








Implementation of the Independent Learning Curriculum Policy in the Education World

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Abstract. The aim of this study is to explore the implementation, planning, and evaluation related to the Self-Learning Curriculum within the Merdeka Belajar (Freedom to Learn) Program using data collection techniques such as observation and document analysis. Data analysis was conducted through data reduction, data analysis, and drawing conclusions stages. The research findings indicate that the implementation of the Merdeka Belajar Program in Indonesia represents a significant effort in addressing long-standing educational challenges, particularly in tackling ongoing learning crises and social disparities in educational access. Through the Merdeka Curriculum, the program aims to provide flexibility to schools and educators to tailor the curriculum according to local needs and student characteristics. This is expected to enhance the relevance and effectiveness of learning and prepare Indonesian human resources to compete globally. With integrated curriculum management and increased community engagement in education, the Merdeka Belajar Program also promotes high levels of responsibility and accountability in achieving national educational goals.

Keywords: Implementation, Independent Curriculum, Education

1 Introduction

The policy and implementation of Merdeka Belajar is a very commendable latest breakthrough from the Ministry of Education and Culture in providing freedom for students, especially university students, to determine the learning process they want to use. The Independent Curriculum is a curriculum with diverse intracurricular learning, where content is optimally organized to give students enough time to delve into and strengthen their competencies. This policy aims to provide students with the flexibility to choose subjects, learning methods, and study times, allowing each individual to develop their potential optimally.

The curriculum is a crucial element in the world of education. It regulates various learning activity plans, including objectives, content, and teaching materials, as well as

the methods used as guidelines for conducting learning activities. Additionally, the curriculum is also viewed as the goals and strategies to be systematically used by educators so that students can achieve educational objectives in a structured and sustainable manner through the development of learning materials, social interactions, and teaching techniques. Implementation is the effort to apply something. It is an action taken from a well-prepared and detailed plan. Implementation occurs when planning is perfect, leading to activities, actions, or the operation of a planned system. In the context of the Independent Curriculum, this implementation is very important to ensure that the educational objectives that have been planned can be achieved effectively.[1]

The Merdeka Curriculum is a new initiative in the education sector that grants freedom to learners, especially students, to determine their learning processes. [2] With this curriculum, students can choose subjects they are passionate about according to their learning needs and interests. Teachers also have the flexibility to select various teaching methods and teaching aids that suit individual students, allowing for more personalized and adaptive learning experiences.[3] This is expected to create a dynamic learning environment that is responsive to the development of learners.

However, in practice, the implementation of the Merdeka Curriculum demands a high level of initiative from both teachers and students. The paradigm shift from previous curricula towards this more independent curriculum requires significant adjustment from all parties involved.[4] Students, especially the first cohort experiencing these changes, may feel confused due to the freedom to choose subjects they have never experienced before. Moreover, the introduced project-based learning methods also require more time and deeper analysis to be effectively implemented.[5]

The highly independent learning approach in the Merdeka Curriculum has not yet been fully embraced by all parties. Many students and educators still face difficulties in understanding this concept of independence, given their previous familiarity with a more structured learning system.[6] Nevertheless, advancements in science and technology provide momentum for educational progress towards learning independence. The rapid development of the internet and technology in Indonesia offers opportunities to transform rigid educational systems into more flexible ones, enabling a relaxed yet productive learning environment for students.[7]

Overall, the implementation of the Merdeka Curriculum represents a progressive step towards creating an education system that is more responsive to the needs and interests of individual learners. By granting students the freedom to choose their subjects and suitable learning methods, the Merdeka Curriculum allows for a more personalized and relevant learning experience. Despite the challenges in adaptation, this approach is expected to enhance the overall quality of education by harnessing the potential of increasingly advanced technology.

The challenges in implementing the Merdeka Curriculum cannot be overlooked. Strong support from all stakeholders, especially educators and educational institutions, is necessary to ensure that the freedom given to students is not just a concept but can be effectively implemented in every aspect of learning.[8] Attention to the needs of educators and students is crucial in bridging the gap between the curriculum's vision and the realities on the ground.[9]

The implementation of the Merdeka Curriculum is a crucial moment to stimulate high interest in learning among students. By providing more space for students to actively participate in the learning process, it is hoped that they can develop their potential and interests optimally. This not only enhances the quality of education but also strengthens active student participation in the teaching and learning process, which can be a catalyst for positive change in the world of education. From the issues outlined above, this research will examine how curriculum management arrangements in the implementation of the Merdeka Curriculum influence the adaptation of schools and educators to a more flexible curriculum. It is hoped that this research will provide a deep understanding and significant contribution to all stakeholders involved, so that effective solutions can be developed to optimize the implementation of the Merdeka Curriculum in practice.

2 Method

The research method used in this journal can utilize literature review or review of literature. Literature review is a research activity conducted by gathering bibliographic data sources related to a topic and aims to explain a core content according to the results obtained.

This type of research is qualitative, which aims to explain and describe data from observations, questionnaires, and documentation. It is called qualitative research because it uses qualitative data, and thus the analysis also employs qualitative analysis (descriptive) to depict naturalistic findings or as they are in the field. Researchers seek meaning from all available data. Data can be categorized into patterns (i.e., thematic patterns or analysis) as the primary basis for organizing and reporting findings, as expressed by Sukmadianto, where qualitative data are in the form of images, sentences, and words. Qualitative data can be transformed into quantitative data through scoring. For example, qualitative data might be categorized as good, fair, poor, successful, failed, agree, unsure, disagree, enjoyable, unpleasant, good, bad, and so on. [10]

In qualitative research based on Postpositivism or interpretive paradigms, a realistic or objective entity cannot be seen partially and broken down into several variables. Qualitative research is an approach focused on natural phenomena or phenomena. Qualitative research is fundamental, naturalistic, or natural in nature and cannot be conducted in a laboratory but in the field. Therefore, such research is often referred to as naturalistic inquiry or field study.

Qualitative research uses in-depth analysis techniques, which specifically examine issues because qualitative research believes that the nature of one problem will differ from that of another problem. The result of qualitative research is not a generalization, but a deep understanding of a problem. According to the expert's opinion above, researchers can conclude that qualitative research is an analysis conducted on the research of an event or activity that can find a description of data from a problem that will be studied. Research in this case is only a participant, as they only come to the research site. [11]

3 Results and Discussion

3.1 Freedom Curriculum

The "Freedom Curriculum" is a curriculum with diverse intracurricular learning where content is optimized to allow students ample time to delve into concepts and strengthen competencies. Educators have the flexibility to choose various teaching tools so that learning can be tailored to the needs and interests of students. Faculty members are expected to understand curriculum management to enhance educational quality.[12] Curriculum management can be defined as the administration of curriculum matters to ensure that the learning process runs effectively and efficiently, with feedback and interconnectivity among all stakeholders.[13]

Merdeka Belajar is a policy initiated by the Minister of Education and Culture, Nadhim Makarim, aimed at providing space for developing the potential of students by granting freedom of thought and autonomy to all elements of education.[14] This concept creates extensive flexibility for educators and students in implementing the educational system in educational institutions. However, to effectively implement this curriculum, training for teachers is necessary so that they can effectively transfer this concept to students. Thus, it is hoped that the concept of Merdeka Belajar can shape students' characters not only academically but also in other aspects of development.[15]

According to the National Education Standards Agency, the Merdeka Belajar curriculum is an approach that grants students the freedom to choose subjects they wish to study based on their talents and personal interests. This initiative was introduced by the Minister of Education, Culture, Research, and Technology, Nadiem Makarim, as part of the evaluation and improvement of the 2013 curriculum.[16]

The Merdeka Belajar curriculum introduces a more varied approach to learning, allowing students to explore a wide range of subjects in depth. This is aimed at providing them with sufficient time to understand concepts and strengthen necessary competencies. Teachers have the authority to select and adapt teaching tools that suit the needs and interests of students, ensuring that learning is not only relevant but also engaging for each individual. Initially considered a prototype curriculum, the Merdeka Belajar has evolved into a more flexible framework while maintaining its focus on essential content and the development of students' character and competencies.[17] The main characteristics of the Merdeka Belajar curriculum are: (a) implementation of project-based learning, aimed not only at developing soft skills but also at building character in accordance with Pancasila values that define the student profile; (b) strong focus on essential subjects such as literacy and numeracy, providing students with opportunities to delve deeper into fundamental competencies, preparing them to face academic and life challenges; and (c) flexibility given to teachers to adjust teaching methods based on students' abilities and local contexts, enabling a more personalized and effective approach to support learning recovery, particularly in addressing the diverse dynamics and challenges in today's educational landscape.

3.2 The goals of the Merdeka Belajar Program

Before the implementation of the Merdeka Belajar program in Indonesia, various studies worldwide found that Indonesia faced numerous obstacles in improving students'

thinking patterns and experienced a prolonged learning crisis. These studies also indicated that many Indonesian children struggled with understanding simple readings. These findings underscored significant social disparities in access to education in Indonesia. The onset of the COVID-19 pandemic further exacerbated the existing curriculum situation.

To address these emergency conditions and other challenges, appropriate changes are necessary, including better educational planning, which encompasses curriculum reform. The curriculum dictates the materials taught by educators to students, aiming to eliminate social disparities and ensure equal rights in accessing education. Additionally, the curriculum influences the speed and teaching methods used by teachers to meet students' learning needs.

The Ministry of Education and Culture has developed the Merdeka Curriculum as an integral part of efforts to recover long-standing educational challenges. These changes, especially since the implementation of the Merdeka Belajar program, aim to address social disparities in educational access across Indonesian society. By providing flexibility to schools and educators to tailor the curriculum according to local needs and student characteristics in various regions, it is hoped that education can become more responsive and relevant to local social and cultural realities. This is in line with the spirit of advancing national educational quality and enhancing Indonesia's human resource capabilities.

In the midst of emergencies such as the COVID-19 pandemic, the government issued Ministerial Decree No. 719/P/2020 regulating the Implementation Guidelines for the Curriculum in Educational Units under Special Conditions. These guidelines allow educational institutions to continue to adhere to the 2013 Curriculum, implement a simplified Emergency Curriculum prescribed by the government, or independently simplify the 2013 Curriculum according to local needs and specific conditions in each region.[18]

Based on Minister of Education Decree No. 56 of 2022 regarding the guidelines for implementing the Merdeka Belajar Curriculum, several important decisions have been established to improve the previous curriculum in efforts to recover learning. One of the key decisions is that each educational unit is expected to develop a diversified curriculum, tailored to their local conditions, regional potential, and student needs. This aims to ensure that the education delivered in each school is more relevant and adaptive to its specific context.[19]

This decision was issued to replace the previous decision which was deemed insufficient in addressing the challenges of learning lag. Therefore, there is a need for refinement through the implementation of the Merdeka Belajar Curriculum, which allows educational management authority to return to schools and local governments. Through the flexibility provided, schools and local governments can more freely organize education according to the principles established in the Merdeka Belajar policy by the central government.

The Merdeka Belajar policy aligns with the national goal of enhancing the quality of Indonesia's human resources to be more competitive globally. Its primary objective is to accelerate the achievement of national educational targets with a focus on developing students' character and competencies. With proper implementation, it is ex-

pected that this curriculum can create a younger generation that is not only academically proficient but also possesses noble character and the ability to compete in the global market.[20]

The Merdeka Belajar program aims to facilitate educational recovery by providing greater flexibility for teachers to select and adapt learning tools according to the needs and interests of students in each educational institution. This is intended to enable students to delve deeply into concepts and effectively strengthen their competencies. The program also serves as a means to enhance the quality of Indonesia's human resources by granting educational units—both teachers and students—the freedom to innovate, be creative, and learn independently.

The Merdeka Belajar initiative not only embodies the freedom of learning but also eases teachers' tasks by allowing them to develop teaching methods that better suit students' needs. Additionally, this policy provides opportunities for Indonesian children to explore their own learning methods according to their individual characters and preferences. The benefits of the Merdeka Belajar policy include enabling school principals, teachers, parents, and local governments to collaborate in finding effective, efficient, and prompt solutions to various educational challenges and issues in each school, particularly in enhancing the quality of the student learning process. School principals, teachers, parents, and local governments also feel a greater sense of responsibility in managing education in their respective areas, which can enhance overall engagement and the quality of educational services.[20]

Technically, the Merdeka Belajar program provides significant benefits for students by enhancing their independence in the learning process and granting educational environments the freedom to determine the best approaches to their education. Students can regulate their learning pace according to their personal interests and needs, which helps them become more engaged and enthusiastic in their learning journey. For teachers, the Merdeka Belajar program also brings several meaningful advantages. *Firstly*, it reduces the burden on teachers by freeing them from excessive and often unproductive administrative tasks. This allows teachers to have more time and energy to focus on teaching and direct interaction with students, thereby creating a more positive and productive learning environment. *Secondly*, simplifying the Lesson Implementation Plan (RPP) provides teachers with the freedom to develop their own teaching methods. While the RPP must still include essential components such as learning objectives, activities, and evaluations, teachers have the flexibility to adapt their approaches to the needs and characteristics of their classes. Moreover, the Merdeka Belajar policy fosters a more enjoyable and inclusive atmosphere in classrooms, where students and teachers feel free to express themselves and innovate in their teaching and learning practices. This not only enhances the overall quality of education but also strengthens the bond between teachers, students, and the educational community at large.

3.3 The Management Arrangement of the Curriculum in the Implementation of the Merdeka Belajar Program Towards Curriculum Changes

The curriculum management is a cooperative, comprehensive, systemic, and systematic system for achieving curriculum goals. In its implementation, it involves school-based management and school-level curriculum. Therefore, the autonomy granted to

educational institutions in managing the curriculum independently prioritizes the needs and achievement of goals within the institution's vision and mission, without disregarding established national policies. The management of the Merdeka Belajar curriculum includes planning, organizing, actuating, and evaluating activities to utilize all available resources through collaboration to achieve predefined goals. Merdeka Belajar curriculum is developed as a flexible framework focusing on essential content and the development of students' character and competencies.

Its key characteristics support learning recovery by: 1) Project-based learning for the development of soft skills and character according to the Pancasila student profile. (2) Focus on essential content to allow sufficient time for in-depth learning of fundamental competencies such as literacy and numeracy.[21]

The government grants freedom to educational institutions to implement 3 categories of the Merdeka Belajar curriculum. These categories are Independent Learning, Transformative Learning, and Shared Learning. To implement this curriculum, educators must understand the management of the Merdeka Belajar curriculum to enhance educational quality. The government sets learning outcomes (LO) as targeted competencies. However, these LOs are not concrete enough to guide day-to-day teaching activities. LOs need to be detailed into more operational and concrete learning objectives, which are achieved step by step by students until they reach the final phase. The process of thinking in planning learning is indicated in understanding learning outcomes, formulating learning objectives, arranging the flow of learning objectives from learning objectives to designing learning.[22]

The process of thinking in lesson planning involves a series of important steps to ensure that learning objectives are achieved effectively and efficiently. These steps include:[23]

First, Understanding Learning Outcomes. Understanding learning outcomes is a crucial first step in the instructional planning process. These outcomes encompass various competencies, skills, or knowledge that students are expected to master after completing the learning process. By clearly understanding these learning outcomes, educators can formulate specific and measurable learning objectives. This not only helps determine the direction of learning but also ensures that students' learning experiences are focused and relevant to the desired end goals. The importance of understanding learning outcomes also lies in the ability to adapt teaching strategies and assessments. With a deep understanding of what students need to achieve, educators can design appropriate learning activities and select suitable assessment methods. Consequently, educators can provide more effective support in guiding students towards achieving the established learning objectives, making the educational process more structured and meaningful for overall student development.

Second, Formulating Learning Objectives: After understanding the learning outcomes, the next step is to formulate learning objectives. These objectives should be specific, measurable, achievable, relevant, and time-bound (SMART). Well-defined learning objectives assist in determining the direction and focus of the learning process. They provide clarity on what students are expected to achieve by the end of a lesson, unit, or course, guiding educators in structuring their teaching strategies and assessments effectively. Effective learning objectives serve as a roadmap for both educators and students, ensuring that instructional activities are aligned with desired learning outcomes. By articulating clear objectives, educators can enhance the effectiveness of their

teaching methods, making the learning experience more purposeful and facilitating students' progress towards mastering the intended knowledge, skills, or competencies.

Three, Designing Learning: The final step in the learning planning process is designing learning activities based on the previously established objectives. This involves selecting appropriate teaching strategies, utilizing suitable resources, and determining evaluation methods to measure learning goal achievement. Designing effective learning is crucial to ensuring that students are not only actively engaged in the learning process but also achieve the intended outcomes. By designing well-structured learning activities, educators can create a learning environment that supports holistic student development. The chosen teaching strategies should cater to different learning styles and provide opportunities for exploration and application of learned concepts. Using appropriate resources, such as educational technology or relevant reading materials, can also enhance the effectiveness of learning. Additionally, the selected evaluation methods should objectively measure student achievement and provide constructive feedback to support their learning process.

The Merdeka Belajar curriculum, currently implemented across various educational institutions from elementary to higher education levels, has become a new milestone in efforts to enhance the quality of education with a focus on developing competent human resources. This curriculum not only emphasizes academic aspects but also focuses on the development of noble character, critical thinking skills, creativity, and individual problem-solving abilities. With this approach, education aims to prepare the next generation to be not only knowledgeable but also morally upright with strong integrity and the ability to adapt well to future challenges. The Merdeka Belajar curriculum provides students with opportunities to develop creativity, critical thinking skills, and the ability to solve problems independently.[24]

However, this opportunity has not been fully optimized. The implementation of the Merdeka Belajar Curriculum demands a high level of initiative from both teachers and students. The shift from the previous curriculum towards a more independent curriculum requires significant adjustment from all parties involved. Students, especially the first cohort experiencing this change, may feel confused due to the freedom to choose subjects they have never encountered before. Moreover, the introduction of project-based learning methods also requires more time and deeper analysis to be effectively implemented.

On the other hand, educational institutions such as universities or schools are also tasked with developing adaptive curricula that can quickly adapt to changes in time. This is crucial to ensure that education remains relevant and able to meet nationally established learning outcomes. In the context of implementing the Merdeka Belajar policy, collaboration and cooperation with partners and other relevant parties are crucial. This synergy enables educational institutions to optimize the implementation of the Merdeka Curriculum, thereby preparing the younger generation well to face various challenges in the future.

According to Dodi, L. (2018), educational management is the process of managing an educational institution through the management of resources, learning resources, and related topics to help achieve educational goals effectively and efficiently.[25] Good educational management can influence the adaptation of schools and educators to a more flexible curriculum. This flexible curriculum reflects the need to

continuously adapt to the evolving times and new challenges faced by the educational world.

A flexible curriculum provides space within the implementation of the Merdeka Belajar Program for innovation and creativity in the learning process. This means that both teachers and students can explore various methods and approaches that best suit their contexts and needs. With a flexible curriculum, teachers have the opportunity to develop more dynamic and relevant teaching strategies, while students can enhance their critical thinking abilities and problem-solving skills more effectively. This approach fosters a more engaging and adaptive educational environment, allowing for personalized learning experiences that prepare students to face future challenges with confidence.

Therefore, the curriculum management arrangements in the implementation of the Merdeka Belajar Program have a significant impact on the adaptation of educational institutions and educators to a more flexible curriculum. This program integrates curriculum management concepts that focus on flexibility and responsiveness to local needs and student characteristics, which directly influence how schools and educators interact with the new curriculum. The following are some strategies for curriculum management arrangements affecting the adaptation of schools and educators, including:

1. Educational Autonomy

Educational Autonomy within the Merdeka Belajar Program grants schools greater freedom in managing their own curricula. With the availability of three curriculum categories Independent Learning, Independent Changing, and Independent Sharing schools can choose the curriculum that best suits their conditions and needs. This autonomy allows schools to tailor the curriculum to the characteristics of their students and the local challenges they face, thereby enhancing the relevance and effectiveness of learning. Schools can develop more contextual and targeted teaching strategies, ultimately helping students achieve better learning outcomes. This autonomy also fosters creativity and innovation within the school environment. With the freedom to customize the curriculum, schools can adopt more dynamic and responsive teaching approaches to keep pace with changing times. Teachers have the opportunity to experiment with new methods that are more effective in supporting the teaching and learning process. Additionally, by adjusting the curriculum to the local context, schools can more easily integrate cultural values and local wisdom into the learning process, creating a more inclusive and meaningful learning environment for students. This not only improves the quality of education but also prepares students to face various future challenges with greater confidence.[6]

2. Flexibility in Planning

The curriculum management of Merdeka Belajar promotes more flexible planning, granting schools the freedom to design and adjust teaching strategies according to students' characteristics and local challenges. In this context, schools can identify the unique needs of each student and develop the most effective teaching methods to achieve learning goals. This flexibility enables

educators to implement a variety of approaches, such as project-based learning, collaborative learning, or innovative use of digital technology. As a result, teaching strategies become more relevant and contextual, enhancing student engagement in the learning process. Flexibility in planning also allows teachers to experiment with different methods and approaches that can motivate students and maximize their potential. Tailoring teaching strategies to individual student needs not only aids in better understanding of subject matter but also boosts students' confidence and self-reliance in learning. Furthermore, by adjusting teaching strategies to local challenges, schools can integrate local issues and values into the curriculum, making learning more meaningful and relevant for students. Ultimately, this creates a dynamic and adaptive learning environment where students feel more motivated and actively engaged in the learning process.[26]

3. Integrated Curriculum Management

In the Merdeka Belajar curriculum management, integration from planning to evaluation is the cornerstone for ensuring successful implementation. Thoughtful planning involves not only identifying clear objectives but also gathering comprehensive data on student needs and learning environment characteristics. This enables schools to adapt the curriculum according to local contexts and national policies, thereby maintaining relevance and effectiveness in education. Structured organization is also crucial in supporting the teaching and learning process, including resource allocation and development of learning materials tailored to student needs. Implementation of the curriculum is a critical stage where designed teaching strategies are put into daily classroom activities. A systematic approach to monitoring and evaluating student progress is essential for adjusting teaching strategies in real-time based on student responses and evaluation outcomes. Comprehensive evaluation through tests, formative assessments, and feedback from various stakeholders provides the foundation for continuous curriculum improvement. Therefore, this integrated approach not only ensures the achievement of national and local educational goals but also enhances overall learning quality in line with student development and needs.[27]

4. Increased Community Engagement in Education

Increased community engagement in education is a key aspect of implementing the Merdeka Belajar program. Through structured and organized curriculum management, this program positions schools not only as centers of learning but also as integral parts of the broader community. By involving school principals, teachers, parents, and local governments in the planning, implementation, and evaluation of the curriculum, Merdeka Belajar builds a collaborative and supportive educational ecosystem. Community engagement in Merdeka Belajar goes beyond mere observation; it serves as a primary driver in enhancing local education quality. School principals and teachers can collaborate with parents to better understand the needs and potential of students, while local governments provide institutional support and necessary infrastructure. This creates an environment where all stakeholders play an active role in achieving set educational goals, thereby fostering the creation of education policies and practices that are more adaptive and responsive to local

needs. Consequently, community engagement not only strengthens the relationship between schools and the community but also ensures that classroom learning reflects the values and aspirations of the broader society.

5. Increased Responsibility and Accountability

Despite providing autonomy, the Merdeka Belajar curriculum management also establishes clear responsibilities regarding the achievement of set learning objectives. This framework enhances the accountability of educators and schools towards student learning outcomes, promoting transparent and efficient educational management. Teachers and school administrators are tasked with not only implementing the curriculum effectively but also assessing student progress comprehensively. This includes tracking individual and collective achievements against the outlined educational standards, ensuring that every student receives the necessary support and guidance to excel academically. Moreover, the emphasis on accountability under the Merdeka Belajar initiative extends beyond mere compliance. It fosters a culture of continuous improvement within schools, encouraging educators to reflect on their teaching practices and adapt strategies based on student needs. This proactive approach not only enhances educational outcomes but also builds trust among stakeholders, including parents and the wider community, by demonstrating a commitment to measurable educational goals. By holding educators and schools accountable for student success, the program aims to foster a learning environment where all students can thrive and reach their full potential.[28]

Implementing a flexible curriculum requires adaptive and responsive educational management. Strong support from management and effective collaboration among stakeholders teachers, students, and external partners like industry and communities are crucial to ensuring smooth implementation and maximizing benefits for all involved in the educational process.

4 Conclusion

The Merdeka Belajar - Kampus Merdeka (MBKM) program is an innovation from the Ministry of Education, Culture, Research, and Technology aimed at transforming the higher education system in Indonesia to be more relevant to the needs of the job market and current developments. MBKM provides opportunities for students to learn outside their study programs, whether through internships, village projects, student exchanges, research, or entrepreneurial activities. However, this opportunity is not yet fully optimized. The shift from the previous curriculum to a more independent one requires significant adjustments from all parties involved. Students, especially the first cohort experiencing this change, may feel confused by the freedom to choose subjects they have never encountered before. Additionally, the introduction of project-based learning methods requires more time and in-depth analysis to be effectively implemented. On the other hand, educational institutions such as universities or schools are also tasked with developing adaptive curricula that can quickly adjust to changing times. This is

important to ensure that education remains relevant and can meet the nationally established learning outcomes. In the context of implementing the Merdeka Belajar policy, collaboration and cooperation with partners and other relevant parties are crucial. This synergy allows educational institutions to optimize the implementation of the Merdeka Curriculum, thereby adequately preparing the younger generation to face various challenges in the future.

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