

## National Curriculum Education Policy "Curriculum Merdeka And Its Implementation"

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### ABSTRACT

The Merdeka Curriculum is a curriculum introduced by the Ministry of Education, Culture, Research, and Technology in 2021 as an effort to improve the education system in Indonesia. In the era of globalization, the demands on students' abilities are not only limited to academic abilities, but also life skills abilities, creativity, and innovation. The Merdeka curriculum is designed to meet these demands and help students be prepared for future challenges. Improvement of the national curriculum Previously, the national curriculum in Indonesia has undergone several revisions and adjustments, but there are still shortcomings in terms of life skills development and innovation. Therefore, Curriculum Merdeka was created to enhance the previous national curriculum and provide a more holistic and relevant learning experience for students. This writing methodology uses the literature study methodology. The writing of this article is done by reviewing journals related to curriculum and implementation. The results of the study found that the character development of Curriculum Merdeka students also aims to develop superior student character, such as critical thinking skills, collaboration, and good ethics. That way, students not only become academically smart, but also able to become individuals who are more competitive and character. With this background, the Merdeka Curriculum is expected to provide a more meaningful and relevant learning experience for students in Indonesia.

*Keywords: Curriculum, Education, Character, Merdeka, Implementation.*



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### INTRODUCTION

The policy was adapted from Greek meaning city. The policy is closely related to the idea of organizing the organization (Kiwang et al, 2014). In line with other opinions, the policy is an effort made to strive for goals that have been set together (Ramdhani & Ramdhani, 2017). A policy is a set of rules or steps made by a government, organization, or individual to achieve a specific goal. A policy can be an instruction, regulation, or action that a particular person or group must follow or perform. Policies are often created to address problems or solve challenges faced by an entity, be it social, political, economic, or environmental issues. Policies can be applied at the local, national, or even international level and can have an impact on many aspects of people's lives to develop education to achieve national education goals (Junaid, 2016). So it can be interpreted as a series of actions or decisions taken by the government or other public actors to achieve certain goals. Policy also involves a variety of different actors and is based on several values, beliefs, facts, and political calculations so that these goals can be maximally achieved.

The purpose of Indonesian education lies in the national education system. The national education system is a system that integrates each educational unit and activity that is

interconnected with one another in achieving national education goals (Hakim, 2016). National education aims to improve the quality of Indonesian human resources so that they have sufficient abilities and skills to face future challenges. Quality human resources will help improve the country's competitiveness in the global world, improve people's welfare, and improve Indonesia's social and economic progress, increase Indonesian people's awareness of rights and obligations as citizens. In this case, national education must be able to shape the character of individuals who have a sense of responsibility for the state, can appreciate cultural diversity, and uphold democratic values.

The achievement of educational goals affects the quality of education (Azhari & Kurniady, 2016). The quality of education delivery can be interpreted as the level of quality achieved in the process of education and learning. The quality of education includes various aspects, such as the quality of teachers, curriculum, facilities and infrastructure, learning methods, and student learning outcomes. To improve the quality of education, it is necessary to make various efforts such as improving the quality of teachers and educators, developing curricula that are relevant to the needs of students and the community, providing adequate facilities and infrastructure, using effective learning methods, and evaluating student learning outcomes periodically. In addition, the role of parents and the community is also very important in improving the quality of education. Parents need to be actively involved in supporting their children's education, while the community can help improve the quality of education by providing support and contributing advice to their children.

The government as an education organizer must formulate proactive education policies and problem-solving so that problems related to achieving educational goals can be overcome (Istanti, 2018). The system consists of various aspects related to the teaching-learning process, ranging from curriculum design, teaching methods, and school management, to evaluation and assessment. The main goal of the education system is to help students reach their full potential and become skilled and knowledgeable citizens. Education systems vary by country and can vary in terms of structure, teaching methods, assessment standards, and objectives. However, in many education systems, the basic curriculum usually includes subjects such as math, science, language, social, arts, and physical education. Education systems also face various challenges, such as improving access to education for all children, improving the quality of teaching and learning, and integrating technology in the teaching-learning process. Therefore, it is necessary to carry out continuous reforms and improvements in the education system so that students can obtain quality education that is relevant to their needs. This is the introduction to writing this article by explaining the concept of education policy. Therefore, the purpose of writing this article is to examine national education policies in the implementation of the Merdeka curriculum and its implementation in schools.

## **METHODS**

This writing methodology uses the literature study methodology. The writing of this article was carried out by reviewing journals related to the Merdeka curriculum and its implementation.

## RESULTS

### 3.1 Definition of education policy

Policy is a consciously carried out activity that is carried out in an organized manner to achieve the initial goals that are directed to achieve the goals that have been set (Risnawan, 2017). National education policy is a series of policies issued by the government to regulate and develop the education system throughout Indonesia. This policy covers various aspects such as curriculum, teaching, evaluation, education delivery, and human resources.

Education policy arises because of problems that arise in the world of education (Sutapa, 2008). This problem is caused by the gap between education providers in achieving educational goals (Suyahman, 2016). In addition, some state that education policy is related to the effectiveness and efficiency of education budgets (Riant, 2008). National policies are plans and actions taken by governments to achieve specific goals in various fields, such as education, health, economy, environment, and security. National policies are essential for organizing and managing the country's resources and promoting economic growth, social welfare, and political stability. National policies are usually developed based on long-term strategic planning and evaluation of the social, economic, political, and environmental conditions in the country. This can involve many stakeholders, such as government organizations, non-governmental organizations, companies, and the general public. National policies can have an impact on various aspects of life, such as improving access to healthcare, technology development, environmental protection, and infrastructure development. So it can be concluded that education policy is a decision or action taken by the government of a country to achieve the desired goals in various aspects of life, such as politics, economy, society, culture, and environment. National policies typically involve a systematic decision-making process and involve many stakeholders, such as government agencies, civil society organizations, the private sector, and the public in general in achieving their planned goals.

### 3.2 Components of education policy

The components of education policy that generally exist in the education system are as follows:

- Educational objectives: Represents a view of what education should achieve. Educational goals usually include aspects such as cognitive, social, emotional, and moral development.
- Curriculum: This is an educational program consisting of lesson plans, activities, and subject matter to be taught at an educational level. The curriculum can vary from one level of education to another.
- Teaching method: A technique or method used by teachers in teaching subject matter. Effective teaching methods will help students understand the subject matter more easily and increase their interest in learning.
- Evaluation system: This is a way to measure student progress in achieving educational goals. Evaluation can be done in various ways, such as tests, assignments, presentations, and so on.
- Facilities and infrastructure: Are educational facilities and infrastructure needed to

support the teaching and learning process, such as school buildings, libraries, laboratories, and so on.

- Educators: These are people who have duties and responsibilities in teaching students. Educators consist of teachers, lecturers, teachers, and so on.
- Public policy: The government's decisions and actions in regulating the education system, including budgets, regulations, and other policies that affect the education process.

These components can give birth to an education policy. Without one of these components, education policy will not work. These five components are interconnected and support each other.

### **3.3 The Merdeka Curriculum Concept**

#### **Definition of the Merdeka Curriculum**

The Merdeka Curriculum is a curriculum introduced by the Ministry of Education, Culture, Research, and Technology in 2021 as an effort to improve the education system in Indonesia. In the era of globalization, the demands on students' abilities are not only limited to academic abilities, but also life skills abilities, creativity, and innovation. The Merdeka curriculum is designed to meet these demands and help students be prepared for future challenges. Improvement of the national curriculum Previously, the national curriculum in Indonesia has undergone several revisions and adjustments, but there are still shortcomings in terms of life skills development and innovation. Therefore, Curriculum Merdeka was created to enhance the previous national curriculum and provide a more holistic and relevant learning experience for students. The Merdeka Curriculum can also improve student character through an emphasis on interesting and creative learning (Ardiyanti, 2022). The Merdeka Curriculum gives freedom to education units to develop curricula that suit student needs and strengthen character education in Indonesia. The Merdeka curriculum is also expected to be able to improve the quality of Indonesian Education in a better direction, but in its implementation, it does require support from various parties to achieve national education goals and be able to humanize humans in the application of learning. The Merdeka Curriculum can be an opportunity to improve the quality of education in Indonesia, but there needs to be support from all parties, including the government, education units, and the community (Suhandi, 2022). From all these journals, it can be concluded that the Merdeka curriculum from the perspective of sociology education, namely as a policy that can help develop education oriented to the social and cultural needs of the community. In addition, this policy can also help strengthen national identity and maintain Indonesia's diversity.

#### **The philosophical foundation of the Merdeka Curriculum**

The philosophical foundation of the Merdeka curriculum is based on several basic values and principles, namely:

- Independence and Freedom: The Merdeka curriculum gives freedom to educational units to develop a curriculum that suits the needs and characteristics of students and their environment.
- Character Education: The Merdeka Curriculum also emphasizes the importance of character education, which includes the moral, ethical, personality, social, and national development of students.

- Life Skills: The Merdeka curriculum also emphasizes the importance of life skills development, which includes academic skills, technology skills, social skills, and entrepreneurial skills.
- Active and Creative Learning: The Merdeka Curriculum emphasizes the importance of active and creative learning, which engages students in the learning process and allows them to actively participate in learning activities.
- Inclusive Education: The Merdeka Curriculum also emphasizes the importance of inclusive education, which provides equal opportunities for all students to access quality education.

In this case, the philosophical foundation of the Merdeka curriculum focuses more on developing students' character and life skills, as well as giving freedom to educational units to develop curricula that suit their needs and contexts. This is expected to improve the quality of education in Indonesia and produce graduates who are ready to face future challenges so that educational institutions can produce superior human resources in education (Muslikh, 2020).

### **The purpose of the Merdeka curriculum**

Merdeka curriculum is a curriculum concept based on independence, creativity, and innovation. This curriculum concept aims to produce graduates who can think critically, and independently, innovate, and can overcome problems independently. Here are the objectives of the Merdeka Curriculum:

- Growing Independence Independence is one of the main objectives of the Merdeka Curriculum. This curriculum aims to produce graduates who are independent and able to make good decisions. In Curriculum Merdeka, students are taught to be independent and responsible for their learning. They are taught to manage time, create study plans, and choose learning methods that fit their learning style.
- Creativity is the ability to think outside the box. The Merdeka Curriculum aims to increase student creativity and produce graduates who can think creatively and innovatively. In Curriculum Merdeka, students are taught to think creatively and use their imagination in solving problems. They are also taught to innovate and create something new.
- Communication skills are one of the very important life skills. The Merdeka curriculum aims to improve students' communication skills and produce graduates who can communicate well. In Curriculum Merdeka, students are taught to communicate clearly and effectively, both orally and in writing.
- Developing 21st-Century Skills The Merdeka Curriculum also aims to develop 21st-century skills. 21st-century skills are the skills needed to succeed in today's and tomorrow's world of work. These skills include critical thinking skills, collaboration skills, innovation skills, technology skills, media skills, and financial skills.
- Improving the Competitiveness of the Merdeka curriculum aims to increase student competitiveness at the global level. In Curriculum Merdeka, students are taught to develop English language skills and expand their knowledge of global culture and society. Thus, graduates of the Merdeka curriculum are expected to be able to compete with students from other countries.
- The final goal of the Merdeka curriculum is to produce responsible citizens.

### **3.4 Implementation of the Merdeka Curriculum**

The Merdeka Curriculum is a new initiative launched by the Indonesian Ministry of Education, Culture, Research, and Technology in 2021. This initiative aims to change the approach to education in Indonesia from academic to one that is more integrated with everyday life. A key change in the Merdeka curriculum is :

- The shift in focus from academic knowledge to the competencies and skills needed to face real-world challenges. This is done to prepare students with skills and knowledge relevant to today's global demands.
- In the Merdeka curriculum, students will be given more opportunities to choose subjects and topics that interest them. This will give students the freedom to explore areas that interest them and deepen their knowledge in specific areas.
- The Merdeka curriculum also emphasizes more active and participatory learning, with teachers acting as facilitators and directors, rather than as the only source of knowledge. Students will be encouraged to learn through hands-on experience and cooperation in groups.
- The implementation of the Merdeka curriculum also introduces a more holistic and competency-based assessment. Students will be judged not only on their academic ability, but also on their creative, critical, social, and positive attitude abilities.
- The Merdeka curriculum also leads to the development of 21st-century skills such as technology skills, collaboration skills, and communication skills. This will help students to be ready.
- The implementation of the Merdeka curriculum also emphasizes the use of technology as a tool for learning. Students will be encouraged to utilize technology to gain access to information and resources, as well as develop digital skills.
- The Merdeka curriculum also emphasizes the development of social and emotional skills such as empathy, leadership, and cooperation. This will help students to develop interpersonal skills and become good leaders in the future.
- The implementation of the Merdeka curriculum will also help address education gaps and increase equal access to education for all students, including those in remote or financially disadvantaged areas.

## **CONCLUSIONS**

National Education Policy Curriculum Merdeka is an education policy launched by the Indonesian Ministry of Education and Culture in 2021. This policy aims to give schools the freedom to develop curricula that suit the needs and potential of each student, as well as give students more choices in choosing the subjects they are interested in. In the Merdeka curriculum, schools are given the freedom to develop different curricula but still refer to the competency standards set by the government. Schools can also determine teaching and assessment methods appropriate to the characteristics and needs of students. In addition, the Merdeka Curriculum also provides more choices to students in choosing the subjects they are interested in. During this time, Students can only choose subjects that have been determined by the government, but with the Merdeka Curriculum, students are given the option to choose subjects that suit their interests and talents.

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