absorbing a repeated experience, action, or speech. Similar to Tafsir's (2010) opinion, internalization is defined as "an effort to incorporate knowledge (knowing) and skills to implement (doing) into the person." Based on this opinion, it can be concluded that knowledge is something known; the knowledge is still in mind and is still in the external area. Likewise, implementing skills is still in the external area. Thus, the effort to include knowledge and skills in doing is then called internalization. Also, in Koentjaraningrat's (1980) opinion, "internalization stems from biological desires and instinctive talents that already exist from inheritance in the organism of each individual born."

The internalization process also takes place throughout an individual's life, from the moment he is born until the end of his life. Throughout his life, an individual continues to learn to cultivate all the feelings, desires, passions, and emotions that make up his personality. Humans also have an inherent talent for developing various feelings, desires, passions, and emotions in their individual personalities. However, the activation of several types of personality content is strongly influenced by multiple stimuli in the natural surroundings and social and cultural environment. It is the same as the opinion of Marmawi Rais (2012), stating that: "the internalization process is usually realized more quickly through the involvement of role models. Here, the individual gets someone who can be respected and used as a role model so that he can accept a set of norms displayed through example. This process is commonly referred to as identification in psychology and sociology. These attitudes and behaviors manifest subconscious and unconscious learning or assimilation." Based on this opinion, it can be explained that the internalization process is more easily realized through the presence of role models; someone will find it easier to internalize something through exemplary roles so that someone can quickly accept the set of norms displayed.

JAKARTA, KOMPAS.com – The Minister of Education and Culture (Mendikbud), Nadiem Makarim, explained the reason for choosing the concept of "freedom to learn" as a program of the Ministry of Education and Culture (Kemendikbud). According to Nadiem, the word "freedom to learn" is most appropriate to use as a philosophy of change from the learning methods that have occurred so

far. It is because in "freedom to learn," there is independence and freedom for the educational environment to determine the best way in the learning process. "Why did we choose "freedom to learn" in the first place? The answer is twofold; first, Ki Hadjar Dewantara's philosophy inspired my team and me on two concepts; one is independence, and the second is freedom," said Nadiem during a working meeting with Commission X at the Indonesian House of Representatives, Thursday (27/8/2020). "And these two concepts are connected, yes; these are two concepts that cannot be separated: independence and freedom, and it is the essence of Ki Hadjar Dewantara, who inspired us at the Ministry of Education and Culture to what changes are needed," he said. According to Nadiem, "freedom to learn" is needed in the current era, where children no longer have to follow the available curriculum but can use the most suitable learning method. "It is appropriate to say independence, with the independence of our children's thoughts, so that they cannot be colonized, either on social media or by other people," said Minister of Education and Culture, Nadiem. Then, independence also applies to teachers in the classroom so that they can determine for themselves what is the best way of teaching their students. In addition, teachers can also freely choose the best elements of the curriculum.

Furthermore, independence also applies to school principals, and it is so that they can independently determine what is best in terms of using the budget. "Independence is from students to determine education, and the most important thing is not on campus but in industry, in working on entrepreneurial projects, in teaching in villages, and building projects in villages in research," said Nadiem. "Well, it is why I use "freedom to learn" because there is no better philosophy in our opinion to explain what changes we want," he said.

Further, adherents of humanistic ideology in learning discussed in-depth these two themes more than half a century ago. In 1969, Carl Rogers published a book entitled "Freedom to Learn." In the introduction to the book, fifty years ago, he said, "Our schools are generally very traditional, conservative, bureaucratic, and resistant to change. One way that must be done to save this young generation is through freedom of learning." In 1962, Everett M. Rogers also wrote a book entitled "Diffusion of Innovation," which contains a separate chapter on drivers or agents of change.

Therefore, this study aims to describe the internalization of the value of freedom to learn in learning at SMK N 9 Surakarta.

METHOD

In this study, the research design used was action research. A comprehensive definition of action research is presented by Carr & Kemmis (in Rochman, 1997: 2) as a form of study or inquiry through self-reflection carried out by participants in educational activities, including teachers, students, or school principals in a social situation to improve rationality, the truth, and the validity of their social (educational) practices and an understanding of the practice and the institutional situation in which the practice is carried out. In other words, action research attempts to solve practical problems encountered in the field. The study process in action research is in a social value setting with democratic characteristics in the sense of allowing everyone to participate in research, fair or appropriate in the sense of respecting individuals fairly, freedom in the sense of developing independence or freedom from various oppressive conditions and improving life in the sense of enabling individuals to express their full potential. Based on the description presented, it can be understood that action research is a study that examines action on a social dynamic (such as education) to increase that dynamic's potential or reduce its negatives.

Meanwhile, the qualitative research approach emphasizes an in-depth understanding of a problem rather than looking at the problem for generalization research. This research method prefers to use in-

depth analysis techniques, i.e., examining problems on a case-by-case basis, because qualitative methodologies believe that the nature of one problem will be different from the nature of other problems. The purpose of this qualitative research approach is not a generalization but an in-depth understanding of a problem. Qualitative research also serves to provide substantive categories and qualitative research hypotheses. Furthermore, the type of qualitative approach used was grounded theory. Grounded theory is one type of qualitative research where researchers can draw generalizations of what is observed/analyzed inductively, abstract theories about processes, and actions or interactions, based on the participants' views. This study used a qualitative method since the researchers considered the problems studied were quite complex and dynamic, so the data obtained from the informants were captured by a more natural method, i.e., direct interviews with the sources so that natural answers were obtained. In addition, the researchers intended to understand the social situation in depth and find patterns, hypotheses, and theories in accordance with the data obtained in the field.

The focus of the research in this study was the motivation of non-permanent teachers who worked in several private high schools in Semarang City, along with the factors behind it. This research was focused on Semarang City since the researchers assumed that Semarang City is the capital of Central Java, which can be used as a description of the social situation in other cities in Central Java, with various layers of society who still hold Javanese culture as the basis of daily life.

This study's primary data collection techniques were participant observation, in-depth interviews, documentation studies, and a combination of the three or triangulation.

RESULTS AND DISCUSSION

Every child born must have particular characteristics different from one another. It is where educators must be able to be a fun learning partner so that the child's learning process is truly on his consciousness and is free from his choices. Thus, it takes sufficient time and patience to facilitate children to recognize their potential. It is because children's talents can grow when children already have an interest and are willing to practice honing their skills. Educators must also have good listening skills to start the learning process, not just transfer knowledge and dictating children at the educator's will.

Thus, the freedom to learn strategy emphasizes the meaningful use of knowledge, and the learning process is more directed at serving students' questions or views. Learning activities also focus on critical thinking skills, analysis, comparing, generalizing, predicting, and formulating hypotheses. In addition, the evaluation in implementation freedom to learn highlights the active process of constructing meaning, which involves integrated skills using problems in authentic contexts. The assessment explores the emergence of divergent thinking and multiple problem solving or does not require one correct answer because, in reality, there are no wrong student answers, and there are wrong teacher questions. The evaluation here is also an integral part of learning by giving tasks that require meaningful learning activities and applying what is learned in a natural context, indicating that evaluation emphasizes process skills in groups.

In the discourse on teacher independence, care must be taken not to share in imposing independence solely on individual capacities. In reality, so many contextual factors determine whether teachers can be independent. Independence is related to the relationship around and related to the environmental situation. Also, independence is not owned but achieved. What the teacher believes is an essential part of whether he or she can achieve independence. Past experience, whether personal experience as a student or professional experience as a teacher, then affects whether the teacher considers independence a vital part of his job. One of the most challenging aspects of educational

change is that most teachers do not experience independence as learners. Hence, they do not expect (and fight for) independence when they become a teacher. Even if teachers agree on the aspirations of independence, implementation is often difficult to optimize if the trust in children has not changed.

Actually, this paradigm about children and education is not surprising. It is because most teachers grow up with this kind of personal experience. Research has shown that personal experience is far more influential in building trust than professional experience in any field. Therefore, educational change is always difficult, especially when most people who choose this profession not only do not have the required behavioral repertoire. However, they also do not feel the importance of making changes in the system that they think are not problematic. Most teachers also turned out to be people who had been successful in conventional methods and tended to confirm what they had gone through. This experience certainly affected his habits.

In the emergence of the internalization of the freedom to learn value, the "basis" has a vital position. The basis or foundation becomes the root for further building a pattern of internalization. Meanwhile, the policy issued by the Minister of Education of the Republic of Indonesia during the emergency period of the COVID-19 spread is the first basis to internalize the value of freedom to learn in productive learning. It is stated in the Circular Letter of the Minister of Education Number: 4 of 2020 and the policy of the Governor of Central Java Province regarding the extension of the distance/online learning period for students during the COVID-19 emergency period in the Central Java Province education environment in the Circular Letter of the Governor of Central Java Province number 443/0017480 dated December 16, 2020.

The precarious situation due to the COVID-19 pandemic has changed the order in almost every aspect of people's lives, mainly formal education in this case, where teaching and learning were previously carried out face-to-face at school, now changing to distance learning online. The changes in the world of education during the COVID-19 emergency could deconstruct some arrangements at the joints previously arranged so that a quick response from the policymakers, i.e., the government, in this case, the Ministry of Education, followed by the structure below, namely the service until the school units, is very much needed. Thus, it can become a reference for teachers as the spearhead/direct field actors to ensure the continuity of teaching and learning services for the nation's generation.

The second is the opportunity for teachers to play a role at the level of the education unit. It is connected to the Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning teachers. The third is the flexibility aspect of freedom to learn (Interview Results of Ade Ariyono, S.T, Teacher of SMKN 9 Surakarta, on December 21, 2020). The freedom to learn policy program launched by the Indonesian Minister of Education, Nadiem Anwar Makarim, is deemed quite revolutionary, revisionist, and substantial as it touches directly on the problems faced by education actors, especially teachers and students. There are four new policy points of the Ministry of Education and Culture of the Republic of Indonesia (2019) as follows:

First, the national exam (UN) is replaced by the Minimum Competency Assessment and Character Survey. This assessment emphasizes literacy and numerical reasoning based on best practice PISA tests. Unlike the national examination at the end of the education level, this assessment is conducted in grades 4, 8, and 11. The results are expected to be input for educational institutions to improve the following learning process before students complete their education. Second, the national standard school exam (USBN) is handed over to the school. According to the Ministry of Education and Culture, schools are given independence in determining the form of assessment, such as portfolios, writings, or other forms of assignments. The third is the simplification of the lesson plan (RPP). According to Nadiem Makarim, a lesson plan is enough to make one page. Through simplification of administration, it is hoped that the remaining teacher time for the administrative making process can be diverted to learning activities and increasing competence. Fourth, in accepting new students (PPDB), the zoning

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system is expanded (not including the 3T area). For students who go through the affirmation and achievement path, more opportunities are given from the PPDB system. Local governments are also given technical authority to determine these zoning areas.

Formally, the policy was implemented in the 2020/2021 school year. The values of the freedom to learn policy can be applied earlier, especially in online learning during the COVID-19 pandemic. The value, as described in the literature review generally, is abstract. Values will be used as guidelines and principles owned by each person or group if these principles or guidelines become the basis for behaving and acting. In addition, online learning is definitely something new for both teachers and students, particularly for schools located in suburban areas with people in the middle to lower socio-economic class. Therefore, a new lesson plan is needed in preparation for productive learning during the COVID-19 pandemic (Interview Results of Ade Ariyono, S.T, Productive Teacher of SMKN 9 Surakarta, on December 21, 2020). Callahan & Clark (1988) also argued that teaching without written preparation would result in ineffective learning in the classroom because the teacher does not think in detail about what will be done and how to do it. This opinion implies that lesson plans have an urgent position for teachers as agents of change in giving influence in the form of etiquette and knowledge to their targets, i.e., students. In more detail, Kemp in Zendrato (2016) explained that a lesson plan also provides the following benefits:

In the policy of the Minister of Education and Culture of the Republic of Indonesia, the lesson plan is one of the four central policies that do not escape evaluation in the form of simplifying the lesson plan (RPP). Nadiem Makarim, the Minister of Education and Culture of the Republic of Indonesia, said that it is enough only to make a one-page lesson plan. Through administrative simplification, it is hoped that the remaining teacher time for the administrative making process can be diverted to learning activities and increasing competence (Mendikbud, 2019: 4). Furthermore, the lesson plan components only need to write three core components: learning objectives, learning steps (activities), and learning assessments. The other components are complementary. Learning objectives are also written regarding the curriculum and student learning needs. Besides, learning activities and assessments in lesson plans are written efficiently (Mendikbud, 2019: 13).

The values of effectiveness, efficiency, and substance in the form of three main components (learning objectives, learning steps (activities), and learning assessment) in designing lesson plans make it easier for teachers to prepare lesson plans in online learning and be able to give time to think about how the model or method is deemed appropriate in online learning. In designing this lesson plan, it is undoubtedly also aligned between the current context and the general productive curriculum, starting with the subject matter, syllabus, and productive lesson schedules/hours at SMKN 9 Surakarta so that the content in the lesson plan does not seem to deconstruct the norms contained in the curriculum arranged (Interview Results of Ade Ariyono, S.T, Productive Teacher of SMKN 9 Surakarta, on December 21, 2020).

From internalizing the value of freedom to learn, the first is encouraging teachers to actualize pedagogical and professional competencies. Pedagogical competence is a set of abilities and skills related to learning interactions between teachers and students in the classroom. This pedagogical competence includes the teacher's ability to explain the material, implement learning methods, ask questions, answer questions, manage classes, and conduct evaluations. Meanwhile, professional ability is a set of abilities and skills towards proficiency in the subject matter in-depth, intact, and comprehensively (Muchith in Shabir U, 2015: 230). Teachers with professional competence are not only sufficient to have formal mastery of the material but also must have the ability to other scientific materials. As in online learning, aside from the teacher mastering the subject matter to be given to students, the teacher must also be able to use the media or facilities used in online learning.

The next value of freedom to learn internalized in productive learning during the COVID-19 pandemic is literacy, character, and some basic vocational competencies, which students can do at home with tools that can be held independently by students and parents/guardians of students. Although it is stated in the national examination (UN) points, i.e., the UN is changed to a Minimum Competency Assessment and Character Survey, which includes three elements: literacy, numeration, and character. However, substantially, these values can be internalized flexibly through productive online learning (Interview Results of Ade Ariyono, S.T, Productive Teacher of SMKN 9 Surakarta, on December 21, 2020).

In this case, literacy is the ability to access, understand, and use things intelligently through various activities, including reading, viewing, listening, writing, and speaking (Kemendikbud, 2016: 3); not only that, but in this productive online learning, students can access digital literacy. Digital literacy, according to Paul Gilster, is the ability to use technology and information from digital effectively and efficiently in various contexts, such as academic, career, and everyday life. In productive learning during this COVID pandemic, students are not only limited to reading textbooks or listening to teacher explanations as when studying in class. Students can also access other reading materials or other means supporting learning goals, such as Google, YouTube, and others (Interview Results of Ade Ariyono, S.T, Productive Teacher of SMKN 9 Surakarta, on December 21, 2020).

One example can be taken in internalizing these character values, i.e., cultivating discipline and social awareness. In online learning at the vocational high school (SMK) level, students not only access class groups on the WhatsApp (WA) and Google Classroom applications as independent learning media but also require communication regarding something that has not been understood, either to their friends or teachers, and there is a time limit regarding the completion of learning assignments. In that learning, consciously or unconsciously, there are social and discipline values between teachers and students and among students. This online learning becomes a plus to instill social and discipline character (Interview Results of Ade Ariyono, S.T, Productive Teacher of SMKN 9 Surakarta, on December 21, 2020).

In this regard, the social character is the overall behavior of individuals with certain tendencies in interacting with a series of situations. It states that everyone has a unique way of behaving, such as the same attitudes, talents, customs, skills, habits, and actions every day (Wardati, 2019). Furthermore, sociologically, Wardati explained that character is formed through a socialization process that starts from the time a person is born until near the end of his life so that, through the socialization process, an individual gets the formation of attitudes and behaviors in accordance with the behavior of the group. From this explanation, it can be concluded that humans are basically social creatures; as social beings, interaction and synergy with each other is, of course, a basic need. For interaction and synergy to be maintained, it is necessary to plant social characters, especially in this case, students.

Figure 1. Schematic of internalization of literacy and social character values

Internalizing the value of freedom to learn in productive learning during the COVID-19 pandemic is an assessment (Interview Results of Ade Ariyono, ST, Productive Teacher of SMKN 9 Surakarta, on December 21, 2020). Assessment of learning outcomes is the process of giving value to students' learning outcomes with specific criteria. It implies that the object being assessed is learning outcomes. Learning outcomes for students are essentially changes in knowledge or understanding and behavior. Therefore, in assessing learning outcomes, the role of basic competencies (KD), which contains the formulation of the desired abilities and behaviors mastered by students, becomes an essential element as a basis and reference for assessment. Assessment of the learning process is also an effort to give value to the learning activities conducted by students and teachers in achieving learning objectives. In the assessment, it is seen how effective and efficient it is. Assessment of learning outcomes and process are interrelated since the outcomes result from the process.

Arikunto (1995: 9) suggested that assessment or assessment has the following objectives and functions: (1) assessment functions selectively; (2) assessment functions diagnostically; (3) assessment functions as placement; (4) assessment functions as a measure of success.

In general, in internalizing freedom to learn, educators have been facilitated to develop distance learning designs during the COVID-19 pandemic with the facilities available in freedom to learn. So far, some distance learning materials based on Google Classroom media have been well implemented by teachers and students in the process of teaching and learning activities at SMK N 9 Surakarta. In applying freedom to learn, the presentation of material in videos and e-books could be done well. It indicates that students could accept what is conveyed by the teacher; likewise, teachers can also deliver learning materials smoothly with applications available at https://merdekalearning.smkn9-solo.sch.id.

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CONCLUSION AND SUGGESTION

Freedom to learn is a hot discourse in Indonesia's education scope. In the four central policies of freedom to learn, it is seen that they can offer solutions to the problems faced in the world of education at the national level. The policy has also been implemented starting the 2020/2021 school year. In addition, the values in the policy have been internalized in current learning, especially during the COVID-19 pandemic in learning at SMKN 9 Surakarta.

From the observations, it can be concluded that there are aspects in internalizing the value of freedom to learn in productive learning during the COVID-19 pandemic at SMKN 9 Surakarta. These aspects include the basis for internalizing the value of freedom to learn in productive learning during the COVID-19 pandemic.

Meanwhile, the values of freedom to learn internalized in learning include the values of effectiveness, efficiency, and substance of the lesson (RPP), which could be applied according to the learning context during the COVID-19 pandemic. The next is literacy and character values. The value of literacy in online learning comprises broader, i.e., digital literacy. Moreover, the internalization of freedom to learn in distance learning at SMKN 9 Surakarta went well and smoothly. However, because it is a new program in accordance with the one launched by the Minister of Education and Culture, it has not been so perfect in preparation. Likewise, the frequent change of policies in the world of education certainly has an unfavorable impact on the implementation of freedom to learn in the learning process. For this reason, the authors provide constructive suggestions and input for the smooth and successful implementation of the freedom to learn program in the implementation of the teaching and learning process at SMKN 9 Surakarta.

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