A Sociolinguistics Analysis of Education Register in Independent Learning (The Newest System of Education in Indonesia)

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ARTICLE INFO	ABSTRACT
	The existence of the newest independent curriculum education system which is interrelated raises registers, especially in the field of education. This study aims to describe the register of education in independent curriculum. Independent Curriculum is made an object because it is the newest curriculum in Indonesia and more than 2,500 schools have implemented it. This study uses a qualitative descriptive method with a sociolinguistic approach. The data was taken using qualitative data, namely objects in the form of registers found on the official Youtube account of the Indonesian Ministry of Education and Culture and official literature from the Ministry of Education and Culture. The technique used is the technique of listening, taking notes, and concluding. Based on the analysis that has been done, it can be concluded that in the lingual register there are 6 lingual registers. There are 17 closed registers and 8 open registers.

1. INTRODUCTION

Language serves as a means of communication utilized by human beings. Language facilitates human action. The existence of variation in language across different regions is commonly referred to as interregional linguistic variation. Language variations may arise due to the diverse range of activities undertaken by human beings or within social groups. The categorization of language variations can be delineated into four distinct types, which include variations based on the speaker, variations based on the available resources, variations based on the level of formality, and variations based on the manner of usage. According to Chaer and Agustina (2014), there are four distinct variations in terms of speakers, which include dialect, idiolect, chronolect, and sociolect.

There exist two distinct forms of language variation, namely spoken and written varieties, which are utilized for employing language tools. The phenomenon of language variation with respect to formality can be classified into five distinct categories, namely: frozen variety, formal variety, consultative variety, casual variety, and intimate variety. One example of language variations is the use of registers. According to Chaer and Agustina (2014:68), Register is a linguistic variety that is employed by specific individuals based on the context of usage, stylistic preferences, degree of formality, and mode of application. The utilization of language that is associated with a particular field of work is commonly referred to as a register, as stated by Mansoer (2015:76).

Halliday and Ruqaiya (1994:56) say that register is a type of language that is different depending on how it is used. In other words, the register is the language that is used at the moment, based on what is being done and the nature of the activity. The register also shows another part of a person's social level: the kinds of social events in which that person usually takes part. In line with this view, Chaer and Agustina (2010, p. 68) say that the register is about how language is used in certain situations or fields. The most obvious difference between how language is used in this field and how it is used in other fields is in words (Chaer and Agustina, 2010, p. 68). But this doesn't mean that it can't be seen from other parts of the language, like the way sentences are put together or how technical terms are used in that group. As was said above, a certain situation determines the specific features of the register.

The Education 4.0 initiative aims to facilitate the implementation of intelligent education by enhancing and levelling the quality of education, broadening access, and promoting the use of technology to achieve a world-class education that fosters collaboration, communication, critical thinking, and creativity. The Minister of Education and Culture has implemented the "Freedom to Learn" education program as a guiding principle for future learning, with the aim of enhancing the quality of human resources.

The emergence of independent learning occurred independently of the progress of the revolution. The primary determinant was the outcomes of the Program for International Student Assessment (PISA), which indicated that a significant proportion of 15-year-old pupils, approximately 70%, did not meet the minimum proficiency level in comprehending elementary reading or employing fundamental mathematical principles. The PISA score has not exhibited a substantial rise over the past decade and a half. Furthermore, significant discrepancies exist among various regions and socio-economic strata with regards to the calibre of education, a situation that has been further aggravated by the COVID-19 outbreak.

In order to address this issue, the Ministry of Education, Culture, Research, and Technology implemented a simplified curriculum under unique circumstances, commonly known as the Emergency Curriculum. The aforementioned curriculum was executed with the aim of alleviating the negative impact of the pandemic on students'

educational progress. According to the findings, a significant proportion of schools, specifically 31.5%, reported that the implementation of the Emergency Curriculum had the potential to mitigate the effects of the pandemic by 73% for literacy and 86% for numeracy. The emergent efficacy of the Emergency Curriculum underscores the significance of implementing curriculum modifications in a more all-encompassing fashion. Consequently, the Independent Curriculum was formulated as a novel curriculum that encompasses a wider range of subject matter than its predecessor. Register in Independent Learning to be a problem that the researcher wishes to explore, because Merdeka Learning is Indonesia's newest education system.

According to Chaer and Agustina (2014:68), register refers to a specific language utilized by a particular group of individuals, which can only be comprehended by two parties. As per Chaer and Agustina's (2014:69) assertion, the concept of register pertains to the issue of language employed for specific activities. It can be inferred that the register pertains to a particular linguistic variation that is linked to the user's profession or occupation. An illustration of the register employed in the independent curriculum is the utilization of the term "CP," which exclusively pertains to "Capaian Pembelajaran" and is restricted to the pedagogical community. An illustration of registers employed by educators in the contemporary education system of Indonesia includes terms such as "Kurikulum Prototipe Survei Karater, ATP." Alwasilah (1985:53) posits that register refers to the particular variety of language employed, which is contingent upon the user. The term "register" refers to the category of work that is associated with the utilization of language, as stated by Mansoer (2015:75-76). The terminology employed in the discourse between distinct fields of work is known to vary. According to Alwasilah (1993:53), a register refers to a particular variety of language that is determined by its usage. Inferred register refers to the language utilized for a particular purpose and by individuals who possess a unique occupation. The lingual register is a type of register that takes the form of a process abbreviation or acronym. According to Kridalaksana (2011:1), abbreviation refers to the formation of a novel word by combining or omitting several lexemes. This text discusses the use of various forms of abbreviations, including acronyms, contractions, letter symbols, and other abbreviated forms. According to Kridalaksana (2011:222), abbreviations are formed through a process of abbreviation. They can arise from various linguistic phenomena such as conjunctional release, preposition, reduplication, and letter retention. According to Kridalaksana (2011:5), the acronym refers to a reduction in length through the combination of written and pronounced letters. The abbreviated term is enunciated in a neutral manner.

Register is a type of language that people use today, based on what they are doing and what kind of activity it is (Halliday, 1992, p. 56). There are many different registers. There are registers that are focused on activities, which include a lot of activities and a bit of conversation called "action language." There is also a register that gets to the talk, and most of the content is about language and not much else. If there is a text and

figuring out how to interpret it depends on the situation, then the text has certain registers. Because each text looks different from one angle, even if it has the same word and is said or written up to several times. Each text is unique. There are different kinds of registers, such as those that are tight or limited and those that are close and open. In other words, there are registers that always mean the same thing and registers that are made up of different kinds of speech.

According to Halliday (1992:53), registers can be divided into two categories: open registers and close (restricted) registers. Depending on what is being done and the nature of the activity, register is the language that is employed today (Halliday: 1992:56). Close register is a register that has a small, limited meaning and has regular or definite meanings so that the meaning of a limited envelope register is only a few. Close registers have a number of possible meanings that are "fixed and finite and may be quite small" (Halliday 1990, 39). Examples for closed registers include the 'language of the air' or 'the languages of games' (Halliday 1990, 39). Sometimes these registers have a special language of their own. Open register is a register that has a more open meaning (has many meanings), many, unlimited, and broad. The language used is informal and there are patterns of meaning associated with registers. The form of discourse used in daily communication is open register because in communication involving speakers and speech partners who interact with each other, there will be persuasion, seduction, entertainment or something else.

The researcher intends to conduct an in-depth investigation on the topic of independent learning, as it pertains to registers. The purpose of this study is to provide readers with a clear and comprehensible understanding of independent learning, which will be presented in the ensuing discussion. The selection of independent learning as a subject of study by researchers is significant within the realm of education, as well as for stakeholders, given its status as a contemporary educational paradigm.

There are several reasons why this research was carried out and choose the problem of registers as this research. The first is based on research on Register Pendidikan pada Tuturan Guru dalam Proses Pembelajaran di SD Negeri Yosowilangun Kidul 01 Kabupaten Lumajang (2016) by Dwi Wahyuni Setyowati which explains the characteristics, abbreviations, acronyms, register forms, and special vocabulary in the learning process, Register Jual Beli Online Dalam Aplikasi Shopee: Kajian Sosiolingsutik (2021) by Novita Dakwah Khusnul Khotimah and Syamsul Sodiq which discuss all forms of registration in the online buying and selling application, namely shopee

Based on previous research, the researcher decided to examine the registers in independent learning because there has been no research on it, the researcher hopes that the results of this research will be useful for the reader.

2. METHODS

This research is a qualitative descriptive approach. Qualitative descriptive is a data collection technique by observing and noting (Sutopo, 2006). The method of observing is a technique used to obtain data by listening and noting (Mahsun, 92:2014). It can be concluded that descriptive qualitative is a data collection technique in the form of words or expressions that are carried out by listening and noting. This researcher took data from the official Youtube account of the Ministry of Education and Culture, pocket book independent learning, and independent curriculum assessment guidelines. The video that the researcher will watch has 24 episodes and other videos to support the data but in the same channel (KEMENDIKBUD RI), but only a few episodes of data will be loaded so that the data remains on the appropriate topic.

Episodes	Tittle
1st Episode	Four Policy Points
2nd Episode	Independent Learning
4st Episode	Driving Organization Program
5st Episode	Driving Teacher Program
7st Episode	Driving School Program
12nd Episode	Safe School Shopping With SIPLAH
15st Episode	Independent Curriculum And Independent Learning Platform
19st Episode	Indonesian Education Report

Table 1. Episodes that Become the Data for the Research

The data taken and listened to from Youtube is a direct speech from the Minister of Education, Culture, Research and Technology who is the originator of Independent Learning. Therefore, it can be ensured that the data to be collected will be valid and credible. Data analysis begins with collecting data from the official YouTube of the Ministry of Education and Culture, data reduction, presenting data with exposure source information, and draw conclusions.

3. FINDINGS AND DISCUSSION

The findings of the research that has been carried out are able to be presented in a variety of educational registers, each of which serves a distinct function in independent learning. There are many different human activities, and if they are associated with work, then language relating to work will grow.

1. Register Variations in Language

This reasearch examines linguistic registers in conversation, sentences, clauses, phrases, words, abbreviations, and morphemes. Halliday classifies registers as closed and open. This research uses lingual, close , and open registers.

   a. Lingual Register

The form of the lingual register in the research of the form of the education register in independent learning is as follows:

   1) Lingual Register in Independent Learning Related to Students

No.	Register	Meaning	Episode	Time
1.	AN (Assessmen Nasional)	"Asesmen naasional tidak hanya sebagai pengganti dari UN (Ujian Nasional), tetapi juga sebagai perubahan paradigma evaluasi pendidikan. AN tidak lagi mengevaluasi pencapaian murid secara individu, tetapi mengevalusi dan memetakan sistem pendidikan berupa input, proses, dan hasil."	Tittle: Kebijakan asesmen nasional	0:32
2.	P5	"Profil Pelajar Pancasila ialah tujuan dari sistem merdeka belajar agar melahirkan	5	11.08

		manusia yang memiliki 6 profil pelajar pancasila"		

a) National Assessment (Asesmen Nasional (AN))

   The Ministry of Education and Culture has implemented the National Assessment program with the aim of enhancing the standard of education. This program involves capturing the inputs, processes, and outputs of learning across all educational institutions. The National Assessment employs three distinct instruments, namely the Minimum Competency Assessment (AKM Literacy, Numeracy), the Character Survey, and the Learning Environment Survey.

b) Pancasila Student Profile Reinforcement Project (Projek Penguatan Profil Pelajar Pancasila (P5))

   The acronym P5 denotes the Pancasila Student Profile Reinforcement Project. P5 refers to the set of attitudes, character traits, and competencies that students are expected to attain, grounded in the esteemed values of Pancasila. The Pancasila Student Profile comprises six distinct characteristics:

   1. Have faith, fear God Almighty, understand what morality, social justice, spirituality are, and have a sense of love for religion, humans, nature

   2. Creative, not only good at solving problems but also proactive, innovative, and independent in creating

   3. Mutual cooperation, know how to collaborate with fellow human beings because there is no activity that does not require mutual cooperation

   4. Global diversity, respect for religions, tolerance for differences without a sense of judgment, and without feeling that they are better than others, not only at the local level but also at the world level.

   5. Critical reasoning, ability to analyze, solve problems, ability to think critically and weigh various kinds of solutions.

   6. Independence, independent in a growth mindset, able to consciously understand the importance of learning and always working hard.

2) Lingual Register in Independent Learning Related to Teacher

No.	Register	Meaning	Source
1.	ATP	"ATP merupakan perencanaan pembelajaran untuk jangka waktu lebih panjang dalam lingkup satuan pendidikan. Silabus dapat dikembangkan dengan menggunakan atau mengadaptasi ATP yang disediakan oleh pemerintah maupun alur tujuan pembelajaran yang dikembangkan secara mandiri."	Pocket Book Q&A Independent Curriculum
2.	CP	"Capaian Pembelajaran (CP) merupakan pengetahuan, keterampilan, dan sikap yang dirangkaikan sebagai satu kesatuan proses yang berkelanjutan sehingga membangun kompetensi yang utuh dari suatu mata pelajaran. Capaian Pembelajaran di PAUD didesain untuk membangun kesenangan	Pocket Book Q&A Independent Curriculum

		belajar dan kesiapan bersekolah anak.”	
3.	TP	“Deskripsi pencapaian tiga aspek kompetensi, yakni pengetahuan, keterampilan, dan sikap, yang diperoleh murid dalam satu atau lebih kegiatan pembelajaran.”	Independent Teaching official website

a) Flow of Learning Objectives (Alur Tujuan Pembelajaran (ATP))

ATP (Alur Tujuan Pembelajaran) is a series of Learning Objectives that are arranged systematically and logically in the learning phase so that students can achieve these Learning Outcomes.

b) Learning Outcome (Capaian Pembelajaran(CP))

Capaian Pembelajaran (CP) is a learning competence that must be achieved by students in each phase of development. Learning Outcomes include a set of competencies and scope of material, which are comprehensively arranged in narrative form.

Learning Outcomes for early childhood education (Pendidikan Anak Usia Dini(PAUD)) consists of one phase, namely the Foundation phase. Learning Outcomes for primary and secondary education consist of 6 phases, namely phase A to phase F, covering all subjects at the primary and secondary education levels (SD/MI, SMP/MTs, SMA/MA, SMK/MAK, SDLB, SMPLB , SMALB, Package A, Package B, and Package C), according to the following distribution:

Phases	Class
Phase A	Kelas 1-2 SD/MI/SDLB/ Package A
Phase B	Kelas 3-4 SD/MI/SDLB/ Package A
Phase C	Kelas 5-6 SD/MI/SDLB/ Package A
Phase D	Kelas 7-9 SMP/MTs/SMPLB/ Package B

| Phase E | Kelas 10 SMA/MA/SMALB/ Package C, SMK/MAK |
| Phase F | Kelas 11-12 SMA/MA/SMALB/ Package C, SMK/MAK |

Students with special needs with intellectual disabilities can use Special Education CP. Meanwhile, students with special needs without intellectual barriers can use general CP by applying the principles of curriculum modification..

c) Learning Objectives (Tujuan Pembelajaran (TP))

Learning objectives describe what students will learn in terms of knowledge, skills, and attitudes through one or more learning activities. Learning objectives are created in a way that allows teachers to measure how well students are doing. This is done by using assessments to see if students are meeting the objectives. When you write learning objectives, you need to include two important things: what the learner will be able to do (competence) and what topics or skills they will learn (scope of material).

3) Lingual Register in Independent Learning Related to School

No.	Register	Meaning	Episode	Time
1.	SIPLAH	"Sistem elektronik berupa pasar daring atau marketplace sehingga mempermudah proses pengadaan barang atau jasa atau oleh satuan pendidikan. Platform ini di rancang untuk memperbaiki tata kelola keuangan serta dokumentasi elektronik setiap transaksi untuk	12	8.00

		mendorong transparansi dan akuntabilitas, mewujudkan efisiensi anggaran serta membuka kesempatan bagi UMKM daerah sebagai mitra pengadaan barang dan jasa."		

d) School Procurement Information System (Sistem Informasi Pengadaan Sekolah (SIPLaH))

SIPLaH was released by the Ministry of Education and Culture in 2019. SIPLaH is an electronic system that schools can use to carry out the process of procuring goods and services online, whose budget is sourced from BOS funds. This platform is designed to improve financial governance and electronic documentation of each transaction to encourage transparency and accountability, achieve budget efficiency and open opportunities for regional Small Medium Business (Usaha Kecil Menengah(UKM)) as partners in the procurement of goods and services.

b. Close (Restricted) Register

The form of the close register in the research of the form of the education register in independent learning is as follows:

1) Close (Restricted) Register in Independent Learning Related to Students

No.	Register	Meaning	Episode	Time
1.	Profil Pelajar Pancasila	"Profil Pelajar Pancasila ialah tujuan dari sistem merdeka belajar agar melahirkan manusia yang memiliki 6 profil pelajar pancasila"	5	11.08

2.	Asesmen Kompetensi Minimum	"Kompetensi yang benar benar minimum, dimana kita bisa memetakan sekolah dan daerah berdasarkan kompetensi minimum dengan penilaian melalui literasi, numerasi, dan karakter."	1	10.20
3.	Survei Karakter	"Survei karakter merupakan tolak ukur untuk bisa memberikan umpan balik pada sekolah untuk melakukan perubahan yang akan menciptakan siswa yang lebih bahagia dan juga lebih kuat asas pancasila."	1	13.05
4.	Asesmen Formatif	"Penilaian yang dilakukan ditengah jenjang dan tidak bisa digunakan sebagai alat seleksi untuk murid, tidak lagi menimbulkan stress bagi orangtua dan murid karena itu adalah formatif asesmen artinya harus berguna bagi sekolah, guru untuk	1	14.58

		memperbaiki dirinya."		
5.	Survei Lingkungan Belajar	"Survei Lingkungan Belajar bertujuan untuk mengevaluasi dan memetakan aspek pendukung kualitas pembelajaran di lingkungan sekolah."	Tittle: Kebijakan Asesmen Nasional	3.00

a) Pancasila Student Profile Reinforcement Project (Projek Penguatan Profil Pelajar Pancasila (P5))

The acronym P5 denotes the Pancasila Student Profile Reinforcement Project. P5 refers to the set of attitudes, character traits, and competencies that students are expected to attain, grounded in the esteemed values of Pancasila. The Pancasila Student Profile comprises six distinct characteristics:

1. Have faith, fear God Almighty, understand what morality, social justice, spirituality are, and have a sense of love for religion, humans, nature
2. Creative, not only good at solving problems but also proactive, innovative, and independent in creating
3. Mutual cooperation, know how to collaborate with fellow human beings because there is no activity that does not require mutual cooperation
4. Global diversity, respect for religions, tolerance for differences without a sense of judgment, and without feeling that they are better than others, not only at the local level but also at the world level.
5. Critical reasoning, ability to analyze, solve problems, ability to think critically and weigh various kinds of solutions.
6. Independence, independent in a growth mindset, able to consciously understand the importance of learning and always working hard.

b) Asesmen Kompetensi Minimum (The Minimum Competency Assessment)

The Minimum Competency Assessment is an update of the National Examination system. This assessment only assesses 3 aspects, namely Literacy (ability to reason, analyze and use language), Numeracy (ability to reason using mathematics), and Character (ability to collaborate and tolerate). This assessment is not based on subjects or content but based on basic/minimum competencies that students need to be able to learn any material.

c) Survei Karakter (The character survey)

The character survey is an effort to find out whether students at school really know, understand and apply the principles of Pancasila in interactions at school and as an effort to find out whether students can carry out learning well at school. Are there cases of bullying that occur between students in their association?

The character survey contains a number of questions that are personal in nature, so that each student has a different answer from the other students. The answer itself is taken from the opinion or opinion of each student related to the theme of education, the state, Bhinneka Tunggal Ika, mutual cooperation and the like. Later the results of the character survey are used to see and know the character of the students at the school at a certain time.

d) Formative asesmen

Formative assessment aims to monitor and improve the learning process, as well as evaluate the achievement of learning objectives. This assessment is carried out to identify the learning needs of students, the obstacles or difficulties they face, and also to obtain information on student development. This information is feedback for students as well as educators.

The following are some of the characteristics of formative assessment:

a. Integrated with the ongoing learning process, so that formative assessment and learning become one unit.

b. Involving students in its implementation, for example through self-assessment, peer-to-peer assessment, and meta-cognitive reflection on the learning process;

c. Paying attention to mastery progress in various domains which include attitudes, knowledge, skills, motivation, and learning styles, so that appropriate learning methods or strategies and assessment instruments are needed.

e) Survei Lingkungan Belajar (The Learning Environment Survey)

The Learning Environment Survey is a measurement tool used to evaluate aspects of supporting the quality of learning in a school environment. This survey can be filled out by teachers or students and filled out online in the study environment survey. kemdikbud.go.id. The purpose and benefit of this survey is to improve quality in school environments.

2) Close (Restricted) Register in Independent Learning Related to Teacher

No.	Register	Meaning	Episode	Time
1.	Guru Penggerak	"Guru penggerak ialah suatu program identifikasi, pelatihan, dan pembibitan calon calon pemimpin pendidikan di masa depan seperti kepala sekolah, pengawas sekolah, pelatih pelatihan guru."	5	14.25

2.	Platform Merdeka Belajar	"Platform merdeka mengajar ialah platform untuk guru yang harapannya berkembang menjadi suatu platform yang bukan hanya materi dan konten dari kementrian tapi dimiliki guru dan untuk guru untuk menjadi pengajar yang lebih baik."	15	31.15
3.	Belajar.id	"Guru dapat masuk dengan akun belajar.id untuk dapat mengakses platform Merdeka Mengajar melalui aplikasi gawai android atau melalui laman situs."	15	37.42
4.	RPP Kurikulum Merdeka	"Hal ini didedikasikan untuk para guru yaitu penyerderhanaan RPP yang dulunya memiliki 13 kompenen yang begitu padat, sekarang akan dirubah menjadi format yang sederhana yaitu hanya 1 halaman yang terdiri dari tujuan pembelajaran, kegiatan, dan asesmen."	1	17.26

a) Guru Penggerak

Mobilizing Teachers are learning leaders who are able to apply independence in learning and participate in moving the world's education ecosystem to create student-centered education. The existence of the Teacher Mobilization program is an effort to improve the quality of teachers and create independent learning.

The Mobilizing Teacher Program can be participated in by every teacher from any level of education, be it elementary, junior high, or high school/vocational school. However, to become a Mobilizing Teacher, teachers are required to take part in each stage of the selection and education of a Mobilizing Teacher within a period of 6 months. During the educational process, each prospective Activist Teacher will be guided by professional instructors, strong facilitators, and experienced companions.

b) Platform Merdeka Mengajar

The Merdeka Mengajar Platform is a technology platform provided for teachers and principals in teaching, learning and creating. To access the features/menus on the Merdeka Mengajar platform, users need to log in with a Learning Account (belajar.id).

c) Belajar.id

Belajar.id is an account name (User ID) marked belajar.id and a password that can be used to access various learning applications on the Merdeka Teaching platform.

d) RPP Kurikulum Merdeka

RPP is an abbreviation of the Learning Implementation Plan (Rencana Pelaksanaan Pembelajaran) which means a plan that describes a procedure and the organization of learning in order to achieve the basic competencies set according to the content standards outlined in the educational syllabus. RPP in the independent curriculum is different from the previous curriculum, which is a simpler component. Components consisting of RPP which have been agreed through the 2007 Permendiknas number 41 are in the form of; Identity of subjects, basic competencies, competency standards, learning objectives, competency achievement indicators, time allocation, and learning resources.

3) Close (Restricted) Register in Independent Learning Related to School

No	Register	Meaning	Episode	Time
1.	Sekolah Penggerak	"Sekolah penggerak sebagai katalis. Sekolah penggerak adalah sekolah yang dapat menggerakkan sekolah sekolah lain untuk menjadi lebih baik. Sekolah penggerak berfokus pada hasil belajar siswa secara holistik."	4	2.59
2.	Organisasi Penggerak	"Organisasi penggerak ialah organisasi yang bukan dilaksanakan oleh pemerintah tapi dilaksanakan oleh berbagai macam organisasi yang sudah beraktivitas di dunia pendidikan. Organisasi penggerak akan di biayai oleh pemerintah."	4	12.45
3.	Merdeka Belajar	"Merdeka belajar adalah sebuah solusi untuk melakukan sebuah inovasi dan berubah mindsetnya terhadap the culture of learning bukan an	Tittle: Kenapa Merdeka Belajar	0.32

		administrative culture karena yang terjadi sekarang ialah administrasi pendidikan bukan pembelajaran."		
4.	Kurikulum Merdeka	"Keunggulan kurikulum merdeka yaitu materi dan capaian lebih sederhana, guru, siswa, sekolah lebih merdeka, lebih relevan dan kreatif."	15	21.30
5.	Kurikulum Darurat	"Diluncurkan pada awal pandemi sebagai langkah awal sebelum ke kurikulum merdeka. Kurikulum darurat di kerjakan dengan cara menurunkan jumlah materi secara drastis agar para pelajar dan pengajar fokus mendalami topik yang esensial."	15	11.50
6.	Kurikulum Prototipe	"Kurikulum merdeka ini sudah kita coba di 2.500 sekolah penggerak, namanya dahulu kurikulum prototipe."	15	20.45
7.	Kampus Merdeka	"4 Kebijakan kampus merdeka yaitu pembukaan program	2	3.08

		studi baru, sistem akreditasi perguruan tinggi, perguruan tinggi negeri badan hukum, hak belajar tiga semester di luar program studi."		
8.	Platform Rapor Pendidikan Indonesia	"Platform rapor pendidikan yaitu hasil daripada asesmen nasional dan analisis data lintas sektor untuk setiap sekolah dan Pemda di Indonesia untuk bisa mengevaluasi dan melakukan perbaikan."	19	15.30

a) Sekolah Penggerak

The Mobilization School is a refinement of the previous school transformation program. The Mobilizing School Program will accelerate public/private schools in all school conditions to move 1-2 stages more advanced. The program is carried out in stages and integrated with the ecosystem so that all schools in Indonesia become the Mobilizing School Program. The Mobilizing School program focuses on developing student learning outcomes in a holistic manner which includes competence (literacy and numeracy) and character, starting with excellent human resources (principals and teachers).
Driving schools have the following characteristics:
1) Driving schools belong to schools that not only manage the system at school, but also understand how to teach and become mentors for teachers.
2) The teacher takes the side of the child and teaches according to the student's developmental stage
3) Schools produce students with P5 characters

4) Communities or stakeholders support driving schools.

b) Organisasi Penggerak

Driving Organization in Indonesia usually consist of parents, community and traditional leaders, organizations, scholars, volunteers, and other stakeholders. To realize the best education for all Indonesian students, all stakeholders together with the Ministry of Education and Culture need to be committed to working together to create learning innovations. These innovations must be relevant and have a good impact in achieving our main goal, which is to improve the learning quality of Indonesian students.

c) Merdeka Belajar

Merdeka Learning is an educational transformation step which is stated as a policy direction and strategy carried out by the Ministry of Education and Culture and contained in the 2020-2024 Strategic Plan. There are 4 main points of the independent learning policy, namely infrastructure and technology, policies, procedures and funding, leadership, community and culture, as well as curriculum, pedagogy and assessment.

Through this policy, the government aspires to provide high-quality education for all Indonesian people, which is characterized by high enrollment rates at all levels of education, quality learning outcomes, and quality education that is evenly distributed both geographically and socio-economic status.

d) Kurikulum Darurat (The Emergency Curriculum)

The Emergency Curriculum is a simplification of the curriculum in the form of special conditions. This effectively mitigates learning lag (learning loss during a pandemic). The Emergency Curriculum is a curriculum that can be implemented by educational units under special conditions which provides flexibility for educational units to determine the curriculum according to the learning needs of students.

e) Kurikulum Prototipe (The prototype curriculum)

The prototype curriculum is the old name for the independent curriculum. The two are just different names.

f) Kampus Merdeka(Independent Campus)

Independent Campus is a policy issued by the Ministry of Education and Culture by giving rights to students to take courses outside the study program for 1 semester and activities outside college for 2 semesters. Universities are given the freedom to provide Independent Campus activities that suit the needs and interests of their students.

g) Platform Rapor Pendidikan Indonesia (Indonesian Education Report Card Platform)

Indonesian Education Report Card Platform is a platform that provides report data on the results of the evaluation of the education system as a refinement of the previous quality report card. The new education system evaluation policy places more emphasis on an orientation towards education quality and an integrated system. This platform integrates a lot of data to help schools reflect and improve the education system and quality in their respective regions.

c. Open Register

The form of the open register in the research of the form of the education register in independent learning is as follows:

1) Open Register in Independent Learning Related to Students

No.	Register	Meaning	Episode	Time
1.	Pembelajaran Berdiferensiasi	Pembelajaran berdiferensiasi (PB) adalah suatu pendekatan sistematis untuk merancang kurikulum dan instruksi pembelajaran bagi siswa yang memiliki	Source: Ministry of Education and Culture Official Website	-

		ragam kemampuan, minat serta kebutuhan belajarnya. PB merupakan serangkaian keputusan masuk akal/commonsense yang dibuat oleh guru yang berorientasi kepada kebutuhan murid. Artinya, keputusan yang diambil dalam pembelajaran berdiferensiasi haruslah berakar pada pemenuhan kebutuhan belajar murid dan bagaimana guru merespon kebutuhan belajar tersebut.		
2.	Learning Loss	Ketertinggalan kegiatan pembelajaran	15	9.52

a) Pembelajaran Berdiferensiasi (Differentiated learning)

     Differentiated learning is learning that accommodates the learning needs of students. The teacher facilitates students according to their needs, because each student has different characteristics, so they are not given the same treatment in the learning process. In implementing differentiated learning the teacher must prepare learning with a variety of different treatments and actions for each student (Pitaloka, Haniza 2022).

b) Learning Loss

Learning Loss is the negative impact of learning during the COVID-19 pandemic. For example, in terms of literacy, they have lost 6 months of learning. While the numeration has lost 5 months. To overcome learning loss, an emergency curriculum emerged to overcome this by summarizing teaching materials. After implementing the emergency curriculum it turned out to be effective in mitigating learning loss.

2) Open Register in Independent Learning Related to Teacher

No.	Register	Meaning	Episode	Time
1.	Perangkat Ajar	"Di dalam aplikasi merdeka mengajar terdapat lebih dari 200 referensi perangkat ajar. Perangkat ajar adalah materi dan konten yang berbasis kurikulum merdeka dari berbagai mata pelajaran"	15	33.00
2.	Bukti Karya Saya	"Guru dapat membangun portfolio karyanya di platform merdeka mengajar, guru dapat berbagi inspirasi, berkaloborasi"	15	36.50
3.	Asesmen Murid	"Ini termasuk bagian dari platform merdeka mengajar yaitu alat asesmen, guru bisa mendapatkan asesmen dan mengimplementasikannya di dalam ruang kelasnya untuk melakukan atau mengumpulkan data dan	15	34.00

		memilah anak anak yang berbeda pencapaiannya."		
4.	Video Inspirasi	"Video inspirasi yang menjadi bagian dari platform merdeka mengajar untuk mengembangkan mindset dan motivasi para guru."	15	35.50
5.	Pelatihan Mandiri	"Ini termasuk elemen dari platform merdeka mengajar. Di dalamnya terdapat banyak macam konten untuk pelatihan guru secara mandiri."	15	35.29

a) Perangkat Ajar (Teaching Tools)

Teaching Tools, which contain various teaching materials to support teaching and learning activities, such as teaching materials, teaching modules, and project modules.

b) Bukti Karya (Proof of Work)

Proof of Work, which serves as a place for documentation of your work to describe your performance, competence, and achievements while carrying out the profession of a teacher or school principal.

c) Asesmen Murid (Student Assessment)

Student Assessment, which contains a collection of diagnostic assessment question packages based on certain phases and subjects, to help you get information about student learning processes and outcomes.

d) Video Inspirasi (Inspirational Video)

Inspirational Video, which contains a collection of inspirational videos made by the Ministry of Education and Culture and experts, as a reference to improve your competence as an educator.

e) Pelatihan Mandiri (Self-training)

Self-training, which contains various short training materials, so you can conduct training independently, anytime and anywhere.

3) Open Register in Independent Learning Related to School

1.	Survei Lingkungan Belajar	"Survei Lingkungan Belajar bertujuan untuk mengevaluasi dan memetakan aspek pendukung kualitas pembelajaran di lingkungan sekolah."	Tittle: Kebijakan Asesmen Nasional	3.00

a) Survei Lingkungan Belajar (The Learning Environment Survey)

The Learning Environment Survey is a measurement tool used to evaluate aspects of supporting the quality of learning in a school environment. This survey can be filled out by teachers or students and filled out online in the study environment survey. kemdikbud.go.id. The purpose and benefit of this survey is to improve quality in school environments.

4. CONCLUSION

The ability to communicate with one another is facilitated by human beings through the medium of language. Open registers and closed (limited) registers are the two types of registers that can be distinguished from one another. The lingual register is a type of register that takes the form of a process abbreviation or acronym. The close register is a register that has a small, limited meaning and has regular or definite meanings. The open register is a register

that has a more open meaning The lingual registers in the independent curriculum are AN, P5, ATP, CP, TP, and SIPLaH. While the closed register contained in the independent curriculum are Projek Penguatan Profil Pelajar Pancasila, Asesmen Kompetensi Minimum, Survei Karakter, Asesmen Formatif, Survei Lingkungan Belajar, Guru Penggerak, Platform Merdeka Mengajar, Belajar.id, RPP Kurikulum Merdeka, Sekolah Penggerak, Organisasi Penggerak, Merdeka Belajar, Kurikulum Merdeka, Kurikulum Darurat, Kurikulum Prototipe, Kampus Merdeka, Platform Rapor Pendidikan Indonesia. Open register that found in Independent Learning are Pembelajaran Berdiferensiasi, Learning Loss, Perangkat Ajar, Bukti Karya Saya ,Asesmen Murid, Video Inspirasi, Pelatihan Mandiri, and Survei Lingkungan Belajar.

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