

IMPLEMENTATION OF THE MERDEKA CURRICULUM TO IMPROVE THE QUALITY OF EDUCATION IN INDONESIA

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Abstract

This study aims to describe the implementation of the Merdeka Curriculum in improving the quality of learning in Indonesia. The method used is a literature review examining various relevant sources, such as scientific journals, books, and educational policy documents. The results of the review indicate that the Merdeka Curriculum provides educational institutions and teachers with the flexibility to design learning that is more flexible, contextual, and student-centered. The implementation of this curriculum also encourages the use of diagnostic assessments, differentiated instruction, and projects to strengthen the Pancasila Student Profile, which contribute to the development of students' competencies and character. However, its implementation still faces a number of challenges, such as teacher readiness, limited infrastructure, and regional disparities. Overall, the Merdeka Curriculum has great potential to improve the quality of learning in Indonesia if it is implemented consistently, collaboratively, and supported by sustainable policies.

Keywords: Merdeka Curriculum, quality of learning, implementation, students, Pancasila Student Profile.

Introduction

Curriculum policy reforms in Indonesia in the early 2020s gave rise to the Merdeka Curriculum initiative, designed to provide educational institutions with greater flexibility in designing learning pathways, with the aim of tailoring learning to students' needs and rapidly changing socioeconomic dynamics (Triyuni et al., 2024). This policy emerged after an evaluation of the previous curriculum's implementation revealed the need for adjustments to make learning more relevant, contextual, and learner-centered; the implementation guidelines emphasize the role of educational institutions in developing an operational curriculum that is responsive to local conditions (Rokayah et al., 2023).

The Merdeka Curriculum adopts the Pancasila Student Profile as an educational goal that integrates cognitive competencies, 21st-century skills, and character values as the direction for developing student competencies at various levels (Bunayyah et al.,

2025) . One of its standout features is the emphasis on diagnostic and formative assessments to design individualized learning pathways, enabling teachers to adjust the pace and content of instruction to meet students' learning needs—an approach that requires teachers to have the capacity to design and use assessment tools effectively (Pendidikan and Indonesia, 2020).

In addition, the Merdeka Curriculum promotes the integration of the Pancasila Student Profile Strengthening Project (Project Penguatan Pancasila) and project-based learning, which provides opportunities for students to engage in authentic tasks relevant to local contexts, thereby enhancing motivation, critical thinking skills, and collaboration (Education and Indonesia, 2020) .

Although these approaches offer opportunities, implementation on the ground reveals significant challenges, such as disparities in facilities across regions, variations in the readiness of human resources—particularly teachers and school principals—and the need to align local content with national standards, all of which affect the consistency of improvements in learning quality (Octaviany, 2025). Preliminary evidence from practices in several schools indicates that empowering teachers through ongoing training and strengthening professional learning communities enhances teachers' pedagogical abilities to implement differentiated instruction and authentic assessment, which are key to the success of curriculum transformation (Nurhayati et al., 2025) .

The development of an operational curriculum in educational institutions requires a systematic process of planning, implementation, and evaluation; official guidelines provide step-by-step implementation procedures but emphasize that ongoing monitoring and support from local and central stakeholders are necessary to ensure the quality of implementation (Muharrom et al., 2023) . The sociocultural context and local community participation are key factors in making learning relevant—adapting materials to local wisdom and involving parents and the community can strengthen the transfer of learning and the sustainability of project-based programs in schools (Melati et al., 2023) .

Transforming assessment practices is also a critical aspect; the shift toward a combination of formative assessment, portfolios, and performance-based assessment requires enhancing teachers' capacity to design valid assessment tools and utilize the results to adapt instruction (Haq and Wakidi, 2024). From a policy perspective, synchronization between central regulations, technical support and resources at the provincial/district levels, and school-based initiatives (e.g., Sekolah Penggerak, Guru Penggerak) is necessary to overcome implementation barriers; implementation guidelines emphasize the need for clear support mechanisms and resource allocation so that pedagogical innovations can be scaled up (Hanafie et al., 2024) .

Taking these opportunities and challenges into account, this article will explore two main focuses—the basic concepts and principles of the Merdeka Curriculum and implementation strategies to improve the quality of learning in various educational

contexts in Indonesia—with the aim of generating evidence-based policy and practice recommendations that can improve learning outcomes and ensure equitable educational quality.

Research Method

The research method used in this article is a literature review with a descriptive-qualitative approach, which involves examining various relevant sources such as books, scientific articles, and policy documents related to the implementation of the Kurikulum Merdeka's in improving the quality of learning in Indonesia. Through this method, the author collected, read, compared, and analyzed various references to obtain a comprehensive overview of the concepts, principles, challenges, and opportunities for implementing the Merdeka Curriculum. The results of the literature review were then systematically organized to produce a logical, scientific analysis that can serve as a foundation for a deeper understanding of educational phenomena (Myeong et al., 2022) ; (Elijah and Aslan, 2025) .

Results and Discussion

Concepts and Basic Principles of the Merdeka Curriculum

The Merdeka Curriculum is a curriculum policy designed to give educational institutions, teachers, and students the freedom to adapt the learning process to their respective needs, characteristics, and contexts. This policy stems from the recognition that learning cannot be fully standardized, as every school has different conditions, resources, and social contexts, making flexibility necessary to ensure the educational process is more relevant and meaningful (Aslan and Arifudin, 2025); (Triyuni et al., 2024) .

Philosophically, the Merdeka Curriculum does not stand alone but is rooted in an educational perspective that positions humans as active agents in learning. In various studies, this curriculum is understood as the result of the integration of several schools of educational philosophy, such as progressivism, constructivism, humanism, essentialism, and the philosophy of Pancasila, all of which emphasize the holistic and contextual development of students' potential (Hanafie et al., 2024). One of the core concepts in the Merdeka Curriculum is “merdeka belajar” (independent learning), which is the idea that students need to be given the space to develop according to their abilities, interests, and uniqueness. This concept aligns with the philosophy of Ki Hadjar Dewantara, who viewed education as a process of guiding children's innate nature so that they may achieve the highest possible level of well-being and happiness as human beings and members of society (Daga, 2021).

Within this framework, teachers are no longer positioned merely as conveyors of content, but rather as facilitators, mentors, and designers of learning experiences. This role requires teachers to understand students' learning needs, select appropriate approaches, and manage the classroom adaptively so that learning is active,

collaborative, and focused on strengthening competencies (Muharrom et al., 2023); (Sumar'in and Aslan, 2022) . Another fundamental principle is student-centered learning. The Merdeka Curriculum encourages teachers not only to ensure mastery of the material but also to pay attention to the learning process, students' emotional development, interests, and readiness. This approach is considered more humane because it acknowledges that every child learns in different ways and at different paces, making differentiated instruction one of the key strategies in its implementation (Suhardi et al., 2020); (Sapitri, 2024) .

The Merdeka Curriculum also emphasizes the importance of the Pancasila Student Profile as the primary direction of national education. This profile encompasses six dimensions: faith and piety toward the One and Only God and noble character; global diversity; mutual cooperation; independence; critical thinking; and creativity—all designed to shape students into well-rounded individuals with a balance of knowledge, character, and 21st-century skills (Bunayyah et al., 2025). Furthermore, the Merdeka Curriculum provides educational institutions with the flexibility to develop operational curricula tailored to local needs. This means that schools are not required to rigidly follow central regulations but can adapt learning objectives, content, and strategies to the students' circumstances, regional potential, and the unique social and cultural characteristics of the local environment, as long as they remain within the general framework established by the government (Salsabila, 2018).

This principle of flexibility is crucial because Indonesia possesses immense diversity—geographically, socially, culturally, and economically. With this flexibility in curriculum development, schools in urban, rural, and 3T regions can design learning experiences that better align with their respective realities, ensuring the curriculum does not become an administrative burden but rather a tool to enhance the quality of learning (Octaviany, 2025); (Aslan, 2019) .

In practice, the Merdeka Curriculum also changes the approach to assessment. Assessment no longer focuses solely on final outcomes but becomes an integral part of the learning process through diagnostic, formative, and summative assessments. Diagnostic assessment is used to understand students' initial readiness, formative assessment to monitor learning progress, and summative assessment to evaluate overall final achievement (Nurhayati et al., 2025).

The concept of deep learning is also a key feature of the Merdeka Curriculum. Learning is designed so that students do not merely memorize information but are able to understand concepts, connect knowledge to real life, and apply it to solve problems. Consequently, the quality of learning is expected to improve as students gain learning experiences that are more meaningful, practical, and focused on developing critical thinking (Winda & Suastra, 2024).

The Merdeka Curriculum also embodies the principle of balance between academic learning and character development. This is evident in the integration of intracurricular, cocurricular, and project-based activities designed to strengthen the

Pancasila Student Profile, which provide opportunities for students to learn through contextual and collaborative activities. This approach demonstrates that education aims not only to produce intellectually intelligent students but also those who are morally and socially mature (Susanti and Darmansyah, 2023).

From an epistemological perspective, the Merdeka Curriculum views learning as an active process of constructing meaning, not merely receiving information from teachers. Therefore, the learning developed in this curriculum emphasizes discussion, reflection, exploration, and problem-solving, so that students are trained to become lifelong learners capable of adapting to the changing times (Daga, 2021).

From a sociological perspective, the Merdeka Curriculum also seeks to address the challenges posed by the fast-paced and dynamic changes in modern society. The world of work, digital technology, and current social needs demand graduates who not only master academic content but also possess the ability to communicate, collaborate, think critically, and innovate; therefore, the curriculum must be able to cultivate these competencies from an early stage (Nurhayati et al., 2023); (Nisa et al., 2021).

Another prominent principle is teachers' professional autonomy. The Merdeka Curriculum provides teachers with the freedom to design learning experiences based on an analysis of students' needs, the school context, and the learning objectives to be achieved. This autonomy is crucial because the quality of the curriculum depends heavily on the quality of teachers' implementation in the classroom; therefore, strengthening pedagogical competencies is a key requirement for its success (Melati et al., 2023).

Overall, the basic concepts and principles of the Merdeka Curriculum reflect a shift in the educational paradigm from a one-size-fits-all approach toward learning that is more flexible, relevant, and student-centered. With a strong philosophical foundation, an emphasis on the Pancasila Student Profile, flexibility in school curricula, and more authentic assessments, the Merdeka Curriculum is expected to serve as the basis for improving the quality of learning in Indonesia in a more equitable and sustainable manner.

Implementation of the Merdeka Curriculum to Improve the Quality of Learning

The implementation of the Merdeka Curriculum is a strategic step by the Indonesian government to improve the quality of learning by granting educational institutions flexibility in organizing the learning process according to students' needs and the school context. This policy is designed so that learning is no longer overly standardized but rather more adaptive, relevant, and student-centered, thereby enabling a more equitable improvement in educational quality (Hanafie et al., 2024). One of the primary objectives of implementing the Merdeka Curriculum is to shift the focus of learning from merely covering course content toward strengthening essential competencies and character. In official policy documents, this curriculum emphasizes simpler yet meaningful content, as well as reinforcing the Pancasila Student Profile as

the foundation for shaping outstanding and competitive Indonesian citizens (Haikal et al., 2026) .

At the school level, the implementation of this curriculum begins with the development of an operational curriculum tailored to local conditions, teacher capabilities, and student needs. This step is crucial because the quality of learning is greatly influenced by the alignment between curriculum design, resource readiness, and the characteristics of the students being served (Astuti et al., 2023); (Aslan and Azizan, 2025). In practice, teaching under the Merdeka Curriculum encourages teachers to use more varied approaches, such as differentiated instruction, project-based learning, and contextual learning. These approaches help students learn according to their readiness levels, interests, and learning styles, thereby increasing engagement and optimizing learning outcomes (Eubanks, 2018) .

Assessment plays a crucial role in the implementation of this curriculum because teachers evaluate not only final outcomes but also students' learning processes on an ongoing basis. Diagnostic assessments are used to determine students' initial abilities, formative assessments to monitor learning progress, and summative assessments to evaluate final achievements, enabling teachers to make more targeted instructional decisions (Sitopu et al., 2024) .

The results of various studies indicate that the implementation of the Merdeka Curriculum contributes positively to improving the quality of learning, particularly in terms of student participation, critical thinking skills, and literacy. Research in elementary schools shows an improvement in learning outcomes and literacy skills following the implementation of this curriculum, although the level of success remains dependent on school readiness and the support of the learning environment (Baqi, 2024) .

Character development through the Pancasila Student Profile is also a key indicator of learning quality. Through projects focused on strengthening the Pancasila Student Profile, students not only learn academically but are also trained to collaborate, solve problems, think creatively, and develop social awareness—all of which are essential competencies in 21st-century education (Susanti and Darmansyah, 2023) . In addition to impacting students, the implementation of the Merdeka Curriculum also drives a shift in teachers' roles toward greater professionalism and reflectiveness. Teachers are expected to be more creative in designing learning experiences, developing instructional materials, selecting teaching strategies, and adapting content to students' real needs, thereby making learning more engaging and meaningful (Sampe and Aslan, 2025) .

However, implementation in the field still faces a number of challenges. Several studies note that not all teachers are equally prepared to understand the philosophy of the new curriculum, develop differentiated instruction, and conduct authentic assessments; therefore, ongoing guidance and training are necessary to ensure the curriculum is implemented effectively (Rokayah et al., 2023) . Other challenges relate

to infrastructure, the availability of learning resources, and policy support at both the school and regional levels. Schools with adequate facilities tend to find it easier to implement innovative learning, while schools with limited resources require additional support to avoid falling behind in curriculum implementation (Nurfaisal et al., 2024) .

The involvement of school principals is also crucial to the success of implementation. Principals play a role in fostering a school culture that supports change, ensuring collaboration among teachers, and promoting learning management aligned with the principles of the Merdeka Curriculum, so that curriculum transformation does not remain merely on paper but actually takes place in classroom practice (Merlino et al., 2008)

Support from parents and the community is also a crucial factor because quality learning does not occur solely at school. In the implementation of the Merdeka Curriculum, collaboration among schools, families, and communities can strengthen learning projects, foster students' social awareness, and help create a learning environment that is more conducive and relevant to real life (Eubanks, 2018) .

From a policy perspective, the implementation of the Merdeka Curriculum demonstrates that educational reform requires a gradual and sustainable approach. The government emphasizes that schools can implement this curriculum according to their respective levels of readiness, so that changes can occur more realistically and do not place an excessive burden on educational institutions (Haq and Wakidi, 2024) .

In general, the implementation of the Merdeka Curriculum has proven to have great potential to improve the quality of learning because it provides space for learning that is more personalized, contextual, and competency-oriented. Although there are still challenges regarding teacher readiness, facilities, and systemic support, the direction of this policy demonstrates a strong commitment to realizing a higher-quality, more inclusive Indonesian education system that is relevant to future needs.

Conclusion

The implementation of the Merdeka Curriculum provides a new direction for improving the quality of education in Indonesia by placing students at the center of the learning process, giving teachers flexibility, and promoting more meaningful and contextual learning. With this approach, learning no longer focuses solely on covering the curriculum but also on strengthening students' competencies, character, and critical thinking skills. Furthermore, the Merdeka Curriculum has proven to have the potential to improve the quality of learning through differentiated instruction, more authentic assessments, and projects designed to strengthen the Pancasila Student Profile. These three elements help create a learning environment that is more active, creative, and relevant to the needs of the times, enabling students to develop more optimally in line with their interests and abilities.

However, the success of this curriculum's implementation still depends on teachers' readiness, support from school principals, the availability of facilities and

infrastructure, and ongoing guidance from the government. Therefore, to truly improve the quality of national education, the Merdeka Curriculum must be implemented consistently, collaboratively, and accompanied by continuous evaluation.

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