

## A Literature Study On The Implementation Of Merdeka Curriculum

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***Abstract.** The Indonesian education system has been changed over past few decades. There are several reason of these changes but the one most crucial aspect of these changes is the student and technology. Merdeka curriculum or also known as independent study is this modern era's newest curriculum, as we know in this current world technology has been developed in the speed of light and it also affects students' character toward studying and that's why the Merdeka curriculum being made. The main purpose of this curriculum is to use tech as useful as possible and also to develop each unique ability that students. This article's main purpose is to explain about format and implementation of the Merdeka curriculum in this modern era.*

**Keywords:** Curriculum Design, Merdeka Curriculum

**Abstrak.** Sistem pendidikan di Indonesia telah mengalami perubahan dalam beberapa dekade terakhir. Ada beberapa alasan dari perubahan ini, namun salah satu aspek yang paling penting dari perubahan ini adalah siswa dan teknologi. Kurikulum Merdeka atau yang juga dikenal dengan istilah belajar mandiri merupakan kurikulum terbaru di era modern ini, seperti yang kita ketahui di dunia saat ini teknologi telah berkembang dengan sangat pesat dan hal ini juga mempengaruhi karakter siswa dalam belajar, oleh karena itu dibuatlah kurikulum Merdeka. Tujuan utama dari kurikulum ini adalah untuk menggunakan teknologi semaksimal mungkin dan juga untuk mengembangkan setiap kemampuan unik yang dimiliki oleh siswa. Tujuan utama dari artikel ini adalah untuk menjelaskan tentang format dan implementasi kurikulum Merdeka di era modern ini.

**Kata kunci:** Desain Kurikulum, Merdeka Kurikulum

### INTRODUCTION

The Indonesian education system has undergone significant changes over the past few decades. One of the crucial aspects of this transformation is the curriculum for students. The curriculum serves as a blueprint for learning and aims to provide students with the necessary knowledge and skills to become productive members of society. Curriculum Merdeka is an educational initiative launched by the Ministry of Education in Indonesia in 2020. It aims to provide a more holistic and inclusive approach to education that emphasizes the development of character, creativity, and critical thinking skills, alongside academic knowledge. The Curriculum Merdeka is designed to be more flexible and adaptable to the needs of individual students, with a greater emphasis on student-centered learning and the use of technology.

The Merdeka Curriculum stimulates student participation in their own education through a learner-centered approach. It promotes independent study, critical thinking, and the

acquisition of transferable skills that go beyond information retention and regurgitation. Students are given the freedom to explore their interests, pursue their passions, and develop into lifelong learners through cultivating a sense of autonomy and ownership. Furthermore, the format and presentation of the Merdeka Curriculum transcend traditional disciplinary boundaries. It embraces an interdisciplinary approach, combining expertise and knowledge from a range of disciplines to offer a thorough and linked view of the world. Students obtain a wider perspective through blending the boundaries across disciplines, which enables them to approach challenging real-world situations with creativity, adaptation, and collaboration.

The Merdeka Curriculum uses technology to improve learning experiences in this era of quick technological change. Students have access to a wide range of resources, interactive learning materials, and international networks thanks to the integration of digital tools and platforms. This makes it possible for students to interact with other viewpoints, work together across borders, and cultivate a global attitude. In order to prepare pupils for the rapidly changing digital environment, the curriculum also teaches them digital literacy skills.

The curriculum is also intended to promote values such as nationalism, unity, and social justice. The presentation of the Curriculum Merdeka emphasizes the use of technology and digital resources to enhance the learning experience. Students are encouraged to use digital tools such as online platforms, multimedia resources, and interactive simulations to explore and understand concepts.

Overall, the Curriculum Merdeka represents a significant shift in the Indonesian education system towards a more progressive and student-centered approach. It aims to prepare students for the challenges of the 21st century by providing them with the skills, knowledge, and values they need to succeed in a rapidly changing world.

## **THEORETICAL STUDY**

Looking at the previous study that has related to this research, (ASEP YASSIR FAUZI, 2014/2015) "*THE IMPLEMENTATION OF 2013 CURRICULUM IN ENGLISH TEACHING LEARNING: A CASE STUDY AT TENTH GRADE OF SMAN 3 KUNINGAN*" this research discusses about the implementation of English learning in curriculum 2013. The aim of this research is to know the implementation of 2013 curriculum, particularly in SMAN 3 Kuningan, where it has already been stated that it is sufficient and has a significant impact on the learning process and student abilities. In addition, they believe that the 2013 curriculum can be implemented in Indonesia, provided that the government facilitates it and that teachers are creative and ready to do so.

Another study that related to this research is. (Naelatut Thooyibah, Rudi Hartono & Dwi Anggani L. Bharati., 2019) ” *The Implementation of Character Education in the English Teaching Learning Using 2013 Curriculum*” This study aims to describe how the English instructors at SMP N 1 Kebonagung Demak integrate character education in the teaching and learning process. Observations, interviews, and a document study were used to gather the data. Two English teachers from SMP N 1 Kebonagung participated in this study as a purposive sample and were watched while they were teaching in order to gather information regarding the application of character education in the learning environment. The results of this study showed that teachers had included some moral principles into the teaching and learning process.

Based on the explanation above, it shows that the main purpose of 2013 curriculum is to develop the character of their students and to develop student academic abilities and also to improve education facility in all school in Indonesia. With this point as the foundation of this study, this article can differentiate the difference between 2013 curriculum and Merdeka curriculum especially in the problem that Merdeka curriculum will face as the newest curriculum in Indonesia.

## **METHOD**

The method used in this research is library research (Adlini et., 2022). The researcher reviewed various works of literature that related to Merdeka curriculum and then summarized them in this article. Data collection techniques being used were eligibility, identification, and analysis from various articles and journals that are related to this research (Nugroho et al., 2022).

## **RESULT AND DISCUSSION**

Curriculum Merdeka is an educational program that various interactive studying system where the content will be more suitable for learners to have sufficient time to learn about subjects and develop skills. Teachers will have the flexibility to choose various teaching tools in order to adapt to the needs and interests of students.

Based on a particular issue chosen by the government, this curriculum is established to improve the attainment of the Pancasila learner profile. The curriculum is not constrained by subject matter content because it is not intended to achieve certain learning objectives. Based on various national study or international study its show that Indonesia already have study crisis for a long time. These study shows that a lot of Indonesian children that cannot afford to

do writing, reading, and simple mathematics. Therefore kemendikbud create the merdeka curriculum as an important part in order to build up Indonesian from study crisis.

Educational program era 4.0 is a study program with a result basis, according to siniwati et al ., 2022: 78 there is two type of measuring instrument which is input and result. Educational programs with input basis can be measured by indicator of wealthiness of one institution such as money, infrastructure, classroom, library, teacher quality and quantity and graduate level. In other words, the thing that is being measured in input basis is the institution's ability in making heir student graduate with compatible skills.

As part of a learning reform initiative, the Merdeka Curriculum was created as a more flexible framework for curricula, placing special emphasis on content critical to student competences and character development (Ministry of Education and Culture, 2022). The following are the main traits of this curriculum that help the recovery of learning, according to the government: Three things are prioritized: (1) project-based learning for the improvement of soft skills and proper character; (2) subject-specific focus; and (3) a focus on the improvement of critical thinking. It is crucial that students have ample time to study core competences like literacy and numeracy in-depth and that teachers can differentiate instruction based on student performance. An essential component of the Merdeka curriculum is described in the student profile. Pancasila students possess personality competency based on the thorough and detailed Pancasila values (Sari & Sinthiya, 2022). Regulation of the Minister of Education and Culture Number 22 of 2020 states that students at Pancasila are the embodiment of Indonesian students as lifelong learners who have global competence, personality, and behavior in accordance with Pancasila values, and that this regulation is compatible with the government's stated vision and mission. This regulation lists six characteristics for these students: faith, piety toward the Almighty God, and having a noble character; second, diversity in the world; third, cooperation.

Through the Pancasila Student Profile Strengthening Initiative project, students are taught by taking precise action in response to developmental challenges and their learning. The goal of this improvement is to inspire students to give back to their community and the environment. the results of the 2013 curriculum and the Merdeka curriculum's document analysis.

## **1. Basic framework**

The 2013 curriculum is comparable to the Merdeka curriculum in that it includes the core components of the national educational system and national educational standards. The

distinction between these two is that the Pancasila Student Profile is developed under the Merdeka curriculum rather than the 2013 curriculum.

## **2. Targeted compacity**

Learning outcomes (CP) in the learning process include students' knowledge, attitudes, and skills to achieve competency in each phase. The Merdeka curriculum is intended to target competencies in 2013 that are not yet being accomplished. Phase E is equivalent to high school class X, whereas Phase F is equivalent to classes XI and XII.

## **3. Learning process**

Comparing the 2013 curriculum to the Merdeka curriculum, a different approach is used. It is a Merdeka Curriculum effort to improve the Pancasila student that students complete the most successfully while learning. With this curriculum, children are taught according to their abilities, both academic and extracurricular.

## **4. Assessment**

The results of formative assessment, which is used in the Merdeka curriculum, serve as a reflection of the appropriate level of student learning. The sole purpose of this examination in the Merdeka curriculum is to improve Pancasila student aptitude; however, this objective is not included in the 2013 curriculum.

## **5. Teaching rsources**

Both the Merdeka and the 2013 curricula make use of text and non-text books as teaching aids. Other Merdeka curriculum teaching strategies include the use of teaching modules, the flow of learning aim (ATP), and the reinforcement project Pancasila Student Profile.

## **6. Curriculum tools**

Curriculum 2013 provides implementation, assessment, and learning standards for every level of education based on the component of the curriculum device. The Merdeka curriculum, meantime, includes the following: (1) learning objectives and assessment; (2) curriculum creation; (3) project development reinforcing the Pancasila Student Profile; and (4) inclusive education implementation.

The following are some aspects of the Merdeka curriculum that are better: The Merdeka curriculum is more straightforward and in-depth; it devoted more attention to the subject matter that is relevant, and the development kept pace with the learners' abilities. It is also neither

overly hasty or entertaining. With greater independence, lecturers are better able to develop learners in a variety of ways while adhering to the curriculum. The curriculum and learning process can be developed and managed by schools based on the aptitude and character of its students. Learners have a lot of opportunities to be more involved in researching current topics like the environment, health care, etc. to support their character in a more interactive, project-based learning process.

The Merdeka curriculum, which stresses growing ability in using the six English language skills—listening, speaking, reading, watching, writing, and presenting or presenting inclusively—in a variety of text forms, is another source of information about the English language curriculum. Six English skill acquisition goals correspond to level B1 in the Common European Framework of Reference (CEFR) for Languages: acquisition, Teaching, and Assessment. Level B1 highlights the requirements that can be seen in a student's capacity to sustain interest and transmit something desirable in a variety of circumstances with clear articulation, conveying exactly the main concept you want to discuss clearly, and practicing communication even though it is not yet fluent. The curriculum for English language teaching in 2013 places a lot of emphasis on the four language skills of listening, speaking, reading, and writing.

### **Curriculum implementation**

In general, the process of establishing, implementing, and evaluating the curriculum established by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia is involved in curriculum implementation in Indonesia. The 2013 Curriculum seeks to holistically develop pupils by addressing cognitive, emotional, and psychomotor elements. The 2013 curriculum places a strong emphasis on a scientific method, character development, the improvement of life skills, and the incorporation of ICT. The role of teachers in developing lesson plans, instructing students in accordance with the defined curriculum, and evaluating student progress is crucial to the success of this program.

Rapid innovation causes technology to evolve swiftly, which has an impact on social life. societal life. The style of living in society will alter radically because there are no longer any partitions between internet and actual space. significant. The way individuals live their lives, particularly how they communicate and conduct business, is significantly impacted by technology. The goal of Society 5.0 is to connect the real and virtual worlds in order to strike a balance between the expansion of technical achievements and societal issues. Others are a part of Society 5.0, a group of individuals who employ technology in the modern world. People

that use technology 4.0 to handle problems in daily life are living in an era of industrial evolution. daily regimen. In the period of civilisation 5.0, the Internet of Thought and Artificial Intelligence will play a crucial role in determining whether a group of individuals or society has a great quality of life (Houtman, 2020).

As a result, the population is also declining annually, which impacts the number of people of working age each year. Other nations, like Japan, have seen issues in a variety of ways that lead to a labor shortage that lowers individual productivity, mobility and transportation issues for residents who live outside of the city, a decline in development due to a lack of professionals, and other effects. Japan has therefore made an effort to deal with these issues by harnessing technological advancements that are having an increasing impact on social life.

The Japanese government's fifth Science and Technology Plan includes a component called Society 5.0 that envisions a society with a bright future for implementing its objectives. Technological advancements are having an increasingly large impact on how people live their social lives. Since there are no longer any barriers between the physical and virtual worlds, a dramatic change in the way of life and behavior of a group of people will take place. Technology now serves the demands of individual life, which are being felt right now in terms of communication, commerce, and other activities. It is because of ideas like these and the curriculum policy of independent learning that society 5.0, in which the two are mutually interwoven, is currently in existence.

The three phases of curriculum implementation are planning, implementation, and assessment, in accordance with the BSKAP of the Ministry of Education and Culture's recommendations for the Merdeka Curriculum's stages of implementation in educational institutions.

1. The stage of planning During the planning phase, objectives that were in keeping with the educational unit's vision and mission were stated. There are other processes, such as creating instructional materials and the Alur Tujuan Pembelajaran and Modul Ajar designs.
2. The phase of implementation. Planning is included in the implementation process with several motives in order for each person involved to carry out activities ideally in accordance with their unique roles, tasks, and responsibilities. The use of Pancasila student profiles, student-centered learning, integrating assessments into learning, and teaching in accordance with student growth phases are only a few of the distinctive features.

3. The evaluation stage involves assessing anything in accordance with specific standards that will yield the necessary data or information set (Aisyah, 2022).

Teaching at the correct level, or TaRL as it is commonly known, is a key component of the Merdeka Curriculum for Learning (Kemendikbud, 2022b). TaRL refers to the importance of developing learning strategies that are in keeping with students' levels of academic achievement. Depending on the students' comprehension level, a variety of learning aids are provided to aid in this learning. To make sure that all students can complete the necessary learning objectives, this differentiation is being done.

- Kemendikbud (2022c) offers the following illustration of the cycle of learning and application: At the start of the learning process, teachers conduct evaluations to see whether each student is prepared to study the information that has been created.
- Educators alter their strategies or make adjustments for some pupils in light of the assessment's findings.
- Use a variety of formative evaluation techniques while learning to track your development. Carry out an assessment at the end of learning to determine the achievement of learning objectives. This assessment can be used as an initial assessment in the next lesson.

### **Inequality In Merdeka Curriculum**

Inequality, along with issues with quality, is a significant barrier to Indonesian education. Multiple sources of data consistently show that there are geographical disparities in educational outcomes, as measured by access and quality. Look at the OECD and Asian Development Bank study from 2015, which discovered regional and district variations in Indonesian schooling. For instance, the provincial differential in net enrolment rates for lower secondary schools ranges from 94.7% in Jakarta's Special Capital Region (DKI) to 31.6% in Papua. The net enrolment rate for primary schools varies from 94.7% in Bali to 83.1% in West Papua. When Kurikulum Merdeka was first implemented, the government was aware of the inequalities in Indonesian education (Makarim, 2022). According to a 2019 study by the present director of MoECRT's Standard, Curriculum, and Education Assessment Bureau (Badan Standar, Kurikulum, dan Asesmen Pendidikan, or BSKAP) (Aditomo & Felicia, 2019), inequality is also visible at the school level, with students in the higher-performing schools having better learning outcomes that are 2.5–4 years ahead of other students in other schools.

This result is congruent with the analysis of the PISA test data from Indonesia, which demonstrates that high- and low-achieving students are separated into various schools.

In addition, social status, gender, a disability, and mother tongue are significant antecedent factors that impact educational disparities in Indonesia. The substantial differences in educational attainment in Indonesia are also greatly influenced by individual variance. It is important to note that these elements' effects on academic achievement are not antagonistic. In fact, the confluence of two factors can marginalize kids even more. For instance, female students in rural areas with little Bahasa Indonesia proficiency could have distinct challenges than female students in metropolitan settings.

### **Economic status**

The education of children is significantly influenced by socioeconomic conditions. The World Bank (2020) used a socioeconomic survey to find that in 2019, despite the fact that overall enrollment has significantly increased in recent years, there was a sizable enrollment gap between students from the lowest-quintile households and those from the highest-quintile households (about 50% compared to just over 60%). In addition to access issues, pupils from various socioeconomic backgrounds continue to demonstrate a discrepancy in learning quality as determined by academic exams. Socioeconomically advantaged pupils beat disadvantaged students by 52 points on the PISA 2018 reading test, a wider margin than the 44 points on the PISA 2016 test (OECD, 2019a). This shows that the difference between students who "have" and those who "haven't" has expanded recently. The growing disparity between kids from various economic origins may be a result of the rising enrollment of disadvantaged students in schools.

### **Gender**

Like in other nations, girls generally outperform boys in literacy and numeracy tasks in Indonesia (OECD, 2019a)<sup>12</sup>. Despite the fact that children are at various stages of their education, this conclusion from the most current PISA findings is consistent with INOVASI data<sup>13</sup>. According to INOVASI data, female students in the early grades did better on basic and comprehensive reading tests than male students in every INOVASI district (Arsendy & Sukoco, 2020).

Girls also did better than boys in both literacy and numeracy. This defies the perception that girls are less numerate than boys. However, in secondary schools, female pupils experience more difficult circumstances. There is evidence that future restrictions on women's access to education will result from underage marriage. This is particularly true during emergencies like

the COVID-19 epidemic. Data from Komnas Perempuan (2021) shows that throughout the epidemic, the number of marriage dispensation proposals increased from 23 000 to 64 000. The INOVASI Child Marriage Study, which focuses on a small sample of female students who were married during the epidemic, finds that just 10% of female students are still able to attend school after marriage.14. 2022) Fajriyah and others.

### **Disability**

The most disadvantaged students in Indonesia are those who have disabilities. A sizable portion of children with disabilities were not enrolled in school in Central Lombok, which declared itself an inclusive district in 2019 (INOVASI, 2019). According to a recent analysis, children with disabilities who have access to schools spend 8.8 years in school on average, although they only do so for 4.7 years (Hata et al., 2021). This demonstrates the obvious distinction between children with and without disabilities. The results show how difficult it will be for the Indonesian government to support inclusive learning, especially for kids with impairments. It is clear that Indonesian schools are not fully prepared to accept students with disabilities, leaving them with little choice except to attend special schools, among the many factors that contribute to this reality.

Additionally, Indonesia has extremely few special schools. For many students, enrolling in these schools is difficult or even impossible because they are only accessible in certain urban areas.

### **English course in Merdeka curriculum**

English course have a significant upgrade in Merdeka curriculum rather than in 2013 curriculum. In 2013 curriculum English course mainly focused on formal conversation such as making a mail, and the resource materials for this is very limited, meanwhile in Merdeka curriculum the resources material are already available in many way, it also focus on developing students character through the non formal conversation.

English is taught in Kurikulum Merdeka beginning in the primary grades. English is being taught in several schools in the first and fourth grades. In Gugus Diponogoro Jembrana, as an illustration. Kurikulum Merdeka Belajar has been adopted in several local schools. However, the study of English must be incorporated into the curriculum. Here, the author discovered that English is taught by instructors without a background in English education. Only educators with a background in elementary education can teach this subject. According to preliminary observations, the teachers struggle to teach young students English. The teachers' proficiency in writing, word formation, and pronunciation is the first barrier to

learning English in primary school. Second, without conducting a brainstorming session, the teacher jumps right into the lesson. Third, educational resources and parental encouragement for students' academic growth.

Although each revision of the curriculum was meant to raise the standard of education in Indonesia, examination reveals that this hasn't happened (see Chapter 2). In terms of educational equality, a similar problem exists because some underprivileged groups continue to lag behind their more privileged peers.

Before using TEYL ( Teaching for young learner) in the classroom, the teachers understood that it required the greatest amount of preparation. It speaks of the appropriate materials. The use of the right resources by teachers can help young students pay attention while they are learning. Children aged seven (7) to twelve (12) are considered primary students, according to Slattery & Willis (2001).

Primary school, junior high school, and senior high school all have separate English curricula. The teachers will have difficulties when they are teaching in the basic grades. The demands and features of young learners are distinctive. The young students are creative, lively, quickly bored, and have trouble telling things apart. They struggle with concentration and enjoy playing educational games. In the classroom, they work on their own studies (Cahyati and Madya, 2019).

The goal of English instruction, which is based on the Merdeka Belajar framework, is to help students become more adept at using the six language talents of listening, speaking, reading, watching, writing, and presenting in a variety of texts. Learners must exhibit a minimum of six English language abilities, under the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR). The ability of students to maintain interaction and convey desired information in a variety of contexts with clear articulation, express the main ideas to be conveyed fully, and maintain communication even though there are occasionally still gaps is reflected in the CEFR (Kemendikbud, 2021). It's believed that students who study English in secondary schools will succeed in developing their life skills, including the capacity to communicate in English.

A genre-based approach to teaching English emphasizes text in a range of media, including spoken, written, visual, audio, and multimodal. This agrees with Halliday & Matthiessen's (2014) claim that "text is what listeners and readers engage with and interpret when people speak or write." According to Emilia (2011), there are four steps in the genre-based strategy that are completed during a debate on the same topic.

- Building Knowledge of the Fields (BKOF): The teacher helps pupils get familiar with the subject that will be written about or discussed. At this point, the teacher additionally develops the text's cultural background.
- Modeling of the Text (MOT) is when a teacher gives a pupil a text to use as a model or example when they are writing or speaking their own works.
- Joint Construction of the Text (JCOT) is when the teacher helps the pupils create the text together.
- Students create spoken and written texts on their own when using the independent construction of the text (ICOT) method.

Additionally, some Teachers predicted that children who begin learning in primary school will develop well. When kids have completed primary education, they will be able to access some information from other sources with ease. Because some information in the world can only be accessed with the assistance of parents in this digital age, it is crucial for children to learn English early on (Sepyanda, 2017). In the classroom, the teacher should engage the students effectively. It's because interactions between teachers and students are essential to a successful learning process. The opportunity for students to communicate their ideas during the learning process should be increased (Kusmaryati, 2020).

### **Mother tongue problem on English courses in Merdeka Curriculum**

There are only 20% of Indonesians speak Bahasa Indonesia as their mother tongue, despite it being the country's official language (Translators without Borders, 2020). This shows that the mother tongue is the first language spoken by about 80% of Indonesians. On the other hand, Pinnock (2009) claims that just 10% of Indonesians are educated in their native tongue. This has a substantial impact on the educational performance of students who do not speak Bahasa Indonesia well when they begin school, and this is particularly true for early primary school students (Grades 1-3). According to Sukoco et al. (2020), early grade students who speak their mother tongue often score lower in arithmetic and reading than those who speak Bahasa Indonesia. In spite of it being lawful for them to do so on both a national and regional level, many teachers, notably those in rural areas, choose not to lecture in their native tongue, especially for Grades 1-3 (Listiwati & Arsendy, 2022). Additionally, it can be difficult to find instructional resources in a language that pupils can understand.

## **CONCLUSION**

In summary, the 2013 curriculum has seen minimal improvements compared to the Merdeka curriculum. It has successfully incorporated different technical breakthroughs to keep up with this era's modernity. The extensive accessibility of online resources makes it simple to access educational resources, enabling teachers to give their pupils a more varied and richer educational experience.

Additionally, the Merdeka curriculum lays a lot of emphasis on helping pupils develop their personalities and special skills. It emphasizes the benefits of a holistic education and seeks to develop well-rounded persons who are not just knowledgeable but also have important values and life skills.

The upgrading of the English course is one noticeable change to the Merdeka curriculum. Learning materials are now more readily available because to the development of online resources, which complement conventional textbooks. Students now have the chance to investigate a variety of English learning resources, deepening their comprehension and interest in the subject.

This new curriculum reform was created on the firm foundation of years of expertise, regional and international research, and cultural observation. This curriculum has been actively shaped by the education community, which has contributed useful suggestions and insights. The goal of enhancing learning opportunities and outcomes for all Indonesians can also be achieved because important lessons from other educational systems have been studied.

The Merdeka curriculum, which offers a thorough and contemporary approach to teaching and learning, portends a bright future for Indonesian education. It aims to give students the knowledge and skills they need to succeed in a world that is becoming more interconnected by putting a priority on the incorporation of technology, character development, and the expansion of learning resources. Given the vastness and diversity of the Indonesian educational system, effort will need to be made to address both current and future issues.

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