



Implementation of the Merdeka Curriculum in Elementary Schools (Case Study at SDK Pagal I, Cibal District, Manggarai, East Nusa Tenggara, Indonesia)

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Abstrak

Penelitian ini bertujuan untuk: 1) Mendeskripsikan perencanaan kurikulum, kegiatan kurikuler, kokurikuler, dan ekstrakurikuler dalam implementasi Kurikulum Merdeka. 2) Mendeskripsikan pelaksanaan kurikulum, kegiatan kurikuler, kokurikuler, dan ekstrakurikuler dalam implementasi Kurikulum Merdeka. 3) Mendeskripsikan evaluasi kurikulum, kegiatan kurikuler, kokurikuler, dan ekstrakurikuler dalam implementasi Kurikulum Merdeka. Pendekatan ini menggunakan studi kasus untuk menggali secara mendalam isu tersebut dengan menggunakan metode kualitatif. Teknik yang digunakan adalah wawancara, observasi, dan dokumentasi. Responden utama dalam penelitian ini adalah kepala sekolah serta guru kelas I dan IV SDK Pagal I, Kecamatan Cibal, Manggarai, NTT. Perencanaan Kurikulum Merdeka di SDK Pagal I, Kecamatan Cibal, masih belum mencapai tingkat maksimal. Hambatan utama terletak pada kesulitan dalam merencanakan kegiatan kokurikuler, bahwa kurangnya pemahaman guru dan keterbatasan referensi menjadi kendala utama. Pelaksanaan Kurikulum Merdeka di sekolah tersebut belum mencapai tingkat maksimal, terutama dalam kegiatan kokurikuler. Evaluasi pelaksanaan Kurikulum Merdeka lebih menekankan pada aspek penggunaan metode pembelajaran, penggunaan media pembelajaran, ketersediaan fasilitas yang memadai, serta tantangan dalam pelaksanaan kegiatan kokurikuler. Karena itu, implikasi lebih lanjut sangat diperlukan untuk meningkatkan dan memperkaya implementasi Kurikulum Merdeka di sekolah tersebut.

Kata-kata Kunci: Implementasi; Kurikulum Merdeka; Sekolah Dasar.

Abstract

This research aims to: 1) Describe the curriculum planning, curricular, co-curricular, and extracurricular activities in the implementation of the Merdeka Curriculum. 2) Describe the implementation of the curriculum, curricular, co-curricular, and extracurricular activities in the implementation of the Merdeka Curriculum. 3) Describe the evaluation of the curriculum, curricular, co-curricular, and extracurricular activities in the implementation of the Merdeka Curriculum. This study adopts a case study approach to explore the issue in depth using qualitative methods. The techniques employed include interviews, observations, and documentation. The main respondents in this study are the principal and teachers of Grade I and IV at SDK Pagal I, Cibal District, Manggarai, East Nusa Tenggara. The planning of the Merdeka Curriculum at SDK Pagal I, Cibal District, has not yet reached an

optimal level. The main obstacle lies in the challenges of planning co-curricular activities, where a lack of teacher understanding and limited references are the primary issues. The implementation of the *Merdeka Curriculum* in this school has also not reached its full potential, particularly in co-curricular activities. The evaluation of the *Merdeka Curriculum*'s implementation focuses more on the aspects of teaching methods, the use of learning media, the availability of adequate facilities, and challenges in executing co-curricular activities. Therefore, further implications are highly necessary to enhance and enrich the implementation of the *Merdeka Curriculum* in the school.

Keywords: Implementation; *Merdeka Curriculum*; Elementary School.

INTRODUCTION

The curriculum is the basic foundation in the educational process. In response to the dynamics of the times and continuously developing needs, education systems in various countries, including Indonesia, frequently revise and adapt the Ubhiyati curriculum.¹ In Indonesia, one of the newest forms of adaptation in the world of education is the introduction of the "Free Learning Curriculum" which was initiated by the Minister of Education, Nadiem Makarim.

The *Merdeka Curriculum* prioritizes an approach that gives students the freedom to learn independently, both in the school environment and outside of school. The *Merdeka Curriculum* encourages teachers and students to solve problems intelligently, creatively, think critically, and be able to work together on a topic. This new approach is expected to improve the quality of the teaching and learning process by focusing on character development and the use of technology in learning.² Even though it has good intentions and an innovative concept, the implementation of a new curriculum is certainly not free from various challenges. In the context of elementary schools, this implementation requires special attention considering that elementary schools are the initial base for the formation of students' character and basic skills.

Implementation of the *Merdeka Curriculum* refers to Law Number 20 of 2003 concerning the National Education System. Article 35 paragraph (2) states that curriculum development is carried out by referring to national education standards. Article 36 paragraph (1) states that the primary and secondary education curriculum is developed by taking into account educational units, regional potential and students. Apart from this law, there is also

¹ Muhammedi, "Perubahan Kurikulum di Indonesia: Studi Kritis tentang Upaya Menemukan Kurikulum Pendidikan Islam yang Ideal," *Jurnal Raudhah* 4, no. 1 (2016): 49–70, <https://jurnaltarbiyah.uinsu.ac.id/index.php/raudhah/article/view/61>.

² Tono Supriatna Nugraha, "Kurikulum Merdeka untuk Pemulihan Krisis Pembelajaran," *Inovasi Kurikulum* 19, no. 2 (2022): 251–262, <https://ejournal.upi.edu/index.php/JIK/article/view/45301>.

Government Regulation Number 57 of 2021 concerning National Education Standards, where in article 40 paragraph (1) it is stated that the *Merdeka* Curriculum is one of the operational curricula that can be used by educational units. In article 41 paragraph (2) it is stated that the *Merdeka* Curriculum is developed by referring to National Education Standards. Furthermore, the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 162/M/2021 concerning the *Merdeka* Curriculum, which stipulates the *Merdeka* Curriculum as an operational curriculum that can be used by educational units. This decision also regulates the structure, content and learning in the *Merdeka* Curriculum.

Several research issues that need to be looked at to study the implementation of the *Merdeka* Curriculum include infrastructure readiness, teachers' understanding of the new curriculum, appropriate teaching methods, and assessments that are relevant to the curriculum being implemented. Apart from that, adapting to technology as one of the pillars of the *Merdeka* Curriculum is also a challenge in itself, especially in schools that are in remote areas or that have limited resources, such as at SDK Pagal 1, Cibal District. Thus, it is important to carry out research regarding the implementation of the *Merdeka* Curriculum at SDK Pagal 1. Through this research, it is hoped that we can find a real picture of the implementation of the curriculum at the elementary school level in Cibal District, identify the obstacles faced, and provide recommendations for solutions for the parties involved. So far, a number of studies have examined the obstacles to implementing this curriculum. Evi Susilowati in her research results said that the problem faced by teachers in its implementation is that there are still many teachers who do not understand the concept of independent learning. Teachers find it difficult to prepare teaching modules and assess students.³ Meanwhile, Ayu Rizki Septiana and Moh. Hanafi raised a similar problem. Teachers have difficulty adapting teaching themes, it is difficult to develop teaching modules by combining learning activities with projects to strengthen Pancasila student profiles. Teachers also find it difficult to implement several dimensions of strengthening the Pancasila profile which include faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, creativity, critical reasoning and independence at every phase in one semester, lack of readiness and training on digital literacy. which causes teachers to have

³ Evi Susilowati, "Implementasi Kurikulum Merdeka Belajar pada Mata Pelajaran Pendidikan Agama Islam," *Al-Miskawaih: Jurnal of Science Education* 1, no. 1 (2022): 115–132, <https://journal.centris.or.id/index.php/mijose/article/view/85>.

difficulty understanding and using the independent teaching application.⁴ However, other research also needs to be expanded, especially in suburban schools such as in Manggarai Regency, to provide feedback to the government and schools in evaluating the implementation of the *Merdeka* Curriculum.

RESEARCH METHODS

The type of research used in this research is descriptive qualitative with a case study approach. Qualitative research is a research process to understand events that occur both individually and socially, reports in the form of a general description obtained from informants regarding these events.⁵ The things described in this research are about the implementation of the *Merdeka* Curriculum at SDK Pagal I, Cibal District. The subjects of this research were the principal, class teacher and class students. Research on implementing the *Merdeka* Curriculum includes the dimensions of planning, implementation and evaluation of curricular, co-curricular and extra-curricular activities. The data collection techniques used were interviews, observation and documentation. Interviews were conducted with the principal, several class teachers, and several students. Using triangulation data testing techniques. Triangulation consists of three, namely, source triangulation, technique triangulation, and time triangulation.⁶

Source triangulation is carried out by checking the correctness of data from different sources that are related to each other. For example, to check the truth about the implementation of the *Merdeka* Curriculum at SDK Pagal I, Cibal District, the data that will be collected will be obtained from the school principal, teachers and students. The data is then described for differences and similarities, then analyzed to draw conclusions. Technical triangulation is carried out by checking the correctness of data obtained from different sources but using the same technique. For example, data is obtained by conducting interviews, observation and documentation. If using this technique the data obtained is different, then the researcher must carry out further research to obtain the correct data. Time triangulation is carried out by checking the correctness of the data and how it was collected at different times. If different data is produced, the data is checked repeatedly to determine

⁴ Ayu Rizki Septiana dan Moh. Hanafi, "Pemantapan Kesiapan Guru dan Pelatihan Literasi Digital pada Implementasi Kurikulum Merdeka," *Joong-Ki: Jurnal Pengabdian Masyarakat* 1, no. 3 (2022): 380–385, <https://journal-nusantara.com/index.php/Joong-Ki/article/view/832>.

⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D* (Bandung: Alfabeta, 2019).

⁶ Bambang Prasetyo dan Miftahul Lina Jannah, *Metode Penelitian Kuantitatif: Teori dan Aplikasi* (Jakarta: Rajawali Pers, 2006).

the certainty and correctness of the data. Next, the research data will be analyzed using the Miles & Huberman model, which consists of stages of data reduction, data presentation, and drawing conclusions.⁷

RESULT AND DISCUSSIONS

Merdeka Curriculum Planning at SDK Pagal I

Curriculum planning is a process carried out to make decisions by designing programs regarding learning objectives, methods used to achieve predetermined learning objectives. In the 2022/2023 academic year, almost all schools in Indonesia have implemented the independent learning curriculum, although in stages. In elementary schools, the curriculum is implemented in the first year, namely in class I and class IV. In the next school year it will be implemented in all classes. The implementation of the *Merdeka* Curriculum goes through three stages, namely planning, implementation and evaluation.

SDK Pagal I is one of the elementary schools implementing the *Merdeka* Curriculum in the 2022/2023 school year. In this initial stage, the *Merdeka* Curriculum is implemented in class I and class IV. Based on the results of the interview with the Principal, Mr. YFJ, it is known that planning for the *Merdeka* Curriculum at SDK Pagal I, especially for class I and Class IV, is still at an early stage. Planning for curricular and extracurricular activities is carried out by preparing school programs and increasing teacher competency. As a further step, the school forms a committee or drafting team in accordance with applicable operational standards to design teaching modules, learning outcomes, flow of learning objectives and other programs. In terms of extracurricular activities, schools always plan them carefully so that their implementation is more focused, by preparing supporting facilities to develop students' talents and interests.⁸

Mr. YFJ's statement was reinforced by several teachers, such as Mrs. KD, FDH, GJ, and YP, who teach in class I and class IV. They stated that planning curricular and extracurricular activities was easier than co-curricular activities. In planning curricular activities, teachers need to prepare a flow of learning objectives, teaching modules, learning outcomes, and learning media in accordance with students' learning objectives. On the other hand, planning co-curricular activities is considered difficult due to teachers' lack of knowledge regarding these activities in the *Merdeka* Curriculum, limited references, and

⁷ Matthew B. Miles dan A. Michael Huberman, *Qualitative Data Analysis* (UK: SAGE Publications, 1994).

⁸ Mr. YFJ, "Wawancara dengan Kepala SDK Pagal I" (Manggarai, 2024).

lack of experience regarding co-curricular activities. Meanwhile, extracurricular activities are considered easier because teachers can determine activities that suit students' talents and interests, as well as provide the necessary facilities.

Through the results of these interviews, the research team concluded that *Merdeka* Curriculum planning at SDK Pagal I has still not reached the maximum level. The main obstacle lies in the difficulty in planning co-curricular activities, where the teacher's lack of understanding and limited references are the main obstacles. Therefore, further efforts are needed to increase teachers' understanding of co-curricular activities in the *Merdeka* Curriculum through training and increasing available reference sources. Socialization also needs to be strengthened so that teachers can better understand the role and implementation of co-curricular activities in the context of the *Merdeka* Curriculum.

Implementation of the *Merdeka* Curriculum at SDK Pagal I

Curriculum implementation is the process of implementing programs that have been designed and are at the planning stage. The *Merdeka* Curriculum at SDK Pagal I will be implemented starting in the 2022/2023 school year for class I and class IV. Success in implementing the *Merdeka* Curriculum is not only seen from the planning process, but from the implementation of the learning process.

Based on the results of the researcher's interview with the Principal, Mr. YFJ, it is known that the implementation of the *Merdeka* Curriculum at SDK Pagal I in the 2022/2023 academic year is limited to class I and Class IV. Even though curricular activities and learning processes run smoothly, there are limited facilities and learning media that are still minimal. Teachers and students carry out learning activities according to a predetermined schedule.⁹

Even though curricular activities run systematically, with a flow of learning objectives from initial, core, to closing activities, co-curricular activities have not yet been implemented. Mr. YFJ indicated that teachers were more focused on delivering material and had not implemented the *Projek Penguatan Profil Pelajar Pancasila* (P5) as a project-based activity to strengthen student character. Teachers experience difficulties in implementing co-curricular activities because of their lack of knowledge regarding the implementation of these activities.

Mr. YFJ's statement was supported by several teachers, such as Mrs. KD, FDH, GJ, and YP, who stated that curricular and extracurricular activities were running smoothly.

⁹ Ibid.

However, co-curricular activities have not been implemented due to lack of teacher knowledge and experience. Even though they often participate in socialization and training related to the *Merdeka* Curriculum online, the information they receive is only general in nature, without detailed explanations regarding co-curricular activities. Meanwhile extracurricular activities such as scouts and sports have gone well. Class IV students also confirmed their participation in these extracurricular activities, accompanied by several teachers.

From the results of interviews and observations, researchers concluded that the implementation of the *Merdeka* Curriculum at SDK Pagal I has not reached the maximum level, especially in co-curricular activities. Even though curricular and extracurricular activities are running smoothly, the integration of the *Projek Penguatan Profil Pelajar Pancasila* (P5) as one of the co-curricular activities has not been carried out thoroughly. Teachers are still in the adjustment stage to the *Merdeka* Curriculum as the new curriculum. Further efforts are needed to improve teachers' lack of knowledge and increase the implementation of co-curricular activities in accordance with the principles of the *Merdeka* Curriculum.

Evaluation of the *Merdeka* Curriculum at SDK Pagal I

Curriculum evaluation is a planned process carried out to obtain information that will be taken into consideration in making a decision regarding the curriculum that is being implemented or has already been implemented. Curriculum evaluation aims to improve the curriculum. The evaluation carried out on the implementation of the *Merdeka* Curriculum aims to test the effectiveness, efficiency, relevance and feasibility of the plan and implementation of the *Merdeka* Curriculum in educational unit institutions. It is hoped that the results of this evaluation can be used as a reference for determining next steps regarding the implementation of the *Merdeka* Curriculum. Several important elements of the *Merdeka* Curriculum will be evaluated, namely, curriculum structure, learning outcomes, learning and assessment, use of teaching tools and operational curriculum of educational units.

The evaluation carried out on the implementation of the *Merdeka* Curriculum aims to test the effectiveness, planning and implementation of the *Merdeka* Curriculum in educational unit institutions. It is hoped that the results of this evaluation can be used as a reference for determining next steps regarding the implementation of the *Merdeka* Curriculum. Several important elements of the *Merdeka* Curriculum will be evaluated, namely, curriculum structure, learning outcomes, learning, assessment, and use of teaching tools.

The results of interviews with the Principal, Mr. YFJ, and several grade I and IV teachers, such as Mrs. KD, FDH, GJ, and YP, highlight several aspects that need to be evaluated during the implementation of the *Merdeka Curriculum*. This evaluation includes the learning process, curriculum implementation, and achievement of results as expected. In the evaluation stage, the focus is divided into two main aspects, namely elements that need to be maintained and those that need to be improved during the implementation of the *Merdeka Curriculum*.¹⁰

According to Mr. YFJ, in curricular activities, it is important to maintain opportunities for students to learn according to their needs, with the teacher's role more as a guide. This point is strengthened by maintaining attention to student activity during the learning process. Meanwhile, in extracurricular activities, what needs to be maintained is to provide opportunities for students to choose activities that suit their talents and interests, while still facilitating these activities. However, there are also aspects that need to be improved during the implementation of the *Merdeka Curriculum*. In curricular activities, Mr. YFJ emphasized the need for teachers to carry out learning well, choose methods according to students' needs, prepare learning media that supports understanding of the material, and provide adequate facilities. As for co-curricular activities, it is hoped that they can be implemented in the future. In the context of extracurricular activities, improvements need to be made by providing optimal opportunities for students to develop their talents and interests. By detailing the results of the interview, the researcher concluded that the evaluation of the implementation of the *Merdeka Curriculum* at SDK Pagal I places more emphasis on aspects of the use of learning methods, use of learning media, availability of adequate facilities, and challenges in implementing co-curricular activities. Further efforts are needed to improve and enrich the implementation of the *Merdeka Curriculum* in these schools.

Solutions to the Problems of Implementing the *Merdeka Curriculum* at SDK Pagal I

Based on the results of interviews with Mr. YFJ, Mrs. KD, FDH, GJ, and YP, several solutions to overcome difficulties during the implementation of the *Merdeka Curriculum* at SDK Pagal I, include:¹¹

1. Teachers should be active in learning activities, participate in socialization, and take part in training to increase their understanding of the *Merdeka Curriculum*.

¹⁰ Ibid.

¹¹ Mr. YFJ et al., "Wawancara dengan Guru-guru" (Manggarai, 2024).

2. It is recommended that teachers read more books or other sources related to the *Merdeka* Curriculum.
3. The government should hold face-to-face outreach with teachers to increase the effectiveness of understanding regarding the implementation of the *Merdeka* Curriculum.
4. When conducting outreach or training, the presenter is expected to explain in detail each activity contained in the *Merdeka* Curriculum, including curricular, co-curricular and extra-curricular activities.
5. The government is expected to provide adequate facilities to support the implementation of the *Merdeka* Curriculum.
6. Teachers are reminded to pay attention to the selection of media and learning methods that suit students' learning needs.

It is hoped that these solutions can help improve the quality of implementation of the *Merdeka* Curriculum at SDK Pagal I, with a focus on increasing teacher understanding, effectiveness of socialization, provision of facilities, and improving the quality of learning.

DISCUSSION

***Merdeka* Curriculum Planning**

Based on the research results, *Merdeka* Curriculum planning at SDK Pagal I, Cibul District, has still not reached the maximum level. The main obstacle lies in the difficulty in planning co-curricular activities, where the teacher's lack of understanding and limited references are the main obstacles. Therefore, further efforts are needed to increase teachers' understanding of co-curricular activities in the *Merdeka* Curriculum through training and increasing available reference sources. Socialization also needs to be strengthened so that teachers can better understand the role and implementation of co-curricular activities in the context of the *Merdeka* Curriculum.

In line with research of Erwin Simon Paulus Olak Wuwur explained that, there are several problems faced by teachers in implementing the *Merdeka* Curriculum, especially at the planning stage, namely the lack of teacher understanding of the *Merdeka* Curriculum, teachers have difficulty implementing creative and innovative learning methods. There were changes in designing learning from the previous curriculum, namely the 2013 curriculum with the *Merdeka* Curriculum, which resulted in teachers experiencing many difficulties. In an *Merdeka* Curriculum, teachers must design learning according to students' needs by looking at the situation and circumstances of the surrounding environment. The preparations

carried out include analyzing the initial objectives of the material that the teacher will teach to students in the learning process, compiling learning outcomes, the flow of learning objectives. After that, the teacher prepares learning tools, prepares assessment formats, so that learning outcomes can be known.¹²

Irfanaeka Azzahra, Aan Nurhasanah, and Eli Hermawati in their research entitled “Implementation of the *Merdeka* Curriculum in Natural Sciences Learning at SDN 4 Purwawinangun concluded that, the learning planning carried out is in the early stages. The planning carried out still uses examples of learning plans provided by the Ministry of Education and Culture.¹³ Ujang Cepi Barlian, Siti Solekah, dan Puji Rahayu in their research stated that, SDN 244 Guruminda Bandung City had made an *Merdeka* Curriculum learning plan in the form of learning tools in accordance with the guidelines for making *Merdeka* Curriculum learning tools, namely analyzing learning outcomes (CP) to develop learning objectives and flow. learning objectives, planning diagnostic assessments, developing teaching modules that adapt learning to the achievement stages and characteristics of students and planning formative and summative assessments.¹⁴

Thus, it can be concluded that planning for implementing the *Merdeka* Curriculum consists of analyzing learning outcomes. By analyzing learning outcomes, teachers will find it easier to understand competencies, materials and learning objectives according to the stages of the education level. After that, the teacher designs a flow of learning objectives which are used as a guide in developing teaching tools and compiling teaching modules. Finally, carrying out an assessment, namely, a diagnostic assessment carried out by teachers to determine students’ initial competencies. Formative assessments are carried out by teachers at the beginning of learning until the end of each meeting, then summative assessments are carried out by teachers to measure students’ abilities after the material ends or at the end of the semester. Apart from that, planning the *Projek Penguatan Profil Pelajar Pancasila* (P5) is one of the activities to increase understanding and strengthen students’ character, as well as assessment planning.

¹² Erwin Simon Paulus Olak Wuwur, “Problematika Implementasi Kurikulum Merdeka di Sekolah Dasar,” *Soko Duru: Jurnal Ilmiah Kependidikan* 3, no. 1 (2023): 1–9, <https://ejournal.politeknipratama.ac.id/index.php/sokoguru/article/view/1417>.

¹³ Irfanaeka Azzahra, Aan Nurhasanah, dan Eli Hermawati, “Implementasi Kurikulum Merdeka pada Pembelajaran IPAS di SDN 4 Purwawinangun,” *Didaktik: Jurnal Ilmiah PGSD STKIP Subang* 9, no. 2 (2023): 6230–6238, <https://journal.stkipsubang.ac.id/index.php/didaktik/article/view/1270>.

¹⁴ Ujang Cepi Barlian, Siti Solekah, dan Puji Rahayu, “Implementasi Kurikulum Merdeka dalam Meningkatkan Mutu Pendidikan,” *JOEL: Journal of Educational and Language Research* 1, no. 12 (2022): 2105–2118, <https://bajangjournal.com/index.php/joel/article/view/3015>.

Implementation of the *Merdeka* Curriculum

From the results of interviews and observations, the implementation of the *Merdeka* Curriculum at SDK Pagal I has not reached the maximum level, especially in co-curricular activities. Even though curricular and extracurricular activities are running smoothly, the integration of the Project for *Projek Penguatan Profil Pelajar Pancasila* (P5) as one of the co-curricular activities has not been carried out thoroughly. Teachers are still in the adjustment stage to the *Merdeka* Curriculum as the new curriculum. Further efforts are needed to improve teachers' lack of knowledge and increase the implementation of co-curricular activities in accordance with the principles of the *Merdeka* Curriculum.

In line with research conducted by Wikan Budi Utami et al., states that strengthening the profile of Pancasila students in the implementation of the *Merdeka* Curriculum has obstacles, including not fully understanding the meaning of “freedom to learn” so that they have not been able to optimize strengthening the profile of Pancasila students, limited time available. informed by the teacher, limited time for learning activities, little lesson substance, limited knowledge of technology possessed by the teacher, students' very poor understanding of the subject and so on. To overcome this, teachers are expected to always innovate so that the learning strategies carried out can run smoothly so that they can strengthen the student profile of Pancasila as a character possessed by students.¹⁵

Sofyan Iskandar et al., concluded that teachers must be able to adapt to existing policies in line with changes in educational policies, especially the curriculum. Even though the *Merdeka* Curriculum has just been implemented, teachers must continue to adapt to existing changes. The final goal of the Pancasila Student Profile states that learning activities are to shape the personalities of students. Because, learning in the *Merdeka* Belajar Curriculum is determined by the teacher. So, to be able to interpret each student's behavior correctly, the teacher must understand the meaning and dimensions of the Pancasila Student Profile.¹⁶

Annisa Intan Maharani, Istiharoh, and Pramashaella Arinda Putri revealed that the P5 Program as an implementation of the *Merdeka* Curriculum aims to shape the profile of Pancasila students through creative, critical, communicative, collaborative and character

¹⁵ Wikan Budi Utami et al., “Implementasi Kebijakan Merdeka Belajar dalam Penguatan Profil Pelajar Pancasila,” *Wacana Akademika* 6, no. 3 (2022): 285–294, <https://jurnal.ustjogja.ac.id/index.php/wacanaakademika/article/view/13422>.

¹⁶ Sofyan Iskandar et al., “Problematika Penerapan Kurikulum Merdeka di Sekolah Dasar,” *Innovative: Journal of Social Science Research* 3, no. 2 (2023): 1594–1602, <https://j-innovative.org/index.php/Innovative/article/view/466>.

education. However, the implementation of this program is faced with inhibiting factors that need to be overcome so that it can run effectively. These inhibiting factors include resource readiness, teacher understanding and readiness, as well as limited time and space. To overcome these inhibiting factors, integrated efforts are needed. Increasing investment in education is an important step in improving resource readiness, including meeting the required facilities and infrastructure. Teacher training and development also needs to be strengthened so that they have a deep understanding of the *Merdeka Curriculum* and are able to implement it well. Overall, it is important to overcome these inhibiting factors so that the P5 Program can run optimally and achieve the expected goals. The P5 program can be an important step in realizing education that is holistic, relevant, and encourages the formation of a strong Pancasila student profile.¹⁷

Thus, it can be concluded that the implementation of the *Merdeka Curriculum* at the elementary school level emphasizes project-based learning in realizing the Pancasila Student Profile. This project is learning that combines several project-based or practical subjects regarding understanding material and solving problems that are solved directly by students.

Project-based learning aims to develop soft skills and character according to the Pancasila student profile, namely emphasizing the main material so that they have enough time to explore learning material for basic competencies such as literacy and numeracy. Apart from that, it is easier for teachers to carry out learning that suits students' abilities.

Evaluation of the Implementation of the *Merdeka Curriculum*

Based on the research results, the evaluation of the implementation of the *Merdeka Curriculum* at SDK Pagal I places more emphasis on aspects of the use of learning methods, use of learning media, availability of adequate facilities, and challenges in implementing co-curricular activities. Further efforts are needed to improve and enrich the implementation of the *Merdeka Curriculum* in these schools.

In line with research conducted by Muhammad Zainul Mustofa and Joko Setiyono stated that curriculum evaluation plays a very important role in the scope of education. If you don't carry out an evaluation, you won't know what the strengths and weaknesses are, what needs to be improved and maintained, in planning and implementing the curriculum. Evaluation is carried out to obtain feedback from several parties who have important roles

¹⁷ Annisa Intan Maharani, Istiharoh, dan Pramashela Arinda Putri, "Program P5 sebagai Implementasi Kurikulum Merdeka: Faktor Penghambat dan Upayanya," *Atmosfer: Jurnal Pendidikan, Bahasa, Sastra, Seni, Budaya, dan Sosial Humaniora* 1, no. 2 (2023): 176–187, <https://pbsi-upr.id/index.php/atmosfer/article/view/153>.

such as parents, teachers, curriculum developers and the community. The results of these evaluation activities will be used as guidelines for improving further curriculum development so that it can achieve the educational goals that have been set.¹⁸ Ayu Puspitasari and Akhmad Muadin concluded that, the implementation of the *Merdeka* Curriculum in elementary schools has been running even though it is not optimal and needs to be implemented. The evaluation carried out through the CIPP model in terms of evaluating the context, input, process and product of implementing the *Merdeka* Curriculum at the elementary school level, namely Bontang Elementary School, is included in the successful category. If viewed from a context perspective, it has been met, namely learning outcomes that are in accordance with the scope of the material, as well as material that suits the needs of students.¹⁹ According to Graciella Nafab Safira Santi and Irena Yolanita Maureen, context evaluation aims to explain the school principal's readiness to implement the *Merdeka* Curriculum, as well as the suitability of the program objectives designed to student needs. Input evaluation is carried out to find out how the planning and strategies used by schools in implementing the *Merdeka* Curriculum include preparing facilities and infrastructure, namely electricity and the internet to support learning activities. Process evaluation is carried out to explain the extent of success in implementing the *Merdeka* Curriculum through the strategies that have been implemented by the school. Product evaluation aims to find out the final results of implementing the *Merdeka* Curriculum, then a more in-depth assessment is carried out.²⁰

Thus, it can be concluded that evaluation of the implementation of the *Merdeka* Curriculum is very important. The aim is to find out the extent of success in implementing the *Merdeka* Curriculum through the strategies used by the school. Evaluation starts from planning activities to the final results related to what needs to be maintained and improved.

Based on the research results, the solution to overcome difficulties in implementing the *Merdeka* Curriculum is, 1) Teachers should be active in learning activities, participate in socialization, and take part in training to increase their understanding of the *Merdeka* Curriculum. 2) It is recommended that teachers read more books or other sources related to

¹⁸ Muhammad Zainul Mustofa dan Joko Setiyono, "Evaluasi Penerapan Kurikulum Merdeka di Sekolah Dasar," in *Prosiding Seminar Nasional Daring*, vol. 1 (Bojonegoro: IKIP PGRI Bojonegoro, 2023), 344–348, <https://prosiding.ikipgribojonegoro.ac.id/index.php/SND/article/view/1693>.

¹⁹ Ayu Puspitasari dan Akhmad Muadin, "Evaluasi Implementasi Kurikulum Merdeka Menggunakan Model CIPP di SD Bontang I," *An-Nizom: Jurnal Penelitian Manajemen Pendidikan Islam* 8, no. 1 (2023): 49–58, <https://ejournal.uinfasbengkulu.ac.id/index.php/annizom/article/view/3914/3142>.

²⁰ Graciella Nafab Safira Santi dan Irena Yolanita Maureen, "Evaluasi Implementasi Kurikulum Merdeka di SMK Yapalis Krian," *Jurnal Mahasiswa Teknologi Pendidikan* 13, no. 6 (2024): 1–7, <https://ejournal.unesa.ac.id/index.php/jmtp/article/view/55804>.

the *Merdeka* Curriculum. 3) The government should hold face-to-face outreach with teachers to increase the effectiveness of understanding regarding the implementation of the *Merdeka* Curriculum. 4) When conducting outreach or training, the presenter is expected to explain in detail each activity contained in the *Merdeka* Curriculum, including curricular, co-curricular and extra-curricular activities. 5) The government is expected to provide adequate facilities to support the implementation of the *Merdeka* Curriculum. 6) Teachers are reminded to pay attention to the selection of media and learning methods that suit students' learning needs.

In line with research conducted Azzahra, Aan Nurhasanah, and Eli Hermawati it is explained that the efforts made by schools, especially school principals, are by providing facilities and infrastructure in decent and sufficient conditions to meet learning needs in the classroom. Apart from that, school principals also increased the intensity of sending teachers to attend seminars, workshops, training and MGMP, as an effort to increase knowledge and skills in teaching.²¹

Erwin Simon Paulus Olak Wuwur claims that there are several solutions that can be implemented by schools, including: 1) Training and developing the competence of teachers and educational staff. Increasing the ability of teachers and education staff to apply creative and innovative learning methods will help create a more conducive and supportive learning environment for students. 2) Increased support from parents and the community. The role of parents and the community is very important in supporting the implementation of an *Merdeka* Curriculum in elementary schools. Therefore, efforts are needed to increase their understanding and participation in the educational process. 3) Improvement of facilities and infrastructure. Efforts to improve facilities and infrastructure such as classrooms, laboratory facilities, libraries and textbooks will help in creating a more conducive and supportive learning environment for students. 4) Increased supervision and monitoring. Efforts are needed to increase supervision and monitoring of the implementation of the *Merdeka* Curriculum in elementary schools. This can help in identifying obstacles and problems that arise during the implementation process and finding appropriate solutions. 5) Developing cooperation between education *stakeholders*. Collaboration is needed between educational stakeholders such as teachers, school principals, parents and the community to create a conducive and supportive learning environment for students to develop their abilities and potential. 6) there is encouragement for teachers to take part in the teacher mobilization

²¹ Azzahra, Aan Nurhasanah, dan Eli Hermawati, "Implementasi Kurikulum Merdeka pada Pembelajaran IPAS di SDN 4 Purwawinangun."

program.²² Muhammad Noor Fauzi concluded that, solutions that could be an effort to overcome problems during implementing the *Merdeka* Curriculum, namely, 1) Expanding knowledge related to learning methods. 2) Attend workshops. 3) Sharing with fellow educators. By implementing these solutions, it is hoped that the implementation of the *Merdeka* Curriculum in elementary schools can run better and provide optimal benefits for student development.²³

CONCLUSION

Based on the results of research regarding the implementation of the *Merdeka* Curriculum in case studies at SDK Pagal I, Cibal District, it can be concluded that: Planning for the *Merdeka* Curriculum at SDK Pagal I, Cibal District, has still not reached the maximum level. The main obstacle lies in the difficulty in planning co-curricular activities, where the teacher's lack of understanding and limited references are the main obstacles. Therefore, further efforts are needed to increase teachers' understanding of co-curricular activities in the *Merdeka* Curriculum through training and increasing available reference sources. Socialization also needs to be strengthened so that teachers can better understand the role and implementation of co-curricular activities in the context of the *Merdeka* Curriculum. The implementation of the *Merdeka* Curriculum at SDK Pagal I has not reached the maximum level, especially in co-curricular activities. Even though curricular and extracurricular activities are running smoothly, the integration of the Project for *Projek Penguatan Profil Pelajar Pancasila* (P5) as one of the co-curricular activities has not been carried out thoroughly. Teachers are still in the adjustment stage to the *Merdeka* Curriculum as the new curriculum. Further efforts are needed to improve teachers' lack of knowledge and increase the implementation of co-curricular activities in accordance with the principles of the *Merdeka* Curriculum. Evaluation of the implementation of the *Merdeka* Curriculum at SDK Pagal I places more emphasis on aspects of the use of learning methods, use of learning media, availability of adequate facilities, and challenges in implementing co-curricular activities. Further efforts are needed to improve and enrich the implementation of the *Merdeka* Curriculum in these schools. Solutions implemented to overcome all difficulties during implementing the *Merdeka* Curriculum at SDK Pagal I include: 1) Teachers should

²² Wuwur, "Problematika Implementasi Kurikulum Merdeka di Sekolah Dasar."

²³ Muhammad Noor Fauzi, "Problematika Guru Mengimplementasi Kurikulum Merdeka Belajar pada Pembelajaran PAI di Sekolah Dasar," *Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah* 7, no. 4 (2023): 1661–1674, <https://jurnal.stiq-amuntai.ac.id/index.php/al-madrasah/article/view/2688>.

be active in learning activities, participate in socialization, and attend training to increase their understanding of the *Merdeka* Curriculum. 2) It is recommended that teachers read more books or other sources related to the *Merdeka* Curriculum. 3) The government should hold face-to-face outreach with teachers to increase the effectiveness of understanding regarding the implementation of the *Merdeka* Curriculum. 4) When conducting outreach or training, the presenter is expected to explain in detail each activity contained in the *Merdeka* Curriculum, including curricular, co-curricular and extra-curricular activities. 5) The government is expected to provide adequate facilities to support the implementation of the *Merdeka* Curriculum. 6) Teachers are reminded to pay attention to the selection of media and learning methods that suit students' learning needs.

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