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PROBLEMS AND SOLUTIONS FOR TEACHERS IN IMPLEMENTING THE INDEPENDENT CURRICULUM IN THE SOCIETY 5.0 ERA

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Abstrak: Pendidikan adalah landasan untuk membangun masa depan suatu bangsa. Pemerintah Indonesia telah menerapkan Kurikulum Merdeka sebagai bagian dari transformasinya menuju masyarakat 5.0 dalam upaya memajukan sistem pendidikan. Meskipun inisiatif ini dimaksudkan untuk meningkatkan kualitas pendidikan, banyak masalah muncul selama implementasinya, khususnya mengenai peran guru sebagai fasilitator di kelas. Artikel ini membahas tantangan yang dihadapi guru ketika menerapkan Kurikulum Merdeka di era Masyarakat 5.0 di SD NU Darussalam Semen. Dengan memahami tantangan-tantangan ini, kami berharap dapat menemukan cara yang lebih baik untuk meningkatkan efisiensi dan kesetaraan implementasi kurikulum. Ini akan menjadi langkah penting menuju pembibitan generasi penerus yang unggul. Studi ini menggunakan pendekatan deskriptif kualitatif. Metode penelitian kualitatif, berdasarkan filosofi post-positivis, digunakan untuk mempelajari subjek dalam keadaan alaminya, atau keadaan nyata, tanpa pengaturan atau kondisi eksperimental, dengan peneliti sebagai alat utama. Hasil penelitian menunjukkan bahwa implementasi Kurikulum Merdeka di SD NU Darussalam Semen Kediri saat ini masih mengandalkan buku teks siswa dan pedoman kurikulum sebagai pedoman utama bagi guru. Dalam implementasinya, terdapat beberapa kendala yang dihadapi dalam penerapan kurikulum independen, di mana kendala-kendala tersebut sama dengan penyebab kurangnya kesiapan guru dalam menghadapi kurikulum independen. Kendala-kendala tersebut meliputi sosialisasi yang kurang memadai tentang implementasi kurikulum independen, kurangnya aktivitas Kelompok Kerja Guru (KKG), kurangnya waktu bagi guru untuk mempelajari kurikulum independen karena kesibukan dengan administrasi kelas/sekolah, dan kurangnya media pembelajaran bagi guru. Tantangan bagi guru dalam menerapkan kurikulum independen meliputi: guru harus lebih kreatif, inovatif, dan mampu menilai siswa selama proses pembelajaran, bukan hanya berdasarkan nilai





akhir. Selain itu, tantangan siswa dalam memahami kurikulum independen meliputi kemampuan berhitung dan membaca yang lemah, serta kurangnya bahan pembelajaran yang memadai. Solusi untuk masalah-masalah ini membutuhkan kolaborasi antar berbagai pihak, khususnya pemerintah sebagai pembuat kebijakan, dengan menyediakan pelatihan bagi guru dan mendorong implementasi Kurikulum Merdeka agar selaras dengan fokus dan tujuannya. Selain itu, berpartisipasi dalam lokakarya internal dan eksternal, memperluas pengetahuan tentang metode pengajaran, berbagi dengan sesama pendidik, dan mengubah pola pikir sangat penting. Para pendidik harus lebih aktif, kreatif, dan inovatif dalam menyampaikan konten kepada siswa, meningkatkan kemampuan literasi dan numerasi siswa, guru harus mengalokasikan waktu untuk mempelajari lebih lanjut tentang pembuatan modul untuk Kurikulum Merdeka, dan sekolah harus memastikan fasilitas dan infrastruktur yang memadai tersedia.

Kata kunci: Masalah, Guru, Independen, Kurikulum.

Abstract: Education is the cornerstone for building the future of a nation. The Indonesian government has implemented the Merdeka Curriculum as part of its transformation toward a Society 5.0 society in an effort to advance the education system. Although this initiative was intended to improve the quality of education, many issues have arisen during its implementation, particularly regarding the role of teachers as facilitators in the classroom. This article discusses the challenges faced by teachers when implementing the Merdeka Curriculum in the Society 5.0 era at SD NU Darusaalam Semen. By understanding these challenges, we hope to find better ways to improve the efficiency and equity of curriculum implementation. This will be a crucial step toward cultivating outstanding future generations. This study employs a qualitative descriptive approach. Qualitative research methods, based on post-positivist philosophy, were used to study the subject in its natural state, or real state, without experimental settings or conditions, with the researcher as the primary tool. The research findings indicate that the implementation of the Merdeka Curriculum at SD NU Darussalam Semen Kediri currently relies on student textbooks and curriculum guidelines as the primary implementation guidelines for teachers. In its implementation, there are several obstacles encountered in the implementation of the independent curriculum, where these obstacles are the same as the causes of teachers' lack of readiness in facing the independent curriculum. These obstacles include insufficient socialization about the implementation of the independent curriculum, insufficient activity of the Teacher Working Group (KKG), insufficient time for teachers to learn the independent curriculum due to being busy with class/school administration, and insufficient learning media for teachers. Challenges for teachers in implementing the independent curriculum include: teachers must be more creative, innovative, and able



to assess students during the process, not just based on final grades. Additionally, students' challenges in understanding the independent curriculum include weak numeracy and literacy skills, as well as a lack of adequate learning materials. Solutions to these issues require collaboration among various parties, particularly the government as the policy-maker, by providing training for teachers and fostering the implementation of the Merdeka Curriculum to align with its focus and objectives. Additionally, participating in internal and external workshops, expanding knowledge about teaching methods, sharing with fellow educators, and changing mindsets are essential. Educators must be more active, creative, and innovative in delivering content to students, enhancing students' literacy and numeracy skills, teachers must allocate time to learn more about creating modules for the Merdeka Curriculum, and schools must ensure adequate facilities and infrastructure are in place.

Keywords: *Problems, Teachers, Independent, Curriculum.*

Introduction

Education is the main foundation for building the future of a nation. The Indonesian government has implemented the Merdeka Curriculum as part of its transformation towards a 5.0 society in an effort to advance the education system. Although this idea is intended to improve the quality of education,¹ many problems have arisen during its implementation, especially regarding the role of teachers.²

Under Law Number 20 of 2003, the curriculum is defined as a set of plans and regulations concerning objectives, content, and instructional materials, as well as the methods used as guidelines for conducting educational activities to achieve specific educational goals. According to Soetopo and Soemanto, there are three factors considered to drive curriculum change. The first factor is that we recognize that during the colonial era, an educational system was taught that no longer aligns with the aspirations of an independent nation. Therefore, it is necessary to plan significant changes within the curriculum and educational system. The second factor is that developments in various branches of knowledge in schools have led to discoveries in ancient theories.

On the other hand, developments in the fields of psychology, communication, and related disciplines have led to new discoveries in teaching and learning processes. Both of these developments have driven changes in the content and implementation

¹ Siti Maryam Maryam and Ari Susetyo Ari, "CHALLENGES OF MADRASAH IBTIDA'IYAH IN INDONESIA IN BUILDING SCHOOL CULTURE IN THE ERA OF DIGITALIZATION," *TADBIRUNA* 4, no. 2 (February 28, 2025): 329–43, <https://doi.org/10.51192/jurnalmanajemenpendidikanislam.v4i2.1934>.

² Dianis Izzatul Yuanita and Khordatul Ulum, "IMPLEMENTATION OF INDEPENDENT CURRICULUM IN SCIENCE LEARNING AT ISLAMIC ELEMENTARY SCHOOL," *International Journal of Teaching* 2, no. 1 (February 26, 2025), <https://doi.org/10.61798/ijt.v2i1.262>.



strategies of the curriculum.³ Additionally, rapid population growth has increased the number of people in need of education. This has made us realize that the methods we have been using in education must be reviewed and, if necessary, changed to meet the growing demand for education.⁴

From this perspective, we can conclude that changes in the curriculum are a common occurrence. Fundamentally, humans continue to undergo changes, whether rapidly or slowly. This is what we must adapt to in the new curriculum's learning methods, which are continuously developed to align education with advancements in science and technology in the Learning Society 5.0 era. However, despite the Merdeka Curriculum being designed to prepare students to be innovative, adaptive, and competitive, its implementation in practice faces significant challenges. Teachers, as the frontline implementers of the curriculum at the school level, are faced with a series of obstacles that hinder the effectiveness of teaching and learning.

Firstly, as those responsible for implementing the Merdeka Curriculum, teachers often encounter numerous challenges. They not only need to deeply understand the new curriculum but also must be able to transform teaching methods to focus on character development and 21st-century skills. The lack of adequate training and guidance for teachers is a major obstacle to performing their duties effectively.

Second, as those directly responsible for the learning process, teachers also feel the impact of this curriculum change. Although Society 5.0 emphasizes the use of technology in learning, many teachers are not prepared or do not have sufficient access to such technology. Additionally, to encourage students to become independent and creative individuals, a paradigm shift in teaching approaches is required. This poses a challenge for teachers who are accustomed to conventional teaching methods.

Compared to rural schools, urban schools may have easier access to technology and other facilities. This leads to differences in the implementation of the Merdeka Curriculum, which can exacerbate educational inequality. Consequently, students in remote areas risk falling further behind as they struggle to meet the same innovative standards without equivalent digital infrastructure. This gap underscores the urgent need for more equitable resource distribution to ensure the curriculum's success is not limited by geographical boundaries.

³ Siska Karlina et al., "Tantangan Guru Dan Siswa Dalam Penerapan Kurikulum Merdeka Belajar Di Sekolah," *Sanskara Pendidikan Dan Pengajaran* 2, no. 03 (September 30, 2024): 172-79, <https://doi.org/10.58812/spp.v2i03.320>.

⁴ Maryam and Ari, "CHALLENGES OF MADRASAH IBTIDA'IYAH IN INDONESIA IN BUILDING SCHOOL CULTURE IN THE ERA OF DIGITALIZATION."



The rapid development of the modern world is a significant challenge for all areas of life, including education.⁵ Discussing education in the Society 5.0 era is closely related to changes in the education system during this era, and education in this era is also closely linked to 21st-century skills, which are also related to technology. This is also connected to the education system, which is inevitably tied to the concept of advancing technology.⁶ According to the concept of the Director General of Basic Education at the Ministry of Education and Culture, 21st-century skills refer to four types of skills: first, critical thinking and problem-solving skills; second, communication skills; third, creativity and innovation; and fourth, collaboration.⁷

Education in Indonesia is still considered unable to produce quality human resources to face the era 5.0 society. Training requires proper leadership in implementation, planning, and evaluation. Without good governance, education will not run as expected. The government's steps to improve the quality of education are to continuously update and refine the curriculum. One of the curricula is the independent learning curriculum. Nadiem stated that Merdeka Belajar is a concept created to enable students to explore their interests and talents.

In 2022, the Merdeka Curriculum was launched by Minister of Education, Culture, Research, and Technology Nadiem Makarim and has been adopted by many schools in Indonesia. The Merdeka Curriculum, previously known as the Prototype Curriculum, has been piloted in 2,500 pilot schools and implemented in 140,000 other schools. According to Nadiem, the Merdeka Curriculum will be implemented in kindergartens, elementary schools, junior high schools, and senior high schools starting in the 2022/2023 academic year.⁸

Merdeka Belajar is the foundation of the Merdeka Curriculum. It is intended to give students the opportunity to explore what they like and want. For example, if two children in the same family have different interests, the standards used to assess them will be different. Children should not be forced to learn things they do not like. The prototype curriculum will give schools and students autonomy and freedom. The

⁵ Cahya Mulyana, Andrea Frendi Zega Ramdani, and Nur'ainiyah, "ANALISIS PROBLEMATIKA PENERAPAN KURIKULUM MERDEKA PADA MATA PELAJARAN PENDIDIKAN AGAMA ISLAM DI SMAN 12 BANDUNG," *Al-Hasanah : Jurnal Pendidikan Agama Islam* 8, no. 1 (June 30, 2023): 1–14, <https://doi.org/10.51729/81108>.

⁶ Saidah and Nur Hikmah, "IMPLEMENTASI PILAR PENDIDIKAN SEKOLAH DAN MADRASAH PADA ERA REVOLUSI INDUSTRI 4.0," *At- Ta'lim : Jurnal Pendidikan* 10, no. 1 (May 4, 2024): 83–94, <https://doi.org/10.55210/attalim.v10i1.1218>.

⁷ Bening Amalia Arum, *IMPLEMENTASI KETERAMPILAN CREATIVE, CRITICAL THINKING, COMMUNICATIVE, COLLABORATIVE (4C) PADA PEMBELAJARAN PENDIDIKAN AGAMA ISLAM DI SMK N 1 PURWOKERTO* (UNIVERSITAS ISLAM NEGERI PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO, 2022) (PUROWKERTO, 2022).

⁸ "Majalah Jendela Kemendikbud," <Https://Jendela.Kemdikbud.Go.Id/>, n.d.



Merdeka Curriculum is a more flexible curriculum approach that focuses on important subject matter and the development of students' character and skills.

Research conducted by Primanita Sholihah Rosmana and her team titled "Implementation of the Merdeka Curriculum at SD Negeri Kadumekar in Purwakarta" states that one of the challenges faced by fourth-grade teachers at SD Negeri Kadumekar is a lack of experience and understanding of learning autonomy; a lack of references; unequal access to learning; and poor time management during the learning process. However, since the Merdeka Curriculum was only introduced in the 2022-2023 academic year,⁹ these challenges and obstacles are still being evaluated. As a guide for classroom learning, teachers create teaching modules. Some challenges and issues include debates among the general public that writing requires talent, difficulties in starting to write, and difficulties in analyzing teaching materials. In an interview with fourth-grade teachers at Kadumekar State Elementary School, it was explained that the development of Merdeka Curriculum teaching modules as a guide for classroom learning is carried out independently by each teacher.¹⁰

Research conducted by Jihan Rizky Fadhilah titled "The Problem of Independent Curriculum's Application in the students of Grade 1 at SDN 04 Pasar Ambacang, Padang" shows that the independent curriculum at SDN 04 Pasar Ambacang has been implemented for first-grade students, where the current guidelines followed by teachers are the student textbooks and the independent curriculum guidebook. In its implementation, there are several challenges, including the need to adjust the independent curriculum, which is sometimes still mixed with the previous curriculum, a lack of references for implementing the independent curriculum, and a lack of teacher experience with the concept of independent learning.¹¹

Currently, the changes in Indonesia's education system are being driven by the "Merdeka Belajar" (Free to Learn) curriculum, initiated by the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia (Kemendikbud Ristek RI), Nadiem Makarim, whose core concept is to foster free or independent thinking.

A teacher in translating a curriculum has the freedom to act independently, enabling them to address every question and issue raised by students during the teaching

⁹ Primanita Sholihah Rosmana et al., "Implementasi Kurikulum Merdeka Pada Sekolah Penggerak SD Negeri Di Purwakarta," *Innovative: Journal Of Social Science Research* 3, no. 2 (June 9, 2023): 9471–80.

¹⁰ Jihan Rizky Fadhilah, Yona Syaida Oktira, and Dion Andri Putra, "The Problem of Independent Curriculum's Application in the Students of Grade 1 at SDN 04 Pasar Ambacang, Padang," *TOFEDU: The Future of Education Journal* 1, no. 1 (August 2, 2022): 24–29, <https://doi.org/10.61445/tofedu.v1i1.5>.

¹¹ Desti Relinda Qurniawati, "EFEKTIVITAS PELAKSANAAN KURIKULUM MERDEKA BELAJAR," *PROCEEDING UMSURABAYA*, August 9, 2023, <https://journal.umsurabaya.ac.id/Pro/article/view/19736>.



and learning process. Merdeka Belajar includes conditions of freedom in meeting the objectives, materials, methods, and evaluation of learning for both teachers and students. Thus, we can see that the learning process applied in the Merdeka Belajar curriculum is more focused on what students need, whereas the previous learning concept was still centered on the educator or teacher.¹²

Lukum in Putriani and Hudaidah states that there are three major competencies in the 21st-century: thinking competencies (including creative thinking, critical thinking, and problem-solving), action competencies (including collaboration, communication, technological literacy, and digital literacy), and life competencies (including initiative, global understanding, self-direction, and social responsibility). This is a critical concern for the Government of the Republic of Indonesia to promptly provide adequate facilities and infrastructure to address global developments, particularly the Society 5.0 era.¹³ Curriculum development is one of the appropriate steps to shape students' character to prepare them for this era.¹⁴

Methods

This study is related to “Problems and Solutions for Teachers in Implementing the Merdeka Curriculum at SD NU Darussalam Semen Kediri” through a qualitative descriptive approach. Qualitative research methods are used to study subjects in their natural or real state, without experimental settings, with the researcher as the primary tool.

The first data collection technique is observation, specifically participant observation, which is conducted to observe research subjects in a specific location or during specific school activities. The second technique is interviews, which are conducted to obtain information through conversations between two or more people. and third, documentation consisting of official documents, such as teaching modules used by teachers as guidelines for the teaching and learning process, and photos that provide an overview of the school conditions.

These documents can be used in conjunction with other information to provide accurate information. The interview process was conducted directly with the 1B class teacher at SD NU Darussalam Semen Kediri. Conversely, observation was conducted by directly observing the school environment.

¹² “Tingkatkan Kedekatan Guru dan Siswa melalui Pendekatan Pembelajaran yang Tepat,” Aku Pintar, accessed July 11, 2025, <https://akupintar.id/info-pintar/-/blogs/tingkatkan-kedekatan-guru-dan-siswa-melalui-pendekatan-pembelajaran-yang-tepat>.

¹³ Yosi Indarta, “Relevansi Kurikulum Merdeka Belajar Dengan Model Pembelajaran Abad 21 Dalam Perkembangan Era Society 5.0,” 4, No. 2, *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 2022.

¹⁴ Sofyan Iskandar et al., “Peningkatan Karakter Anak Bangsa Dalam Kurikulum Merdeka Melalui Program Profil Pelajar Pancasila,” *Innovative: Journal Of Social Science Research* 3, no. 2 (May 16, 2023): 2729–42.



Results and Discussion

Implementation of the Merdeka Curriculum at SD NU Darussalam Semen Kediri

SD NU Darussalam Semen Kediri is one of the schools in Kediri Regency that has implemented the Merdeka Curriculum in grades 1 and 4. The school has been implementing the Merdeka Curriculum for two years. The implementation of the Merdeka Belajar Curriculum at SD NU Darussalam is more effective than the 2013 Curriculum. From an internal perspective, almost all students have met the criteria, and the Merdeka Curriculum is easier to implement than the 2013 Curriculum. The school's unmet target in implementing the Merdeka Curriculum lies in the readiness and understanding of teachers regarding the Merdeka Curriculum, which is still limited. During the observation process, there were obstacles encountered in applying the Merdeka Curriculum. Internal obstacles include understanding the Merdeka Belajar curriculum learning system because there are government regulations that are not in line with the conditions of its implementation. The assessment or examination process involves standardized examination questions set by the central government, whereas in the Merdeka Belajar curriculum, assessments are tailored to students' abilities, so schools make changes to some questions to align them with the material they have taught.

The implementation of the Merdeka Curriculum is easier compared to the 2013 Curriculum. This is because in the Merdeka Curriculum, the material is presented per subject, such as Mathematics, Indonesian Language, Pancasila Education, Physical Education, and Arts and Culture. This makes it easier for teachers to deliver the material and easier for students to understand it because it focuses on one subject area being discussed. Unlike K13, its implementation is more complicated than the Merdeka Curriculum because the discussion of the material is integrated from several subjects to form one theme. This makes it difficult for teachers and students to deliver and understand the material because it is not focused on one specific subject but can involve more than two subjects, depending on the theme being discussed. Additionally, the K13 curriculum also makes it difficult for teachers to describe the final semester report cards, as each theme must be broken down again into individual scores based on the categories of each subject.

Based on the data obtained, the reasons for the lack of teacher readiness in implementing the independent curriculum include: lack of socialization about the implementation of the independent curriculum, lack of activity in the Teacher Working Group (KKG), lack of time for teachers to learn the independent curriculum due to being busy with class/school administration, and lack of learning media for teachers.



In addition to the mindset of teachers who are still influenced by the 2013 curriculum, parents' understanding of the independent curriculum also becomes an obstacle to the independent curriculum. For example, parents who ask about their children's rankings, even though teachers try to convey that a child's abilities are not only measured through report cards but also through interests and special talents, and hope that parents will be more concerned about their children than relying on their teachers. Therefore, schools and parents must collaborate to monitor each child's development.

The minimum criteria are adjusted by the students. Teachers at SD Negeri Kadumekar determine students' learning achievements by setting clear learning objectives aligned with the competencies to be achieved and developing lesson plans that match the learning objectives and students' characteristics. In line with the Merdeka Curriculum, which has a differentiated learning model, both in terms of learning achievement, determining learning objectives, and the learning media used are also adjusted. The media used in learning at SD NU Darussalam Semen Kediri include audio media, visual media, audio-visual media, diverse media, photographs, and maps.

Learning media is predominantly conventional learning media, while digital learning media is only used at certain times. Conventional learning media consists of books provided by the school as learning resources, while digital media consists of video presentations or the use of slides with a projector as a more interactive learning medium. In this learning process, students are aware of changes in subject matter.

Teachers' Challenges in Implementing the Merdeka Curriculum at SD NU Darussalam Semen Kediri

In implementing the new curriculum, there are always adjustments and challenges that need to be addressed, both for students and teachers involved in its implementation. Nadiem Makarim, as the Minister of Education, Culture, Science, and Technology of the Republic of Indonesia (Kemendikbud RI), has introduced an innovation aimed at creating an ideal and enjoyable learning environment without complicating the work of teachers or students who demonstrate high achievements in terms of degrees, grades, or minimum excellence standards. Learning is expected to be more comfortable and effective, as students can communicate directly with teachers, explore concepts outside the classroom, develop independent, brave, intelligent, and sociable character traits, as well as being polite, courteous, and competent.¹⁵

¹⁵ Arinal Hasanah and Haryadi Haryadi, "Tinjauan Kurikulum Merdeka Belajar Dengan Model Pendidikan Abad 21 Dalam Menghadapi Era Society 5.0," *GHANCARAN: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, December 5, 2022, 266–85, <https://doi.org/10.19105/ghancaran.vi.7595>.



The challenges faced in implementing the independent curriculum are not only felt by educators but also by students. Based on observations, interviews, and documentation conducted by researchers with teachers and students regarding the challenges of implementing the independent curriculum, the challenges faced by SD NU Darussalam Semen Kediri in implementing the independent curriculum including the difficulty of implementing the P5 subject (Project to Strengthen the Profile of Pancasila Students) while adapting to local wisdom.

Teachers are required to be more creative, innovative, and able to assess students during the process, not just based on final grades. Weak student abilities in numeracy and literacy, as well as a lack of adequate learning media. Parents' responses to the implementation of the Merdeka Curriculum; parents understand better when subjects are grouped based on subject areas (mapel) rather than themes, as in the K13 curriculum. Teaching modules are created by subject teachers responsible for specific subjects, such as Islamic Education (PAI) and English, so subject teachers must understand the Learning Outcomes (CP) and Learning Objective Sequence (ATP) in place. Schools have not yet achieved their goals in implementing the Merdeka Belajar curriculum. The shift in mindset from the 2013 curriculum to the Merdeka curriculum is a matter of habit. Teachers are free to teach according to students' learning styles or abilities. Teachers sometimes lack a good understanding of how students learn.

On the other hand, they also face issues with the rule that all students must remain in class even if they have not met learning targets. As a result, students receive grades that reflect their abilities, even if those grades are below the learning targets. There is a lack of socialization regarding the implementation of the independent curriculum. There is a lack of activity from the Teacher Working Group (KKG). Teachers lack time to learn the independent curriculum because they are busy with class/school administration. Finally, there is a lack of learning media for teachers.

Solutions to Problems in Implementing the Merdeka Curriculum

Not everything new can change and run smoothly instantly. It takes time to adapt, and if mistakes can be corrected, then implementation will be successful. In addition, the relatively new Merdeka Curriculum means that teachers also need time to adapt. A teacher will inevitably face various challenges or difficulties when teaching, especially in Islamic religious education. Following the issues mentioned above regarding the implementation of the Merdeka Curriculum, here are solutions to these problems.¹⁶

¹⁶ Cahya Mulyana, Andrea Frendi Zega Ramdani, and Nur'ainiyah, "ANALISIS PROBLEMATIKA PENERAPAN KURIKULUM MERDEKA PADA MATA PELAJARAN PENDIDIKAN AGAMA ISLAM DI SMAN 12 BANDUNG," *Al-Hasanah : Jurnal Pendidikan Agama Islam* 8, no. 1 (June 30, 2023): 1–14, <https://doi.org/10.51729/81108>.



Educators must actively participate in workshops, both among Therefore, teachers must be more active and thorough Solutions to the Problems of Implementing the Merdeka Curriculum. Not everything new can change and run smoothly immediately. It will take time to adjust, and if mistakes can be corrected, it will succeed. Additionally, the Merdeka Curriculum, which is relatively new, means that teachers also need time to adapt. A teacher will inevitably face various challenges or difficulties when teaching, especially in Islamic religious education. Following the issues mentioned above regarding the implementation of the Merdeka Curriculum, here are solutions to these issues.

Educators should actively participate in workshops, both internal and external. For educators, participating in internal and external workshops on the implementation of the Merdeka Curriculum is a new experience. As a result, some of them still do not fully understand and master the Merdeka Curriculum policy. To gain a better understanding of the Merdeka Curriculum policy, SD NU Darussalam Semen Kediri should organize workshops or similar activities.

Expanding knowledge about learning. By implementing the Merdeka Curriculum policy, teachers must be more creative in teaching. Teachers must not only have good teaching skills, but they must also be able to use different media and learning approaches to attract students' attention. Learning methods in the era of the Industrial Revolution 4.0 can determine learning success.

Sharing with fellow educators. At SD NU Darussalam, teachers should frequently share knowledge or experiences with one another to enhance their understanding and knowledge of the Merdeka Curriculum. Changing the mindset. Often, teachers believe that with the new curriculum policy, it will be difficult to adapt to learning because they have to start from scratch. However, the power of the mind or thoughts is to turn dreams, feelings, and thoughts into reality. Therefore, changing one's mindset or way of thinking is crucial to make learning easier.

Educators must be more active, creative, and innovative in delivering material to students. In this regard, teachers should learn more about the teaching methods of the Merdeka Curriculum, as it is fundamentally student-centered rather than teacher-centered. Therefore, teachers only act as facilitators or guides in the teaching and learning process. In addition, the method used is a differentiated learning method, which means that the learning process prioritizes the characteristics, talents, and interests of students. Therefore, teachers must be more active and thorough in assessing the learning characteristics of their students, as each student has different characteristics, talents, and interests.

Improving students' literacy and numeracy culture. To improve literacy and numeracy culture, teachers or schools need to provide books that spark students' interest



in reading, as well as creative and innovative learning media to make students interested in numbers related to the subject being discussed.

Teachers must be able to allocate time to learn more about how to create Merdeka Curriculum teaching modules. Teaching modules are created by subject teachers who teach specific subjects, such as Islamic Education (PAI) and English teachers, so that subject teachers can understand the Learning Outcomes (CP) and Learning Objective Flow (ATP) that exist.

Schools must ensure that facilities and infrastructure are adequate. Facilities and infrastructure are crucial for schools and teachers, as they serve as supporting factors for the implementation of the Merdeka Curriculum. If facilities and infrastructure are complete, it will be easier for teachers to deliver lesson materials using specific media.

Conclusion

Based on the description above, it can be concluded that the implementation of the Kurikulum Merdeka for Grade 1 and 4 students at SD NU Darussalam Semen Kediri is currently guided by student textbooks and official manuals. This new curriculum is considered more effective than the 2013 Curriculum (K13) because it shifts back to subject-based delivery rather than integrated themes. By focusing on individual subjects like Mathematics, Indonesian, and Pancasila Education, teachers find it easier to deliver content, and students can understand the material more deeply without the confusion of mixed subjects within a single theme.

Despite its advantages, several obstacles hinder the smooth execution of the new curriculum. Teachers face challenges rooted in a lack of readiness, including insufficient socialization, inactive Teacher Working Groups (KKG), and limited access to diverse learning media. Furthermore, the heavy burden of class administration leaves teachers with little time to independently study the new curriculum's framework. This highlights a significant gap between the curriculum's design and the practical capacity of educators on the frontline.

To address these issues, a collaborative approach involving the government and school authorities is essential. Solutions include providing intensive training and workshops, encouraging teachers to adopt a more creative and innovative mindset, and improving school infrastructure. Educators must also prioritize time for developing teaching modules and fostering literacy and numeracy. By combining government-led policy support with a proactive professional community, the school can better align its teaching practices with the core goals of the Kurikulum Merdeka.

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