

## The Implementation of *Merdeka Belajar* Curriculum: Teachers' Perception

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**Abstract.** The reason for this consideration is to find out and obtain information regarding problems and possible actions for utilizing the Independent Learning Curriculum at Pematang Siantar Middle School. The researcher observation, interviews, and documentation instruments. The observation referred to here is observing the behavior of the individual or situation being studied. The Researcher participant observation is where the researcher becomes part of the group or environment to be observed. After the observation was complete, The Researcher an interview instrument, where the researcher would carry out verbal interactions with respondents to collect accurate information and data. After the observations and interviews have been completed, the author also uses documentation instruments as accurate evidence that the researcher has completed his research. The methodology used in this research is qualitative, which describes the condition of the subject and the data obtained amidst wisdom and questions so that it becomes important information and can be captured by the reader. The majority of teachers criticized this opinion regarding action, the need for books, socialization from the government, and the need for teachers to understand the Independent Learning Instructive module. Actions that can be taken are for the teacher to reflect and survey, then ask for suggestions from the teacher, companion, and deputy head of the education program so that it can be better organized to suit the Independent Learning Curriculum. Schools must complete the textbooks included in the Independent Learning Curriculum, and the government must increase the socialization of the Independent Learning Curriculum.

**Keywords:** Implementation, *Merdeka Belajar* Curriculum, High School

## Introduction

The *Merdeka Belajar* Curriculum is an imaginative, instructive approach that awards schools and instructors more noteworthy opportunities in planning and executing the *Merdeka Belajar* Curriculum (Halimah, 2023). The *Merdeka Belajar* Curriculum offers a flexible approach to student-centered instruction, allowing for precise adjustments to local advancements, students' needs, and the learning environment, unlike traditional prescriptive programs. In addition, the *Merdeka Belajar* Curriculum also energizes the usage of an intriguing approach that coordinates different areas of thinking about and learning encounters outside the classroom into the curriculum (Irawati 2022 ). This approach looks to supply a more all-encompassing and important learning involvement for understudies, recognizing that real-life circumstances amplify past the boundaries of classic subjects. Hence, the *Merdeka Belajar* Curriculum serves as an establishment for developing students' competencies within the setting of existence, advancing 21st-century aptitudes such as inventiveness, basic considering, collaboration, and problem-solving regarded basic in confronting future challenges.

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Within the execution of a *Merdeka Belajar* Curriculum, instructors are important as designers and facilitators of learning encounters (Shareef, 2020). Instructors play a crucial role in tailoring educational programs to meet students' unique needs, pace, and learning styles, acting as instructional architects, mentors, and guides within the *Merdeka Belajar* Curriculum, fostering basic thinking, imagination, and problem-solving abilities. They cultivate a steady and collaborative environment where understudies are empowered to investigate, ask, and take proprietorship of their learning travel (Fatah, F.S 2023). Through their direction, teachers instill a sense of autonomy and duty in understudies, enabling them to form educated choices and lock in profoundly with the educational modules' substance. Instructors serve as facilitators who invigorate interest, energize free consideration, and give profitable input, supporting a learning environment that advances self-directed learning and long-lasting aptitude procurement. Their part amplifies past insignificant instructors; they are catalysts for cultivating enthusiasm for learning and engaging understudies to explore the complexities of the world past the classroom. Teachers' discernments of the *Merdeka Belajar* Curriculum play an essential part in the fruitful usage of this instructive approach (Asif, 2020). For a few teachers, the *Merdeka Belajar* .

The curriculum presents energizing openings, permitting them to be more dynamic in forming pertinent and lock-in learning encounters for understudies. Instructors who underwrite this approach frequently see it as a chance to personalize the educational programs to students' interface and needs more viably, making more impactful learning openings. Be that as it may, a few instructors might experience challenges executing the *Merdeka Belajar* Curriculum, especially concerning worldview shifts and the abilities required to plan versatile and adaptable educational modules (Ndari, Wulan, 2023). These perceptions offer diverse insights into adopting a more autonomous curriculum approach, emphasizing the need for appropriate support and training to assist teachers in navigating these changes more effectively.

The impact of the *Merdeka Belajar* Curriculum on students' learning encounters is significant and multifaceted. With the execution of the Free Curriculum, understudies frequently experience a more energetic and lock-in learning environment. This approach permits personalized learning encounters custom-fitted to students' one-of-a-kind interface, learning styles, and capacities. As a result, understudies feel more enabled and propelled to require a dynamic part in their instruction. They have expanded their independence to investigate subjects that resound with them, cultivating a more profound level of interest and inherent inspiration. Furthermore, the *Merdeka Belajar* Curriculum empowers intrigue associations, enabling students to see the interconnecting between different subjects and real-life applications. This all-encompassing approach frequently comes about in a more significant understanding of concepts and their pertinence past the classroom, improving students' basic thinking and problem-solving skills.

Implementing the *Merdeka Belajar* Curriculum contributes altogether to our understanding of instructive systems, emphasizing the need for versatile and student-centered approaches in present-day instructional methods (Muganga, 2019). This execution gives important experiences into the complexities and conceivable outcomes inalienable in changing conventional instructive structures. It highlights the significance of giving teachers more prominent independence and adaptability in fitting educational programs to suit understudies' assorted needs and interface. Besides, the *Merdeka Belajar* Curriculum usage makes a difference in portraying the challenges teachers and teachers confront when transitioning from ordinary models to more autonomous and flexible approaches (Angela, 2020). These experiences offer a more profound comprehension of the complex transaction between instructive methods of insight, educating strategies, and the sociocultural settings in which learning takes put, clearing the way for refining and improving future instructive methodologies.

In studies related to the analysis of difficulties and opportunities within the independent curriculum, instructors must be imaginative and mindful of the abilities each understudy has when actualizing these free educational modules since these autonomous educational programs are somewhat distinctive from the past educational modules which

were actualized by putting understudies in bunches based on their gifts. In agreement with the issues specified (Abidin, 2018), in specific, numerous instructors feel they need to be more focused and equipped to confront rushed educational module changes. The points of interest of the Merdeka Curriculum clarified by the Service of Instruction and Culture (2021b) center on basic fabric and create understudy competence in its stages so that understudies can learn more profoundly, definitively, and with fun, no surge. Learning is more significant and intelligently through extended exercises, giving more extensive openings for understudies to effectively investigate genuine issues such as nature, well-being, and other issues to bolster character improvement and competency profiles of Pancasila Understudies. Agreeing with him, the Merdeka educational programs carry the concept of "Freedom to Learn," which is diverse from the 2013 educational modules (Sherly et al., 2020) and implies giving opportunity to schools, instructors, and understudies to be free to enhance, learn autonomous and inventive, where this flexibility begins from the educator as the driving drive.

The Implementation of the *Merdeka Belajar* Curriculum holds critical suggestions for the improvement of future educational programs, clearing the way for more versatile, comprehensive, and student-centric instructive systems (Kaliraj, 2022). It underscores the significance of coordination, adaptability, and independence inside educational program plans, recognizing that a standardized approach may not satisfactorily cater to understudies' different learning needs and desires. Future curricular advancements can draw from the encounters and lessons learned in actualizing the *Merdeka Belajar* Curriculum for the 21st century. Grasping this approach in educational module improvement enables teachers to make energetic learning encounters that cultivate basic consideration, imagination, collaboration, and flexibility among understudies, adjusting instructive objectives with the advancing requests of the present-day world (Pramesworo, 2023). Moreover, the *Merdeka Belajar* Curriculum's accentuation on all-encompassing advancement empowers a reexamining of appraisal techniques, encouraging a move towards more comprehensive and adaptable assessment procedures that capture students' multifaceted learning encounters.

At the university level, the *Merdeka Belajar* Curriculum Policy is based on the Ministry of Education and Culture Deere of 2020, and the policy consists of four essentials. The primary relates to the ease of opening modern ponder programs. It is controlled based on the Service of Instruction and Culture Law No.7 of 2020 on higher instruction's foundation, alteration, and scattering. The moment alludes to the Higher Instruction Accreditation Framework. It is controlled based on the Service of Instruction and Culture Statute No.5 of 2020. The following is, which alludes to the straightforward transformation of higher instruction into its legitimate substance, which can be controlled beneath the Declare of the Service of Instruction and Culture in 2020. The last mentioned alludes to learning straightforwardly. Three non-academic semesters. It is directed beneath Service of Instruction and Culture Declare No.3 of 2020 on National Measures of Higher Instruction (Baharuddin, 2021, p. 196; Rahman, Astina, and Azizah, 2021). These rules ought to be executed by his 4,444 colleges in Indonesia.

Research on the *Merdeka Belajar* Curriculum has been conducted by analysts (e.g., Maipita et al., 2020; Yuhastina et al., 2020; Baharuddin, 2021; Rahman et al., 2021). Maipita et al. (2020) conducted a study on creating an educational module structure consistent with *Merdeka Belajar* at the Staff of Financial Matters, College of Negeri Medan. The ponder comes about within an educational module structure comprising six components. These are reference materials for translating national rules, elucidating college rules, conceptual premise, structure of considered programs, course structure, and advancement of learning instruments. Also, Yuhastina et al. (2020) conducted a think about and analyzed the openings and challenges of senior human science teachers in tall schools within the light of the Merdeka His Belajar educational programs within the Fourth Mechanical Transformation. They found that instructors did not understand that they were instructing tall school understudies who had developed into 4,444 grown-up understudies utilizing an instructive worldview that served 4,444 children. This worldview is different from the worldview utilized in his *Merdeka Belajar* Curriculum, which is an andragogy (grown-up instruction) worldview.

Besides, students' reliance on instructors makes it troublesome for instructors to move from an academic to an andragogical worldview. Furthermore, socio-economic conditions are deterrents confronted by instructors. Be that as it may, instructors are attempting to actualize his *Merdeka Belajar* educational programs.

Baaruddin (2020) and Rahman et al. (2021) conducted a ponder to create an educational module for the *Merdeka Belajar* Curriculum by joining humanistic moral standards and local intelligence values. This is about his drive to his MBKM educational modules of his PBA think about the program at his UNSIQ (Heavenly Al Quran College) in Central Java and his MBKM educational programs on the esteem of humanistic morals and neighborhood shrewdness. The concept was presented. This may be seen through the organization and structure of the educational modules, the design of the learning results for each course, the placement of courses, and the dispersion of credits each semester.

Based on previous research related to inquiring about the English divisions of Indonesian colleges, it is said that Past thinks about said over incorporate advancement of educational modules consistent with the MBKM approach (Maipita et al., 2020; Rahman et al., 2021), audit of writing inquire about (Baharuddin, 2021), and overview of tall school instructors Centers on investigation of comes about. Openings and challenges when working with the *Merdeka Belajar* Curriculum (Yuhastina et al., 2020). Considering the *Merdeka Belajar* arrangement, numerous colleges in Indonesia are attempting to create their existing educational program that is reliable with the arrangement. They have begun actualizing an unused educational program, the *Merdeka Belajar* Curriculum, in their instructive institutions. In expansion, the chance to change and reexamine the English instructing educational programs based on his advancement at that time is also vital. Educational modules ought to be reexamined to incorporate the utilization of innovation, educating English as a world dialect, instructing diverse societies and viewpoints, and instructing 21st-century aptitudes and evidence-based hones (Medgyes & Nikolov). (2010). For case, the English learning program of the State Islamic Founded in Kediri presented the *Merdeka Belajar* Curriculum in 2021. Based on the comes about of interviews with partners of English dialect learning programs at open colleges in Malang, the institution presented the *Merdeka Belajar* Curriculum in 2020. These teachers are considered the pioneers in executing the *Merdeka Belajar* Curriculum within the locale. Hence, this endeavor considers exploring the execution of the *Merdeka Belajar* educational programs in these teaching and the challenges in actualizing the educational programs. The inquire about address is defined as takes after. Presently, how is the *Merdeka Belajar* Curriculum executed in the English divisions of Indonesian colleges? What are the challenges in actualizing the *Merdeka Belajar* Curriculum within the English departments of Indonesian colleges?

Based on previous research related to research the Sekolah Penggerak Concurring research by (Rahayuningsih & Rijanto, 2022) and (Sudarmanto, 2021) and by (Patilima, 2022). The commonality is that these ponders all utilize subjective investigations, the where and contrast being the subject matter and area. In any case, this contrasts with previous investigations in that communication amid development isn't fundamentally carried out by the principal, which the total bolster of the driving school features a critical effect on the victory of the driving school. Hence, it is accepted that this investigation must be carried out in arrange to create a useful and valuable commitment to the long-haul instructive world. The School Mobilization Program comprises five interrelated mediations that cannot be isolated from each other, specifically:

### **Theoretical Framework Curriculum**

According to the old view, the curriculum is a collection of required subjects delivered by the teacher or studied by students. This assumption has existed since Ancient Greek times. In certain environments or relationships, this view is still used today. Curriculum as "... a racecourse of subject matters to be mastered". Some opinions say that the curriculum: is "a course, as a specific fixed course of study, as in school or college, as one leads to a degree". Many parents and even teachers, if asked about the curriculum will provide



answers about areas of study or subjects. More specifically, the curriculum may be interpreted only as the content of the lessons According to Ralph Tyler (1949): Curriculum is all the learning of students which is planned by and directed by the school to attain its educational goals.

### **Merdeka Belajar**

*Merdeka Belajar* could be an educational module with differing extracurricular learning, where the substance displayed to understudies will be ideal with the point that understudies will have sufficient time to investigate concepts and fortify competencies. According to Nadiem Makarim (2019): *Merdeka Belajar* is an educational policy aimed at giving more freedom and autonomy to schools, teachers, and students to foster creativity and innovation in the learning process.

### **Perception**

According to Kottler (2000), as cited in Fatmiyati (2022), discernment may be a handle where we select, organize, and decipher input information to make an important concept. The method of discernment can happen on a question, occurrence, or something that's gotten at that point concludes the data and gives meaning to tangible boosts. So it can be concluded from the understanding of the recognition that discernment is the method of utilizing something that's gotten through the five faculties and happens on a question or anything. So that each person can select, control, and translate data to make a concept definitively.

The theoretical framework that the researcher means here is constructivism theory. Constructivist learning theory explains that learning is a process that requires students to be active in building knowledge independently. The basic principle in constructivist learning theory is to allow students to take a leading role in controlling the thinking process and interacting with the surrounding environment. The paradigm built in constructivist learning theory emphasizes that students have different initial abilities in constructing new knowledge. So the role of educators is to guide the knowledge construction process so that it can run smoothly.

Constructivist theory, espoused by figures such as Jean Piaget and Lev Vygotsky, emphasizes the importance of the construction of knowledge by individuals. In the Independent Curriculum, this can be achieved by: a) Project-Based Learning Approach: Integrates research projects and problem-based projects in the curriculum to encourage knowledge construction; b) Independent Learning: Encourages students to take the initiative in guiding their learning, with the support of lecturer mentoring; c) Mentorship: Implement a mentorship model that supports constructive learning where students can discuss and collaborate with their mentors.

According to Purba, et al. (2021) based on Piaget's work, constructivism differs from behaviorism in that it is inherently structured thinking for developing concepts and acquiring language. Students actively explore their environment by building on existing cognitive structures or schemes. The constructivist approach sees that activities are provided to build children's current knowledge according to their stage of development and challenge them so that through the accommodation process, they continue to make progress. This is supported by Herliani, et al. (2021) that learning by applying constructivist theory in the classroom process means that learning emphasizes the process and freedom of students in exploring knowledge and efforts to construct their own experiences.

### **Materials and Method**

This method is qualitative research. Creswell (2009:4) states that subjective investigation is an investigation to explore and get the meaning that people or bunches accept as a social or compassionate issue. Usually utilized to decide why and how a social marvel happens. This investigation was planned to portray existing issues and conceivable outcomes. Arrangements in executing the autonomous learning educational programs at

Binaul Iman Junior High School. The subjects of this research were the Foremost of Binaul Iman Senior High School and the Delegate Vital for *Merdeka Belajar* Curriculum of Binaul Iman School, as well as three common instructors at Binaul Iman Private Center School and 2 English instructors at Binaul Iman Private High School. This inquiry is utilized as a subjective inquiry approach because the examination is within the shape of a portrayal of a certain phenomenon. According to Whitney (1960:160), the expressive strategy may well be a search for substances with adjusted translation. Investigators conducted recognitions and interviews to assemble data.

I chose this subject based on my wishes regarding the case where today at school, especially in learning methods, teachers still use the old method, namely the K13 curriculum, where in my opinion this curriculum is more boring and not attractive in the learning process in the classroom. For this reason, from this phenomenon, the author wants to use the independent learning method as a method that is more efficient, attractive, and active in the learning process so that students can solve problems in the learning process that the teacher wants for students.

The observation method and the interview) are two commonly utilized inquiry-about approaches in social and behavioral sciences to gather information. Both strategies have their claim qualities and shortcomings, and analysts regularly combine both to better understand the wonders beneath examination. Observation and Interview methods are two commonly utilized investigative approaches in social and behavioral sciences to collect data. Both strategies have their qualities and shortcomings, and analysts regularly combine both to understand the phenomena under investigation better.

## Results and Discussion

### Results

The researcher observed the principal of the Binaul Iman private junior high school and the appointee foremost for the educational programs of the Binaul Iman private junior high school, as well as three general teachers at the Binaul Iman private high school and 2 English teachers at the Binaul Iman private high school. Based on perceptions, there was a need for understanding, asset imperatives, appraisal challenges, time imperatives, and a need for more preparation. The investigator conducted interviews with the vital and appointee head of office, three private tall school common instructors, and two senior high school English instructors. There are 12 questions for private high school principals, 10 for deputy principals for curriculum, and 10 for each teacher.

Based on interviews with all T.1, T.2, T.3, T.4, and T.5, the analyst discovered that the execution of *Merdeka Belajar* Educational programs is: What were their issues within the usage of the *Merdeka Belajar* curriculum?

*Within the division of time between extracurriculars and ventures, instructors need to understand Merdeka Belajar 's educational programs fully. (T.1)*

*Instructors understand because something is usually unused, so it takes a lot of time to memorize. (T.2)*

*Proceed to get to the Merdeka Belajar Curriculum stage. At that point, synchronize with the existing plan. At that point, the IKM webinar preparation should be extended. (T.3)*

*With a design of reflection, assessment implies that the focuses that come to be challenges are assessed, and after that, the leading arrangement is examined so that all challenges have an arrangement. (T.4)*

*The teacher needs to understand the Merdeka Belajar Curriculum and the hindrances of the existing books for this beginning texture was taken from*

*Merdeka Belajar* instructive modules arranged since we did take *Merdeka Belajar* Curriculum changed; you're welcome to require modules that are on *Merdeka Belajar* arrange and alter it to the conditions of the school and understudies. (T.5)

So, the conclusion of this question, at long last, is that approach usage issues, such as lacking back and hazy rules, compounded the challenges, highlighting the requirement for making strides in coordination and communication among partners. In conclusion, addressing these multifaceted challenges requires concerted exertion from policymakers, teachers, and communities to guarantee the fruitful usage of the *Merdeka Belajar* Curriculum and realize its transformative potential in Indonesian education. Another, what was your proposal for this *Merdeka* curriculum?

*If the Merdeka Belajar Curriculum needs to be actualized within another long time, wait to alter it until it is steady and has the greatest results. (T.1)*

*The course of action of human resources: a few times as of late a school will execute Merdeka Belajar Curriculum suggests that in terms of data and mindset, the educators ought to be arranged to start with a few times as of late a school decides that it is ready to execute Merdeka Belajar curriculum. (T.2)*

*Mrs. S, in her opinion, determined that the testing and learning techniques and their textures need to be adjusted at the level of the students and Mrs. WY to form a Merdeka Belajar Curriculum, perhaps it can be carried out offline, and for the Merdeka Belajar Curriculum, it must be followed up. (T.3)*

*Mrs. A totaled the modules contained in the application, as well as managed the form so that students do not pivot; it is necessary to total all the material, so if there are students who do not total the material, their acquisition has the potential to be a conflict of not taking the course. (T.4)*

*Mrs. RD The assumption is to postpone the socialization of Merdeka Belajar Instructive programs and Mr. FS. It is trusted that this Instructive module will be dependable and not be modified once more a short time later. (T.5)*

So, this question concludes that the *Merdeka Belajar* Curriculum should be all-encompassing, taking into consideration comprehensive understudy improvement and guaranteeing their availability to confront future challenges. What issue did you experience in executing the *Merdeka Belajar* Curriculum?

*Mrs. S does personal touch, has to be close, and utilizes redirections so that learning is fun. In the evaluation fragment, teachers must master the learning material and ceaselessly orchestrate it for awesome grades, state of intellect values, data, and capacities, so evaluation records must be orchestrated. (T.1)*

*Mrs. Wy must develop a teacher worldview; the instructional modules will be persistently modified since they understand the times and concur with current needs. Then, study the Merdeka Belajar Curriculum through the Merdeka platform. (T.2)*

*Mr. Bf orchestrates with the structure, specialist head of Instructive modules, or colleagues (T.3)*

*Mrs. A, to overcome issues, must take after the fitting system. (T.4)*

*Mrs. N, see the texture on Google. At that point, modify it to the syllabus. (T.5)*

So, this question concludes that the execution of the *Merdeka Belajar* Curriculum faces challenges, including changes within the learning worldview, the need to prepare for instructors, insufficient framework, and the inclusion of guardians and the community. Solid participation among all partners can overcome these issues and help achieve victory in instruction in Indonesia.

## Discussion

These issues make a crevice between needs and reality that happens. This will be taken after the hypothesis explained by Mei Nur et al.: the conflict for the changed series cannot be handled; something similar will happen to the replaced series Rusmiyati et al., (2023). Also, some of these conflicts arise if all the arrangements need to be formed together and the series's success is not used to maximize wins according to the goals to be achieved. Through several questions held by the school principal and delegates of *Merdeka Belajar* Curriculum, there were still issues in executing *Merdeka Belajar* Curriculum, such as at Senior High School Binaul Iman course of activity from school since it was the fundamental year and it was sudden, so it required more time, offer help from facilitators or individuals who masters in *Merdeka Belajar* Curriculum Teacher modules were. At Junior Tall School Binaul Iman, the issue was the teacher's requirement to understand Belajar Curriculum modules.

Anggraena et al.(2022) Learning and assessment are units that should not be separated. Educators and students need to understand the intended competencies so that the whole learning process is sought to achieve these competencies. Susilowati (2022)The implementation of the *Merdeka Belajar* curriculum in schools has been running, but there are several obstacles faced by teachers in implementing it, including not understanding the essence of 'free learning', still dominating the lecture method, making teaching modules and the incompatibility of the learning platform with what is in it. Finally, at the evaluation stage, the teacher had difficulty in making an assessment or assessment.

The issues confronted by teachers were exceptionally unmistakable. At Senior High School Binaul Iman, there were still issues in modifying learning concurring to understudy learning styles; it was not essential for instructs to make one get together with different learning styles, inside the examination part, the benchmarks were not particularly clear, and for English learning surface was as well troublesome. At that point, crucial materials were selected for the rule, and after that, there was a slight diminishment in face-to-face rule hours. Alter to understudy conditions, most understudies had inconvenience being free, a few of the teachers had issues with educating consistency, and numerous instructors still utilized the ancient technique in a couple of cases.

While in Junior High School Binaul Iman, numerous instructs had issues like requiring time in lessons, so understudies found it troublesome to recognize the learning given, got issues in orchestrating education insubordinate, in partitioning surface between lesson surface and meander surface, and required examining texture in schools. Schools must track the advance of teachers' execution of the *Merdeka Belajar* Curriculum, overview the degree to which learning has been disconnected, and how the examination outline is executed. Whether the symptomatic examination is being utilized inside to guarantee no impact on schools, the central government and the zones must work together predominantly.

## Conclusion

Finally, the conceivable courses of activity for the *Merdeka Belajar* Curriculum where schools have to communicate the methodology of considering, benefits, and targets of the unused teacher modules to all assistants, instructors, understudies, guardians, and officials. Give comprehensive planning and workshops for educators to arrange them with the essential aptitudes and information to actualize the unused educator modules. Guarantee that the school distributes palatable assets for overhauled educating materials, headway, and other assets required for the unused teacher programs. Rather than a sudden move,



consider an orchestrated approach where unused components of the teacher modules are shown persistently, permitting teachers and understudies to change more easily. Alter evaluation techniques to modify with the unused curriculum's targets, centering on a blend of developmental and summative assessments that degree all wrapping learning. Set up a fortified framework where instructors can collaborate, share encounters, and explore the courses from teacher modules pros or guides. Join guardians in understanding the unused educator modules and their benefits through workshops, social occasions, and instructive sessions. This may be taken after the hypothesis of Faridahtul et al. In this *Merdeka Belajar* Curriculum, teachers are required to be more imaginative in organizing course modules, learning objectives, and the stream of learning destinations so that instructors can presently be careful in making lesson plans to organize instructing and learning works out each week.

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