FLEXIBILITY OF THE MERDEKA CURRICULUM IN GIVING EDUCATORS FREEDOM TO DESIGN LEARNING

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ABSTRACT

The Merdeka Curriculum was introduced to provide educators with the flexibility to design learning activities tailored to students' needs. This study examines the transformation of the Merdeka Curriculum as an enhancement of the 2013 Curriculum, highlighting its flexibility in preparing lesson plans (RPP), integrating technology, and adopting innovative learning models such as Blended Learning, Flipped Classroom, and Project-Based Learning. The findings indicate that the Merdeka Curriculum enhances learning quality through adaptation to student characteristics but faces implementation challenges, including limited resources, lack of understanding, and infrastructure disparities. Proposed solutions include teacher training, the development of assessment instruments, and effective coordination among stakeholders. By addressing these challenges, the Merdeka Curriculum is expected to serve as a significant step in Indonesia's education reform toward achieving its golden generation.

Keywords: Merdeka Curriculum, flexibility, learning innovation, Blended Learning, Project-Based Learning

ABSTRACT

Kurikulum Merdeka diperkenalkan untuk memberikan fleksibilitas kepada pendidik dalam merancang pembelajaran di kelas, disesuaikan dengan kebutuhan dari peserta didik. Penelitian ini mengkaji transformasi Kurikulum Merdeka sebagai kurikulum penyempurna dari Kurikulum 2013, menyoroti fleksibilitas dalam menyusun Rencana Pelaksanaan Pembelajaran (RPP), integrasi teknologi, dan inovasi model pembelajaran, seperti Blended Learning, Flipped Classroom, dan Project-Based Learning. Hasil penelitian menunjukkan bahwa Kurikulum Merdeka mampu mengembangkan kualitas pembelajaran di kelas, melalui adaptasi terhadap karakteristik peserta didik, tetapi masih menghadapi tantangan implementasi seperti keterbatasan sumber daya, minimnya pemahaman, dan kesenjangan infrastruktur. Solusi yang diusulkan meliputi pelatihan pendidik, pengembangan instrumen penilaian, serta koordinasi yang efektif antara pemangku kepentingan. Dengan mengatasi hambatan tersebut, Kurikulum Merdeka diharapkan dapat menjadi langkah signifikan dalam reformasi pendidikan Indonesia menuju generasi emas.

Kata Kunci: Kurikulum Merdeka, fleksibilitas, inovasi pembelajaran, Blended Learning, Project-Based Learning

INTRODUCTION

Curriculum is a key component in the education system that determines the direction of learning, the development of student competencies, and the readiness of the younger generation to face future challenges. In Indonesia, curriculum policies have undergone significant changes, adjusted to the development of science, technology, and social, political, and economic dynamics. Curriculum changes are a must and must be adjusted to the development and needs of the times, not only adjusting to current needs and situations, but also anticipating future developments(Putri Ariyanti, 2024) . Curriculum transformation aims to create something new in the form of an education system that is relevant and responsive to

global and local needs. Every change in curriculum policy in Indonesia, starting from the Competency-Based Curriculum (KBK), the School Level Curriculum (KTSP), the 2013 Curriculum (K13), to the Merdeka Curriculum, reflects an effort to develop the quality of education, the relevance of the curriculum to market needs, and prepare the younger generation to face global challenges with comprehensive and adaptive abilities(Sisca, 2024).

To answer the challenges of globalization and the need for more relevant education, the Indonesian government has launched the Merdeka Curriculum as an alternative to the previous policy, namely the 2013 Curriculum or K13, which focuses on achieving subject-based competencies, with an emphasis on mastery of knowledge. So far, the government's goal has been to create quality education. Various components of education, ranging from curriculum, learning facilities, learning methods to human resources, namely teachers, have become serious concerns for the government when determining education policies. Meanwhile, the presence of the Merdeka Curriculum initiated by the Minister of Culture, Research and Technology of the Republic of Indonesia aims to provide flexibility in the learning process, so that it can accommodate the various potentials and characteristics of students. With an emphasis on developing competencies in the 21st century, such as creativity, collaboration, and critical thinking, the Merdeka Curriculum is expected to produce a generation of the nation that is ready and alert to face future challenges by implementing 4C skills, namely critical thinking, collaboration, communication, collaboration, and creativity(Nisa' et al., 2023). Essentially, curriculum development involves improving the components that form the structure of the curriculum, such as objectives, teaching materials, teaching methods, students, educators, media, environment, learning resources and others.

The main priority in the Merdeka Curriculum is the development of innovative learning models and strategies to create more interesting and meaningful learning experiences(Zidan, 2023). Innovations such as blended learning, flipped classrooms, and project-based learning have been introduced to provide variation in teaching methods(WM, 2023). Additionally, innovative educational strategies involve the integration of modern technologies, such as artificial intelligence, virtual reality, and gamification. These technologies enrich the learning experience through interactive simulations, personalized feedback, and immersive learning environments that suit a variety of learning styles(Rosa, 2024). Educators can create a dynamic and engaging learning process by utilizing this technology optimally. So that it can increase student interest and facilitate a deeper understanding of complex concepts.

However, the implementation of the Merdeka Curriculum is not free from challenges that arise in the field, such as disparities between urban and rural schools in terms of infrastructure, resources, and educator competence. Many schools in remote areas still lack adequate educational facilities, as well as sufficient training for educators to implement this new curriculum effectively(Nisa' et al., 2023). With this gap, it results in differences in the quality of education received by students, which in turn affects their potential to develop.

In this context, it is important to conduct a comprehensive evaluation of the implementation of the Merdeka Curriculum in order to provide optimal contribution to improving the quality of education in Indonesia. This evaluation includes an analysis of the successes and obstacles faced by schools in implementing curriculum policies, as well as efforts to develop strategies that can bridge existing gaps, so that there needs to be continuous

evaluation and reconstruction of the education curriculum. With the right approach, it is hoped that the Merdeka Curriculum can lead the Indonesian education system towards a better and more equitable direction.

METHOD

The research method used is Literature Review, which is a form of research by searching for various literature in the form of journals or articles or books that have similarities and then drawing conclusions. Literature review is a research method with the aim of collecting and obtaining the core of previous research and then analyzing it. Sources for obtaining data are obtained from books available in campus libraries and articles via the web such as Google scholar. The data that has been collected is then recorded regarding the author's name, year of publication, research location, subject, research objectives, research methods, and research results. After doing this, the next step is to analyze one literature with another and then present the data in the form of an article.

RESULTS AND DISCUSSION

Transformation of Merdeka Curriculum

On December 10, 2019, Nadiem Makarim introduced and launched the Merdeka Curriculum as a curriculum improvement of the 2013 Curriculum. This has surprised many parties throughout Indonesia. Nadiem provided a new idea as a strategic and innovative step as well as a big challenge for education practitioners. This policy began with four main Merdeka Belajar initiatives released by the Ministry of Education and Culture in 2021. First, the National Standard School Examination (USBN) was replaced with an exam or assessment that could legally be managed directly by schools, on the basis of giving freedom to educators and schools to provide a more comprehensive assessment of student learning outcomes. Second, in 2021, the Minimum Competency Assessment (AKM) and Character Survey replaced the National Examination, which focused on literacy, numeracy, and character building skills with the main aim of improving the quality of learning. Third, the simplification of the Learning Implementation Plan (RPP) from 13 components into three core elements, namely learning objectives, learning activities, and assessments, this aims to provide educators with free time for effective and efficient preparation and evaluation. Fourth, the New Student Admissions (PPDB) policy is made more flexible in order to reduce the inequality of access and quality of education in various regions(Rahmadayanti & Hartoyo, 2022).

In support of the implementation of this curriculum, the Decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022 concerning Guidelines for the Implementation of the Curriculum for Learning Recovery was issued. This guideline aims to support the vision of Advanced Indonesia by producing Pancasila Students who are critical, creative, independent, religious, have noble character, work together, and respect global diversity(Sarumaha et al., 2023).

For schools that are ready to implement a learning recovery program during the 2022 to 2024 post-pandemic period, the Merdeka Curriculum is an option that can be used in schools. However, for schools that are not ready, there is still the option of using the 2013 Curriculum or continuing the Emergency Curriculum while waiting for an evaluation of the recovery.

Flexibility in Merdeka Curriculum

Flexibility in the Merdeka Curriculum can be observed from various aspects, such as the preparation of the Learning Implementation Plan (RPP) which is simplified into three main components: learning objectives, learning activities, and assessments. This allows educators to focus more on the quality of learning rather than simply meeting administrative demands(Nurphi, 2024)

A more streamlined curriculum structure gives educators the flexibility to choose the approach that best suits the needs of their students. Educators can adapt learning materials to be relevant to the interests and potential of their students, thus providing a more meaningful learning experience. In this case, the integration of local contextual aspects, such as local culture and values, is one way to create more personal and contextual learning(Meti Muji Pangestika & Nurfuadi, 2024)

Furthermore, this flexibility also allows for the implementation of various innovative learning methods. Educators can combine learning models such as Blank Learning, flipped classroom or project-based learning, to create variations in the learning process. This approach not only increases student engagement, but also supports the development of skills needed by humans in the 21st century, such as critical thinking skills, collaboration, and creativity(Rosa, 2024)

Flexibility in the Merdeka Curriculum also includes adjusting the pace of learning based on the abilities of students. Educators have the freedom to speed up or slow down the delivery of material according to the needs of individuals or groups of certain students(I, 2023). This approach allows learners with different abilities to still get an optimal learning experience without feeling left behind or overburdened.

In addition, the Merdeka Curriculum provides space for the integration of technology in learning. Educators can use digital platforms to enrich teaching materials, facilitate online discussions, and provide access for students to explore learning resources independently. This technology not only expands the scope of learning but also increases student motivation and engagement during learning(Zidan, 2023).

In the realm of assessment, the flexibility of the curriculum allows educators to adopt various forms of evaluation that are more relevant to learning. For example, educators can use project-based formative assessment, portfolios, or observations to measure student development comprehensively. With this approach, assessment is not only an assessment tool but also an integral part of the learning process(Anggraena, 2022).

Overall, the flexibility offered by the Merdeka Curriculum provides great opportunities for educators to create adaptive, relevant, and in-depth learning. With this freedom, educators have greater control to design learning experiences that suit the characteristics of their students, while preparing them to face future challenges.

Learning Planning by Educators

Before designing a learning plan, educators first need to understand the overall learning outcomes. Starting from the rationale, objectives and characteristics of the subject. Educators first analyze the formulation of learning outcomes to compile a sequence of learning objectives. After that, educators can design the learning and assessment process based on the

sequence of objectives that have been compiled. However, the sequence of learning objectives can be developed by educators according to their abilities through the following methods(Kemendikbud, 2022):

A. Develop a complete learning objective flow or learning plan

B. Develop your own learning objectives flow or learning plan based on examples provided by the government.

C. Using examples provided according to students' learning needs.

Based on the sequence of learning objectives that have been prepared, educators can choose learning objectives that will be developed into a learning plan. The process of designing learning activities in this guide assumes that educators will develop the flow of learning objectives and learning plans independently, without referring to examples provided by the government. Therefore, if educators choose to use examples, this process must be adjusted to their needs.

Educators can visit the Merdeka Mengajar Platform where the government has uploaded examples of learning objective flows, lesson implementation plans (RPP), and teaching modules. This means that educators must use the learning objective flows and lesson plans as a guide in teaching, although they do not need to develop them themselves(Kemendikbud, 2022). However, educators are still expected to improve their ability to develop learning planning documents independently, taking into account the context of the situation, conditions, and characteristics of the students.

Advantages of the Merdeka Curriculum

The Merdeka Curriculum has extraordinary advantages, as explained by the Ministry of Education and Culture, where the Merdeka Curriculum focuses its objectives on essential materials and the development of student competencies at adjusted phases so as to make it easier for students to learn more optimally. One of the steps is through project activities. Efforts are made to make learning activities much more relevant and interactive so as to provide wider and more flexible opportunities for students to actively explore current issues such as environmental issues, health, and others to support the development of character and competency in the Pancasila Student Profile Strengthening Project(Rahmadayanti & Hartoyo, 2022).

In more detail, the advantages of the Merdeka Curriculum for students, first, students are given the freedom not to study subjects that are not of interest. They can choose subjects that suit their interests and talents. Second, the learning process becomes more enjoyable because it is adjusted to the level of student competence at each stage of development. Third, students are not pressured or accelerated in mastering a subject. Fourth, students are encouraged to develop critical thinking patterns through project-based learning that integrates the values in the Pancasila Student Profile(Nurphi, 2024).

In addition, educators are also given advantages such as, first, educators have the freedom to choose learning tools that suit the needs and conditions of students. Second, educators can teach more precisely or teach at the right level because learning is based on the learning achievement phase (CP). Third, educators can establish better closeness with students through non-cognitive diagnostic assessments. Fourth, educators are encouraged to

be more creative and innovative in developing learning tools that are interesting for their students(Nurphi, 2024).

The collaboration of the advantages of the Merdeka Curriculum in educators and students is then adopted during the learning process, not only aiming to passively transfer knowledge to students, but also to develop their critical and analytical thinking skills. Educators provide opportunities for students to question existing assumptions, and analyze different points of view, explore various sources of information, and consider different arguments related to the topics of the subject matter. They are taught not only to receive raw information, but also to evaluate its truth and relevance(Siregar, 2024).

The advantages of the Merdeka Curriculum can also be felt by school institutions. First, schools are given the right to autonomy to determine a learning system that is appropriate to the situation, conditions and needs of each. Second, schools act as a place to develop superior human resources (HR) educators through various activities to prepare teaching materials. Third, schools have the flexibility to map the level of readiness in implementing the Merdeka Curriculum. Fourth, schools receive assistance from the government or related parties as part of the process of implementing the Merdeka Curriculum(Nurphi, 2024).

Overall, the Merdeka Curriculum provides many advantages for educators, students and schools. Thus supporting an important step in education reform in Indonesia towards the golden generation.

Learning Model Innovation

There are a number of challenges that drive the need for innovation in the world of education. These factors include advances in science and technology, increasing public interest in higher quality education, population growth, declining quality of education, and the mismatch between education and the needs of society that continue to develop today(Fawait, 2022).

Educational innovation aims to improve the relevance, quality, efficiency, and effectiveness of the learning process. This includes the management of students and the optimal use of facilities. Innovation also aims to produce maximum educational output, in accordance with the needs of students, the needs of the community, and maximize the use of resources, funds, equipment, and time efficiently.

Here are some forms of innovation in learning models in the Merdeka Curriculum:
A. Blended Learning (Blanned Learning)

Blended learning is a learning method that integrates conventional or face-to-face learning processes in class with online learning through digital platforms. This approach was introduced as a strategy to provide more flexibility in the learning process while encouraging students to learn independently according to their individual needs(Anggraena, 2022).

Blended learning uses technology as a medium to support learning. Educators can utilize digital platforms, such as Learning Management Systems (LMS) or other online learning applications, to provide access to materials, assignments, and additional learning resources to students. Students can utilize electronic devices, such as computers, tablets,

or smartphones, to access learning materials both at home and outside the classroom environment(Rosa, 2024).

The main advantage of blended learning is the ease and flexibility in managing the time and location of learning. Students have the freedom to adjust their learning schedule based on the time available and personal preferences. New materials can be studied independently at home through learning videos or reading materials prepared by educators, while class time is used for discussions, Q&A, or collaborative activities to deepen understanding(Hidayah, 2020).

Blended learning also allows for personalization of learning according to the needs and interests of students. Educators can provide additional materials or reading materials that are tailored to the level of understanding of students, while providing direct feedback through digital platforms(Chintya Pradilla Putri & Muhammad Irwan Padli Nasution, 2023). With this approach, students can learn at a pace that suits their abilities, while also getting the help they need to achieve their learning targets.

In addition, the blended learning approach provides opportunities for students to play a more active role in the learning process. So that students are not only involved as passive recipients of information, but are also encouraged to take the initiative in seeking and understanding information independently. Through online discussions, interactive assignments, and collaborative projects, they can develop critical thinking, communication, and collaboration skills in a supportive learning environment(Permana, 2021).

Based on the description above, blended learning is one of the innovative strategies introduced in the Merdeka Curriculum to improve the quality of learning and be responsive to the needs of students in the digital era. With proper development, this learning has the potential to provide a more engaging, flexible, and relevant learning experience.

B. Flipped Classroom

The flipped classroom model is a learning method that revolutionizes the traditional way of learning in the classroom. In this approach, the roles of educators and students shift, namely students first study the material at home through videos, readings, or other learning resources that have been prepared by the educator before the class session. Meanwhile, class time is used to deepen understanding through discussions, application of concepts in real situations, and various other interactive activities). The main idea of the flipped classroom is to shift the activity of delivering information or teaching outside the classroom, so that class time can be used for activities that involve application, analysis, and evaluation(Sarumaha et al., 2023).

In the implementation of the Merdeka Curriculum, flipped classrooms are adopted to increase active participation of students in learning. By studying materials independently outside of class, students can learn at their own pace while overcoming learning obstacles independently. In class, time is used to discuss difficult concepts, solve more complex challenges collaboratively, or work on projects that connect theory to real practice(Rosa, 2024). Through this approach, students not only gain better understanding, but also develop critical thinking skills, creativity, and the ability to work together.

One of the key elements of the flipped classroom is personalization of learning. By providing learning materials that are accessible outside of class, educators can tailor learning to the needs and interests of each individual student. Additionally, class time can be focused on providing individual or group support for students who need additional guidance or further challenges(Kartika & Wahyuni, 2023). This approach also facilitates educators in providing specific and useful feedback, thereby supporting students' academic and personal development.

By implementing flipped classrooms in the Merdeka Curriculum, it is hoped that the Indonesian education system will be more adaptive to changing times, provide more space for holistic development of students, and help them optimize their potential to the maximum.

C. Project Based Learning (PBL)

Project-Based Learning (PBL) is one of the main foundations in the educational transformation efforts carried out by the Merdeka Curriculum. With a learner-centered approach, PBL offers a challenging, relevant, and empowering learning method for learners to actively participate in the learning process(Handayani et al., 2023). In its application, PBL encourages students to solve real problems through projects that are relevant to everyday life, while connecting theory with practice.

In the implementation of PBL begins with determining the topic of the project that is interesting and in accordance with the interests of students. This process involves cooperation between educators and students in designing the project, from planning to implementation, by considering the steps needed to achieve the project's objectives(Nisa' et al., 2023). During this process, students are given the opportunity to develop critical thinking, creativity, collaboration, and communication skills, while deepening their understanding of the learning material.

The main advantage of PBL lies in the meaningful learning experience for students. By facing real-world challenges and completing projects that are relevant to their lives, students can see firsthand the benefits of learning in a real-world context(Rosa, 2024). This not only increases learning motivation, but also strengthens students' understanding of the material because they are actively involved in authentic, context-based learning.

In essence, as a form of effort to improve the quality of education in Indonesia, PBL is here to provide relevant and comprehensive learning experiences for students, PBL supports the vision of the Merdeka Curriculum to create an adaptive, inclusive education system, and is oriented towards developing the potential of students as a whole. Therefore, PBL not only functions as a learning method, but also reflects an educational philosophy that affirms a commitment to meaningful and relevant learning experiences for each student.

Obstacles to Implementing the Merdeka Curriculum

In the process of implementing the Merdeka Curriculum, of course, there are a number of obstacles that need to be considered as evaluation material so that it can run effectively. Some of these obstacles and their solutions include(Putri Ariyanti, 2024):

a. Lack of Understanding and Awareness

The lack of understanding and awareness of the Merdeka Curriculum can be overcome through the dissemination of information and intensive training to all stakeholders, such as schools, educators, and parents. Comprehensive socialization of the concept, objectives, and benefits of the Merdeka Curriculum can help reduce resistance and increase understanding of this policy.

b. Limited Resources

The barriers related to lack of resources can be overcome by increasing budget allocation for education and providing adequate needs, such as textbooks, technology devices, and training for educators. In addition, the government can engage partners or sponsors to help meet additional needs.

c. Challenges in curriculum design

To overcome the difficulties in designing a curriculum, collaboration between schools, teachers, and education experts is needed. Providing guidance, curriculum examples, and training to help educators create relevant and varied curricula can strengthen their ability to implement the Merdeka Curriculum.

d. Measurement and Assessment

Challenges in measuring and assessing learning can be overcome by developing assessment instruments that are in accordance with the Merdeka Curriculum approach. The government and educational institutions need to provide guidance and training to teachers to create comprehensive assessment instruments that are in line with the learning methods applied.

e. Coordination and Support

The successful implementation of the Merdeka Curriculum requires effective coordination between all related parties. The government has an important role in providing support, a clear framework, and facilitating coordination between educational institutions, educators, parents, and students. The active involvement of all parties will increase synergy in the implementation of this curriculum.

By overcoming these various obstacles through appropriate solutions, the implementation of the Merdeka Curriculum can run more effectively and have a positive impact on the quality of education in Indonesia.

CONCLUSION

Based on the results of research on the Flexibility of the Merdeka Curriculum in Providing Educators with Freedom to Design Learning, the following conclusions can be drawn:

1. Transformation of the Merdeka Curriculum, establishing the Merdeka Curriculum as a refinement of the 2013 Curriculum

2. Flexibility in the Merdeka Curriculum is seen from the freedom given to educators to choose the approach that best suits the needs of students. In addition, educators can use digital platforms to enrich teaching materials, facilitate online discussions, and provide access for students to explore learning resources independently.

3. In preparing a learning plan, educators first need to understand the overall learning outcomes. Starting from the rationale, objectives and characteristics of the subject.

4. Educational innovation aims to improve the relevance, quality, efficiency, and effectiveness of the learning process. Innovation in the Merdeka Curriculum can be in the form of Blended Learning, Flipped Classroom, and Project Based Learning (PBL).

5. Obstacles in implementing the Merdeka Curriculum include minimal understanding and awareness of the Merdeka Curriculum, limited resources, challenges in curriculum design, measurement and assessment of learning, as well as coordination and support with related parties.

The solution to overcome obstacles in the implementation of the Merdeka Curriculum is that the principal works together with related parties to provide training to educators so that they better understand the Merdeka Curriculum as it should be, in addition to evaluating the performance or implementation of the Merdeka Curriculum that is already running in the school institution. Conducting an assessment of the applicable curriculum. This aims to evaluate the extent to which the objectives contained in the curriculum have been achieved.

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