
Implementation Of The Merdeka Curriculum In 3t Areas (Underdeveloped, Frontier And Outermost) (Elementary School In Namohalu Esiwa Sub-District)

Maret Markus Harefa*,

* Pendidikan Dasar, Fakultas Ilmu Pendidikan, Universitas Negeri Jakarta
maret_1113822010@mhs.unj.ac.id

Herlina Usman **,

** Pendidikan Dasar, Fakultas Ilmu Pendidikan, Universitas Negeri Jakarta
herlina@unj.ac.id

Ika Lestari ***,

*** Pendidikan Dasar, Fakultas Ilmu Pendidikan, Universitas Negeri Jakarta
ikalestarisartomo@gmail.com

Submitted: 2024-01-30

Revised: 2024-02-01

Accepted: 2024-02-22

ABSTRACT

This research is motivated by an awareness of the importance of education in underdeveloped, frontier and outermost areas, or commonly known as 3T areas. These areas often face unique challenges that hinder the educational development of primary school students. This research focuses on the implementation of Merdeka Curriculum, an innovative approach that emphasises 21st century skills, student independence and community engagement. By investigating its implementation in Namohalu Esiwa sub-district, this research aims to shed light on the implementation of this curriculum in the 3T areas. This research aims to analyse the implementation of the merdeka curriculum at SD Negeri 078452 Berua, SD Negeri 071162 Esiwa, and SD Negeri 280520 Kota Namohalu Esiwa. The research method used was qualitative with a phenomenological approach. Data analysis was conducted using the Miles and Huberman model. Data analysis was conducted with credibility, transferability, dependability, and confirmability. The subjects of this study were 1 elementary school supervisor, 3 elementary school principals, 3 grade IV teachers, 3 grade I teachers and 6 students. The results showed that there is uniformity in several important aspects of the Merdeka Curriculum implementation in the three public elementary schools. This uniformity includes the opening of learning activities, variations in learning methods and media, structured learning planning, the use of formative and summative assessments, and monthly supervision. The challenges faced by primary school teachers in the 3T areas include limited infrastructure facilities such as books, lack of internet network support, and inadequate training on the independent curriculum. Despite these challenges, primary school teachers in the 3T areas have implemented the Merdeka Curriculum quite well.

Keywords: Merdeka Curriculum, Elementary School

ABSTRAK

Penelitian ini dilatarbelakangi oleh kesadaran akan pentingnya pendidikan di daerah tertinggal, terdepan, dan terluar, atau yang biasa dikenal dengan daerah 3T. Daerah-daerah tersebut seringkali menghadapi tantangan unik yang menghambat perkembangan pendidikan siswa sekolah dasar. Penelitian ini berfokus pada implementasi Kurikulum Merdeka, sebuah pendekatan inovatif yang menekankan pada keterampilan abad ke-21, kemandirian siswa, dan keterlibatan masyarakat. Dengan menyelidiki penerapannya di Kecamatan Namohalu Esiwa, penelitian ini

bertujuan untuk menjelaskan penerapan kurikulum ini di daerah 3 T. Penelitian ini dilaksanakan di tiga sekolah dasar yakni SD Negeri 078452 Berua, SD Negeri 071162 Esiwa, dan SD Negeri 280520 Kota Namohalu Esiwa. Metode penelitian yang digunakan adalah kualitatif dengan pendekatan fenomenologi. Analisis data dilakukan dengan menggunakan model Miles dan Huberman. Analisis data dilakukan dengan kredibilitas, transferabilitas, dependabilitas, dan konfirmabilitas. Subjek penelitian ini adalah 1 pengawas sekolah dasar, 3 kepala sekolah dasar, 3 guru kelas IV, 3 guru kelas I dan 6 peserta didik. Hasil penelitian menunjukkan bahwa terdapat keseragaman dalam beberapa aspek penting dalam implementasi Kurikulum Merdeka di ketiga SD Negeri tersebut. Keseragaman tersebut mencakup pembukaan kegiatan pembelajaran, variasi metode dan media pembelajaran, perencanaan pembelajaran yang terstruktur, penggunaan penilaian formatif dan sumatif, serta supervisi bulanan. Tantangan yang dihadapi oleh guru-guru sekolah dasar di daerah 3T mencakup keterbatasan sarana prasarana seperti buku, kurangnya dukungan jaringan internet, dan pelatihan kurikulum merdeka yang belum memadai. Meskipun dihadapkan dengan tantangan-tantangan tersebut, guru-guru sekolah dasar di daerah 3T telah melaksanakan Kurikulum Merdeka dengan cukup baik.

Kata Kunci: Kurikulum Merdeka, Sekolah Dasar

INTRODUCTION

Education is one of the important factors in a country's national development because the quality of education has a significant impact on the progress of the nation and state (Akib et al., 2020). Basically, education has a very meaningful position in life, because without realizing it, education has played a major role in controlling life, overcoming various problems, and meeting all the needs needed for survival. Therefore, education has become a very important part of human life.

The development of education in Indonesia involves continuous curriculum renewal, with regular evaluations in each specific period. The curriculum is planned with the aim of improving the quality of education because the essence of education itself lies in the curriculum (Siregar et al., 2021). To ensure the effectiveness of curriculum development and improvement, it is necessary to ensure that the results are in line with existing demands and needs, relevant, flexible, sustainable, practical, and effective (Indarta et al., 2022). Therefore, it is not uncommon for the curriculum to undergo changes since the beginning of the transformation, in line with the development of policy makers (Sigit, 2020). This reflects Indonesia's efforts as a citizen who continues to try to innovate in curriculum development.

In Indonesia, curriculum changes occur systematically, following the development of science, the needs of the times, and technology. To date, the Indonesian education system has undergone eleven curriculum changes, starting from 1947 to the latest, namely the 2013 curriculum (Kemendikbudristek, 2022). The curriculum is a learning component that is used as a reference by each education unit, both by managers and education organizers. Each of these changes is an effort to improve the previous curriculum and is the responsibility of the Ministry of Education and Culture of the Republic of Indonesia in managing education in Indonesia.

After Nadiem Anwar Makarim's inauguration as Indonesia's Minister of Education, Culture, Research and Technology in 2019, the government introduced a transformative education policy known as "Merdeka Belajar". Merdeka Belajar is a concept that describes efforts to reconstruct the education system to keep up with the development and progress of the nation, with a focus on restoring the true meaning of education, namely education that

humanizes humans and provides freedom. In the concept of independent learning, teachers and students are considered as subjects in the learning process. This means that the teacher is not the only source of knowledge, but teachers and learners work together to pursue knowledge. The teacher here is not only to convey the truth according to personal views, but to facilitate the discovery of truth, reasoning power, and critical thinking of learners towards the surrounding world. Advances in technology and the internet provide opportunities for more freedom in learning, allowing for the breaking of boundaries that exist in the rigid and less liberating education system. It also enables changes in the workload of teachers and schools that are more focused on administration (Sherly & Dharma, 2020). Therefore, independent learning provides freedom to innovate, learn independently, and develop creativity, which can be applied by education units, teachers, and students.

Conceptually, independent learning is actually not a new concept in the world of education today. The philosophy of independent learning has been introduced by the Father of National Education, Ki Hadjar Dewantara. The concept of independence in education, as intended by Ki Hajar Dewantara, means that every human being, as a creation of God Almighty, is given the freedom to live his life, but still has to obey the rules that apply in society (Rini Sulistyawati, 2020).

An independent curriculum is a curriculum approach that focuses on developing 21st century skills, student independence and community involvement in the learning process. It promotes the concept of independent learning that gives schools, teachers and students the freedom to develop innovations, learn independently and demonstrate creativity. This program does not replace existing programs, but aims to improve the existing system (Achmad et al., 2022). This progressive approach not only complements but enhances the current programs in place, thereby contributing significantly to the holistic development of essential skills for the rapidly evolving demands of the 21st century.

The concept of independent learning aims to encourage students to always be active and have the freedom to find ways of learning that suit their individual characteristics. In the teacher's role as mediator, facilitator, and friend, the teacher creates a conducive situation to facilitate knowledge construction in students. Both teachers and students have the freedom to innovate, learn independently, and be creative (Aesthetic, 2019). Independent learning characterizes learning that is critical, quality, fast, transformative, effective, applicable, varied, progressive, actual, and factual. Students who engage in independence-based learning tend to have high energy, optimism, positive future outlook, strong creativity, and enthusiasm to explore new things. Teachers must be able to create a learning environment that stimulates student participation with various approaches (Saepuloh, 2018). In addition, teachers should structure learning that considers the unique characteristics of each student, recognizing diversity in needs, talents, and learning preferences (Miftakhuddin & Hardiansyah, 2022). With this approach, teachers can identify students' individual strengths and weaknesses and provide appropriate support for student development.

North Nias Regency is one of the 3T areas that has been determined based on Peraturan Presiden/PERPRES (2020) Number 63 concerning the Determination of Disadvantaged Areas in 2020-2024 which participates in implementing the independent curriculum at the primary school level. The district is located on Nias Island, North Sumatra, and is known for its hard-to-reach geography and limited educational resources. These conditions may impact on the

implementation of the independent curriculum in primary schools in North Nias district.

North Nias Regency consists of eleven sub-districts, including Afulu, Alasa, Alasa Talumuzoi, Lotu, Lahewa, Lahewa Timur, Namohalu Esiwa, Sawo, Sitolu Ori, Tugala Oyo, and Tuhemberua. sub-district is one of the sub-districts in North Nias Regency which has 20 primary schools consisting of SD Negeri 071158 Tuhenakhe, SD Negeri 071159 Namohalu, SD Negeri 071160 Dahana Esiwa, SD Negeri 071161 Orahili, SD Negeri 071162 Esiwa, SD Negeri 071163 Siwalubania, SD Negeri 071167 Hilibanua, SD Negeri 075110 Lasara Berua, SD Negeri 076065 Dahana Sowu, SD Negeri 076077 Dasomuzoi, SD Negeri 076693 Hilimbaruzo, SD Negeri 078134 Sisobahili, SD Negeri 078452 Berua, SD Negeri 078460 Lawira, SD Negeri 078483 Banua Sibohou, SD Negeri 078484 Orahili, SD Negeri 078497 Bolagasi, SD Negeri 280518 Orodua, SD Negeri 280519 Sifadua Finondrawa, and SD Negeri 280520 Kota Namohalu Esiwa (Kemendikbudristek, 2022).

In 2022, there were 5 primary schools in Namohalu Esiwa Sub-district that implemented the independent curriculum: SD Negeri 071159 Namohalu, SD Negeri 071163 Siwalubania, SD Negeri 076693 Hilimbaruzo, SD Negeri 078452 Berua, and SD Negeri 280520 Namohalu Esiwa Town. By 2023, the number increased to 15 other elementary schools adopting the independent curriculum.

From the observation of learning videos at SD Negeri 071162 Esiwa, it appears that the teacher in teaching mathematics material about the value of money still applies the lecture method using the blackboard as a learning medium. The limited facilities and infrastructure at school, which are not equipped with projectors and concrete media, are the main causes of using this method. This condition causes learning activities to be inconsistent with the spirit of the independent curriculum, which should emphasize a focus on essential, relevant and in-depth material to build learners' creativity and innovation, especially in achieving basic competencies such as literacy and numeracy.

On the other hand, through video observation at SD Negeri 280520 Kota Namohalu Esiwa, it was seen that the teacher also still used the lecture method in teaching material about the form of objects. The explanation of the material by the teacher seemed monotonous, and the media used, such as books and erasers, did not attract students' attention. This condition has a negative impact on students' motivation and involvement in the learning process. Likewise, in observing the learning video at SD Negeri 078452 Berua, the teacher taught the material about family using the lecture method, making learning activities tend to be monotonous and less interactive. The use of this method can inhibit learners' creativity and does not encourage active involvement in learning.

Other problems were also found from research conducted by Ihsan (2022) who said that currently, many teachers feel confused in implementing the independent curriculum at various levels of education. Teachers, as a profession that is included in a field that requires special expertise, have the main responsibility to guide, educate, train, motivate, direct, facilitate, and evaluate students. This is in line with Purani & Putra (2022) who have identified similar problems when teachers implement the independent curriculum. Many teachers at SDN 2 Cempaga feel confused when they have to implement the independent curriculum. Teachers still lack understanding of the structure of the independent curriculum and still need training regarding the preparation of teaching modules and learning assessments in the independent curriculum. However, Nasa & Iqnatia (2023), teachers at SD

Almadany in Gresik City, with the independent curriculum, teachers are more active and creative in developing learning and learning media in the independent curriculum.

The National Education System Law No. 20/2003 elucidates that education constitutes a deliberate and organized endeavor to cultivate a conducive learning environment and process, enabling students to actively foster their capacities in spiritual fortitude, religious understanding, self-discipline, personal development, intelligence, noble character, and the essential skills required for their individual, societal, national, and state well-being. This comprehensive framework underscores the overarching goal of shaping well-rounded individuals capable of contributing positively to themselves, their communities, the nation, and the state.

Based on the above study, the researcher will conduct observations related to the implementation of the Merdeka Curriculum in elementary schools in Namohalu Esiwa Subdistrict, North Nias Regency. This research has a very important relevance, because it can provide an in-depth description of the practice of implementing the Merdeka Curriculum by elementary school teachers in the 3T (Disadvantaged, Frontier, and Outermost) areas in the learning process. The purpose of this study is to determine the implementation of the Merdeka Curriculum at elementary schools in Namohalu Esiwa District. The novelty of this research is related to the location and time of the research which was conducted at elementary schools in the 3 T area.

METHODS

Type and Design

The research design employed in this study is qualitative, utilizing a phenomenological approach to explore the intricacies of implementing the Merdeka Curriculum in 3T areas (Underdeveloped, Frontier, and Outermost regions), specifically in elementary schools in Namohalu Esiwa Sub-district. This design is chosen for its suitability in understanding the deep, subjective experiences and perceptions of educators, students, and other stakeholders involved in the educational process within these unique contexts.

The phenomenological approach allows for an in-depth exploration of the lived experiences of individuals, which is pivotal in comprehensively understanding the implementation challenges, adaptations, and strategies employed to navigate the complexities of educational delivery in 3T areas. Given the distinct socio-cultural, economic, and geographical characteristics of underdeveloped, frontier, and outermost regions, a qualitative methodology enables the capture of nuanced insights into how the Merdeka Curriculum is actualized on the ground, reflecting the specific needs, obstacles, and opportunities present in Namohalu Esiwa Sub-district.

Rationalizing the use of this design, it is acknowledged that the Merdeka Curriculum's implementation in these contexts is not merely an administrative or pedagogical task but encompasses a wide array of experiences and meanings for the individuals involved. The phenomenological study approach facilitates an understanding of these phenomena from the perspectives of those directly impacted, thereby providing rich, detailed data that can inform more empathetic and effective educational policies and practices tailored to the realities of 3T areas. Through this research, it is aimed to uncover the essence of the Merdeka Curriculum's implementation process, its impacts, and the lived experiences of the educational community

in Namohalu Esiwa Sub-district, contributing valuable insights for enhancing educational quality and equity in similar contexts.

Data and Data Sources

In this study, data were systematically collected using three primary techniques: observation, interviews, and documentation, with the aim of providing a holistic understanding of the educational processes within elementary schools. The observational method was employed to directly capture the interactions and atmosphere within the school setting, offering real-time insights into the teaching and learning dynamics. This approach was pivotal in understanding the practical aspects of education that are often not captured through other means. The interview technique was another cornerstone of the data collection strategy, involving a diverse group of informants including one elementary school supervisor, three principals, teachers of grades I and IV, and six students from grade IV. These interviews were designed to gather in-depth perspectives from the various stakeholders in the educational process, each offering unique insights into the challenges, strategies, and outcomes of the schooling system. Lastly, the collection of documentation such as curricular materials, lesson plans, and samples of student work served as an objective source of data, providing a tangible record of the educational practices and achievements.

The rationale behind selecting these varied data sources was rooted in the desire to achieve a comprehensive and nuanced understanding of the educational environment under study. Observation allowed for an unfiltered view of the school's operational dynamics; interviews facilitated a deep dive into the experiences, perceptions, and opinions of key participants; and documentation offered a concrete reference point for evaluating the formal educational framework and its execution. Together, these methods enabled a rich, multi-dimensional exploration of the educational landscape, ensuring that the analysis was grounded in a robust and diverse evidence base. Following data collection, the Miles and Huberman model guided the analysis process through stages of data collection, reduction, presentation, and conclusion drawing, allowing for a systematic and thorough examination of the information gathered.

Data collection technique

The operational techniques and tools utilized in this research for collecting information relevant to the problem topic encompass a multifaceted approach, integrating observations, interviews, and documentation analysis. For observations, the research employs systematic observation schedules and checklists to accurately record behaviors, events, or other phenomena pertinent to the study's objectives. This process is complemented by the use of digital recording devices or note-taking materials to ensure that no critical details are missed. Interviews, another cornerstone of data collection in this study, are conducted using semi-structured questionnaires designed to elicit comprehensive and relevant information from participants. These interviews may be recorded with consent, using audio recording devices, to facilitate accurate transcription and analysis. Additionally, the research incorporates the examination of existing documents and records, which involves collecting data from relevant documents, reports, and online resources that provide historical, contextual, or specific information related to the research topic. For this purpose, access to digital databases, libraries, and archives is essential, alongside the use of software tools for organizing and analyzing the collected documentation. This triangulation of data collection methods –

observations, interviews, and documentation analysis—ensures a comprehensive and in-depth understanding of the research problem, facilitating the gathering of rich, varied data that supports the study's objectives.

Data analysis

In ensuring the validity of the data, the researcher uses four data validity activities in quantitative research, the first activity is credibility, transferability, dependability, and confirmability. Presentation of data, in this case the researcher makes a presentation that is carried out in an organized manner until the data collected is easily understood and can facilitate drawing conclusions. Data verification, where researchers draw conclusions based on the results of the data that has been reduced, the formulation of conclusions cannot be separated from the feud that the researcher has formulated.

1. Credibility

Credibility in qualitative research include the following activities: One, extension of observation. Two, increase persistence (make more careful and continuous observations). Three, triangulation (source triangulation, technique triangulation, and time triangulation). Four, negative case analysis (conflicting cases). Five, using reference materials (recorded interviews/photos/documents). Six, conducting a member check (to determine the suitability of the data obtained with the data provided by the informant. Triangulation in this reliability test is defined as checking data from various sources in various ways, and at various times.

2. Transferability

The transferability aims to ensure that qualitative research can be understood by others so that the results of the research can be applied in various contexts. In this effort, researchers are advised to present their research reports in detail, clearly, systematically, and reliably. Thus, readers will have a deep understanding of the research findings, enabling them to decide whether or not it is relevant to implement the research results elsewhere.

3. Dependability

The dependability is carried out by checking the entire research process. This includes how the author begins to determine the problem / focus, enters the field, determines the source of data, conducts data analysis, conducts data validity tests, until making conclusions must be shown by the researcher. If the research does not have traces of field activities, then the research findings should be doubted.

4. Confirmability

Confirmability is also called objectivity test, research can be said to be objective if the research results have been agreed upon by many people. In qualitative research, the confirmability test is similar to the dependability test. Thus these two activities can be carried out simultaneously. Confirmability means testing the results of research, associated with the process carried out.

RESULTS AND DISCUSSION

Based on the results of research conducted on the implementation of Merdeka Curriculum in learning in three public elementary schools, namely SD Negeri 078452 Berua, SD Negeri 071162 Esiwa, and SD Negeri 280520 Kota Namohalu Esiwa, the findings show uniformity in several important aspects. First, from the interviews with the learners, a

common pattern was identified in the opening of teaching and learning activities which included greetings, providing motivation, singing, praying, taking attendance, and repeating or reminding previous learning materials. This consistency indicates the existence of standards or habits that have been formed in the learning environment in these schools. Learning activities in the classroom can be seen in Figure 1.1.



Figure 1.1 Learning Activities in the Classroom

Figure 1.1 illustrates the initial stages of learning which begins with the teacher greeting, praying, taking attendance, and motivating students through energetic ice breaking, such as the phrase "Where is your spirit, this is my spirit, yes, yes, yes!".

Furthermore, in the use of learning methods and media, it was found that teachers apply varied learning methods, including discussions, question and answer, lectures, and quizzes, as well as the use of diverse learning media such as visual, audio, and printed materials such as books. This variation shows teachers' efforts to improve learning effectiveness and adjust methods and media to students' needs and conditions. The use of learning methods and media can be seen in figure 1.2.



Figure 1.2 Use of learning methods and media

Figure 1.2 illustrates that when the teacher presents the learning materials, the methods used include lectures and discussions. In addition, teachers also utilize various learning media, such as books and tools around the school, such as tables and pencils, to introduce the concepts of liquid, solid and gas objects. In an effort to support learning, teachers also use audio media, for example by playing Nias folk songs to illustrate cultural diversity. In the context of learning activities, the teacher invites students to actively participate by asking them to sing. The theme of the song is related to the material being studied, such as a clean and healthy environment. Together, the teacher and students sing the song "Wake up in the morning, I take a shower, don't forget to brush my teeth. After showering, I help my mother, clean my bed." Thus, learning is not only informative but also involves creative and interactive aspects to improve students' understanding.

In the learning planning process, teachers prioritize various aspects such as making learning modules, learning objectives (ATP), providing learning media, preparing learning materials, analyzing learning outcomes, and planning and implementing diagnostic assessments. The diversity of this preparation shows the teacher's commitment in providing structured and effective learning to achieve the learning objectives that have been set. The following is a teaching module and flow of learning objectives (ATP) that have been designed by teachers in carrying out learning which can be seen in Figure 1.3.

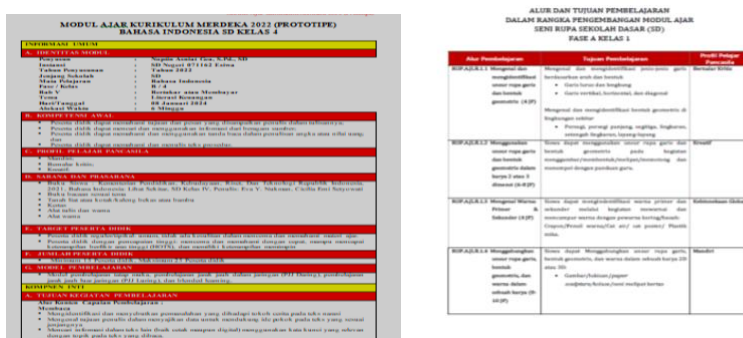


Figure 1.3 Teaching Module and Learning Objective Flow (ATP)

Figure 1.3 illustrates that teachers in primary schools in the 3T areas (disadvantaged, frontier and outermost) have prepared learning tools, including teaching modules and the Flow of Learning Stages (ATP). The teaching module is designed comprehensively and includes a general information section, such as module identity, learning outcomes, Pancasila learner profile, learning objectives, number of learners, and learning model. The core competency section in the module includes learning objectives, meaningful understanding, higher order thinking questions, learning activities, teacher reflection, assessment, enrichment, and LKPD (Learner Worksheet). Meanwhile, the Flow of Learning Stages (ATP) consists of learning flow, learning objectives, and Pancasila learner profile. With this approach, teachers in the 3T areas strive to develop learning tools that are comprehensive and appropriate to the needs of their learners.

In addition, the findings show that the assessments used in the learning process include formative and summative assessments. Teachers utilize these assessments as a tool to evaluate and improve the learning process and monitor student progress on an ongoing basis. Despite the efforts made to improve the implementation of Merdeka Curriculum in primary schools in Namohalu Esiwa Sub-district, findings also show that there is still a need for further improvement. Making assessments in learning activities can be seen in figure 1.4.

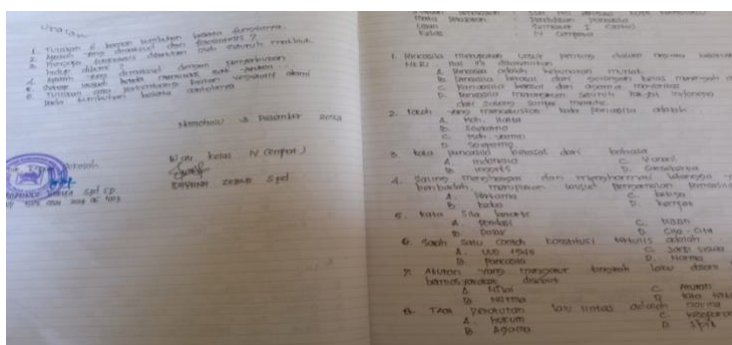


Figure 1.4 Making Learning Assessments

Figure 1.4 shows that in the implementation of assessments, teachers in primary schools in the 3T areas compile assessment instruments consisting of 10 multiple choice questions and 5 fill-in questions. The preparation of this assessment instrument is based on the material that students have learned. With this approach, teachers try to measure students' understanding of learning materials through a variety of question types, covering aspects of knowledge and understanding of concepts as a whole.

In the implementation of effective teaching and learning activities, the role of the teacher is very central, especially in preparing a systematic learning design based on the curriculum implemented at school, as explained by Azizah & Witri (2021). This design must be based on a systematic decision-making process for future action, as outlined by Hidayat & Syam (2020). In line with this view, Ananda & Amiruddin (2019) emphasise that learning planning is a rational design that is prepared based on a systematic analysis of learner development, with the aim of making learning more effective and efficient in accordance with the needs of learners and society.

The concept of "Merdeka Belajar" emphasises the importance of learning that is flexible, occurs at various times and places, and involves personalisation, project-based approaches, the use of field experiences, and data interpretation. Nurhayani Siregar, (2020) reminded that the learning process can become boring if it is only limited to the classroom. Therefore, in implementing Merdeka Curriculum, teachers must be able to convey material clearly, use

various learning strategies and methods, utilise various media, empower students, and show enthusiasm in the learning process, as explained by (Wote & Sabarua, 2020).

The focus on learner readiness in the use of learning methods and media is the main highlight, in accordance with the views of Anggraena et al., (2022). Suardi (2018) defines learning activities as activities that must bring a pleasant inner experience for students. Ayundasari (2022) added that good planning is the key to achieving optimal learning outcomes.

Variations in learning methods and media reflect the principle of Merdeka Curriculum, which emphasises learning in accordance with the readiness of students (Anggraena et al., 2022). Raes et al., (2020) added that learning is the process of creating a rich experiential learning environment. Suardi (2018) also emphasises the importance of reflection and consolidation of learning at the end of the activity.

Mustaghfiroh (2020) emphasises the essence of Merdeka Curriculum in creating a fun learning atmosphere, without pressure on achieving scores or grades, while Zaman (2020) highlights the importance of quality students with comprehensive analysis and reasoning skills. Prayogo (2020) and Aesthetic (2019) emphasise the importance of innovation and freedom to innovate as the main characteristics of the Merdeka Curriculum to improve the quality of independent learning. Saleh (2020) points out that teachers as the main drivers in the Merdeka Curriculum create an effective learning environment.

In curriculum implementation, according to (Fatmawati, 2021), the focus is not only on the ability of students to master learning content, but also on learning processes and experiences. Darman (2021) states that quality education can create superior human resources. Maros et al., (2021) emphasise the importance of encouraging students to be active in learning, facing problems and producing concrete projects or works.

Overall, these findings reflect the commitment of teachers and education stakeholders in improving the quality of learning and implementing Merdeka Curriculum in public primary schools. Steps such as uniformity in the opening of learning activities, the use of varied learning methods and media, structured learning planning, comprehensive assessment, and regular supervision are the cornerstones in maintaining the quality of education in these schools.

CONCLUSION

In implementing the Merdeka Curriculum at SD Negeri 078452 Berua, SD Negeri 071162 Esiwa, and SD Negeri 280520 Kota Namohalu Esiwa, Namohalu Esiwa Sub-district, it shows that there is uniformity in several important aspects of implementing the Merdeka Curriculum in the three public elementary schools. This uniformity includes the opening of learning activities, variations in learning methods and media, structured learning planning, the use of formative and summative assessments, and monthly supervision. Despite the commitment of teachers and education stakeholders in improving the quality of learning, there is still a need for further improvement. As a next step, further research could explore the impact of the Merdeka Curriculum on student outcomes, teacher professional development, and community engagement. Investigating the effectiveness and challenges faced during the implementation process could provide valuable insights for continuous improvement and refinement of the curriculum. Additionally, examining the perceptions and

experiences of students, teachers, and parents in relation to the Merdeka Curriculum could contribute to a more comprehensive understanding of its overall impact on the educational landscape.

REFERENCES

- Achmad, G. H., Ratnasari, D., Amin, A., Yuliani, E., & Liandara, N. (2022) 'Penilaian Autentik pada Kurikulum Merdeka Belajar dalam Pembelajaran Pendidikan Agama Islam di Sekolah Dasar', *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), pp. 5685-5699.
- Aesthetic, H. (2019) 'Merdeka Belajar, Begini Penjelasan Nadiem', *Kompasiana*, p. Retrieved from <https://www.kompasiana.com/humanior>.
- Akib, E., Imran, M. E., Mahtari, S., Mahmud, M. R., Prawiyogy, A. G., Supriatna, I., & Ikhsan, M.H. (2020) 'Studi tentang Implementasi Kurikulum Terintegrasi di Indonesia', *IJORER : Jurnal Internasional Penelitian Pendidikan Terkini*, 1(1), pp. 39-57.
- Ananda, R., & Amiruddin, A. (2019) 'Perencanaan pembelajaran', *Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI)*. [Preprint].
- Anggraena, Yogi, Sufyadi, S., & M. (2022) 'Kajian Pengembangan Profil Pelajar Pancasila', *Jakarta: Badan Penelitian dan Pengembangan dan Publikasi Kementerian Pendidikan dan Kebudayaan Republik Indonesia* [Preprint].
- Ayundasari, L. (2022) 'Implementasi pendekatan multidimensional dalam pembelajaran sejarah Kurikulum Merdeka', *Sejarah dan Budaya: Jurnal Sejarah, Budaya, dan Pengajarannya*, 16(1), pp. 225-234.
- Azizah, L., & Witri, S. (2021) 'Peningkatan Mutu Pendidikan melalui Penerapan Total Quality Management dalam Program Akreditasi Sekolah', *Dawuh Guru: Jurnal Pendidikan MI/SD*, 1(1), pp. 69-78.
- Darman, R.A. (2021) *Telaah kurikulum*. Jakarta: Guepedia.
- Fatmawati, I. (2021) 'Peran guru dalam pengembangan kurikulum dan pembelajaran', *Jurnal Pendidikan dan Pemikiran*, pp. 20-37.
- Hidayat, M. C., & Syam, A.R. (2020) 'Urgensitas perencanaan strategis dan pengelolaan sumber daya manusia madrasah era revolusi industri 4.0', *Journal Of Basic Education*, 4(1), pp. 1-13.
- Ihsan, M. (2022) 'Kesiapan Guru dalam Implementasi Kurikulum Merdeka Belajar', *Seri Publikasi Pembelajaran*, 1(37). Available at: <https://publikasipips.ulm.ac.id/index.php/tmkm/article/view/428>.
- Kemendikbudristek (2022) 'Keputusan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia Nomor 262/M/2022 Tentang Perubahan atas Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 56/M/2022 Tentang Pedoman Penerapan Kurikulum Dalam Rangka Pemul'.
- Maros, M., Korenkova, M., Fila, M., Levicky, M., Maros, M., Korenkova, M., Fila, M., & Levicky, M. (2021) 'Project-based learning and its effectiveness : evidence from Slovakia', *Interactive Learning Environments*, pp. 1-9.
- Miftakhuddin, Kamil, N., & Hardiansyah, H. (2022) 'Implikasi empat modalitas belajar Fleming terhadap penerapan Kurikulum Merdeka di sekolah dasar', *Journal The Elementary School Teacher Education*, 1(2), pp. 38-49.
- Nasa Mayyisi Ikhsani, I.A. (2023) 'Persepsi Guru Terkait Implementasi Kurikulum Merdeka di Sekolah Dasar Pada Mata Pelajaran IPAS', *Jurnal Elementaria Edukasia*, 6(4), pp. 1597-1608.
- Nurhayani Siregar, R.S. dan A.A.H. (2020) 'Konsep Kampus Merdeka Belajar Di Era Revolusi Industri 4.0', *Journal of Islamic Education*, 1(1).
- Peraturan Presiden (PERPRES) (2020) 'Peraturan Presiden (PERPRES) tentang Penetapan Daerah Tertinggal Tahun 2020-2024'.

- Prayogo, Y. (2020) 'Peluang Reformasi Pendidikan di Tengah Pandemi Covid-19, Begini Kata Mendikbud', *Kaldera News*, p. Retrieved from <https://www.kalderanews.com/2020/05>.
- Purani, N. K. C., & Putra, I.K.D.A.S. (2022) 'Analisis Kesiapan Guru dalam Penerapan Kurikulum Merdeka di SDN 2 Cempaga', *Jurnal Pendidikan Dasar Rare Pustaka*, 4(2), pp. 8-12. Available at: <https://jurnal.markandeyabali.ac.id/index.php/rarepustaka/article/view/125>.
- Raes, A., Detienne, L., Windey, I., & Depaepe, F. (2020) 'A systematic literature review on synchronous hybrid learning: gaps identified', *Learning Environments Research*, 23, pp. 269-290.
- Rini Sulistyawati (2020) 'Menguji Konsep Merdeka Belajar Di Masa Pandemi Covid-19', *Jurnal Pendidikan Dasar*, 5(1).
- Saepuloh, D. (2018) 'Kesiapan Guru Dalam Melaksanakan Pembelajaran Kurikulum 2013 (Studi Kasus pada SMK Lab Business School Tangerang)', *Jipis*, 27(1), pp. 33-50.
- Saleh, M. (2020) 'Merdeka Belajar di Tengah Pandemi Covid-19', in *Prosiding Seminar Nasional Hardiknas*, pp. 51-59.
- Sherly, E. Dharma, H.B.S. (2020) 'Merdeka Belajar: Kajian literatur', *UrbanGreen Conference Proceeding Library*, 1, pp. 183-190.
- Sigit Priatmoko Wiku Aji Sugiri (2020) 'Perspektif Asesmen Autentik Sebagai Alat Evaluasi Dalam Merdeka Belajar', *Jurnal Pendidikan Guru Madrasah*, 4(1).
- Siregar, Nazliah, Hasibuan, Julyanti, & M, S. (2021) 'Manajemen Peningkatan Kualitas Pembelajaran Matematika Pada SMA Labuhan Batu', *Jurnal Educational and Development*, 9(2), pp. 285-290.
- Siti Mustaghfiroh (2020) 'Konsep Merdeka Belajar Perspektif Aliran Progresivisme John Dewey', *Jurnal Studi Guru Dan Pembelajaran*, 3(1).
- Suardi, M. (2018) *Belajar & pembelajaran*. Yogyakarta: Deepublish.
- Wote, A. Y. V., & Sabarua, J.O. (2020) 'Analisis Kesiapan Guru dalam Melaksanakan Proses Belajar Mengajar di Kelas', *KAMBOTI: Jurnal Sosial Dan Humaniora*, 1(1), pp. 1-12.
- Yose Indarta, Nizwardi jalinus, Waskito, Agariadne Dwinggo Samala, Afif Rahman Riyanda, N.H.A. (2022) 'Relevansi Kurikulum Merdeka Belajar Dengan Model Pembelajaran Abad 21 Dalam Perkembangan Era Society 5.0', *Edukatif: Jurnal Ilmu Pendidikan*, 4(2), pp. 3011-3024.
- Zaman, M.B. (2020) 'Belajar Merdeka dan Merdeka Belajar di Tengah Corona', *Harian Bhirawa*, p. Retrieved from <https://www.harianbhirawa.co.id/bel>.