

SYSTEMATIC LITERATURE REVIEW (SLR): PROBLEMATICS OF CURRICULUM IMPLEMENTATION IN PRIMARY SCHOOLS

Dendi Hikmatulloh¹

¹Non-Formal Education Student, Faculty of Teacher Training and Education, Serang-Banten.

Email: 2221230077@untirta.ac.id

ABSTRACT

The Independent Curriculum has become the main focus of education reform efforts in Indonesia. However, its implementation at the elementary school level faces various challenges that need to be understood carefully. This insightful article delves into the numerous challenges that educators face when trying to successfully introduce and establish the Independent Curriculum within the setting of elementary schools, shedding light on the complexities and obstacles encountered in this process. Through qualitative analysis and literature study, we identified factors that influence the implementation of this curriculum, such as teacher readiness, managerial support, and resource availability. We also provide the impact of these problems on the learning process and student achievement. The results underscore the importance of systemic improvements in teacher training, increased managerial support, and the development of relevant learning resources. These findings indicate the need for continued efforts to enhance the effectiveness of implementing the Merdeka Curriculum in elementary schools, the research employed the systematic literature review (SLR) method. This approach involved gathering data by sourcing relevant articles from similar studies conducted previously. The information used in this research consisted of 7 national journal articles that were meticulously selected from the vast array of resources available on Google Scholar database through a specialized application designed to streamline the publication process for academics and researchers. By leveraging these specifically chosen scholarly sources, the study aimed to deeply investigate and analyze the key factors influencing the successful integration of the Merdeka Curriculum in primary education settings. This selection process facilitated a comprehensive examination of the current body of knowledge and enabled a thorough analysis to support the study's objectives in enhancing educational practices at the elementary level.

Keywords: Implementation; Curriculum; Education; Application; Problematic.

INTRODUCTION

The relationship between learning and curriculum is very close. The curriculum can be considered as a learning framework that includes targets, content, approaches and evaluations needed to convey ideas differently to achieve educational targets that have been set by authorities in the field of education (Setiawati 2022). includes only teaching, but also learning experiences, so it is designed as learning material. Learning, on the other hand, is a process of interaction between teachers and students aimed at achieving the education agreed upon in the curriculum involving various learning methods and techniques. In this context, the curriculum plays an important role in guiding teachers and students to develop and implement learning processes effectively and efficiently.

Education is a process that is crucial and inevitable in human life is the effort to expand intellectual potential, cultivate interests and develop individual talents. As time goes by, various changes occur in the education system in Indonesia, which are reflected in policies and updates to education standards, such as replacing the curriculum. Paraphrase is needed to improve the quality of education provided,

especially to students, with the aim that they can become superior future generations for country. (Fadhilah, Oktira, & Putra, 2022).

The Merdeka Curriculum has become an important initiative in education reform in Indonesia, with the aim of providing flexibility. There are 84,034 elementary schools that have adopted the Merdeka Curriculum, showing the existence of school independence. Preparing a curriculum that is relevant to local needs and changing times is a must. However, the implementation of the Independent Curriculum in elementary schools faces various obstacles that require serious attention. Problems that arise in implementing this curriculum can have an impact on the effectiveness of learning and student achievement. Introduction Study and evaluate the challenges that arise in implementing the Independent Curriculum at the elementary school level. Through an in-depth understanding of these problems, it is hoped that appropriate solutions can be found to increase the effectiveness of curriculum implementation and achieve the desired educational goals. By understanding existing problems, we can identify factors that influence the implementation of this curriculum, such as teacher readiness, managerial support, availability of resources, and understanding of the concept of the Independent Curriculum itself. Apart from that, we can also evaluate the impact of these problems on the learning process and student achievement. Through a holistic and in-depth approach to issues that arise in implementing the Independent Curriculum at the elementary level. It is hoped that concrete and sustainable solutions can be found to increase the effectiveness of education in Indonesia.

The curriculum is not only the basis for developing learning materials, but also for compiling teaching materials and carrying out evaluation and measurement of student learning outcomes is important in the curriculum because it is used as a means to achieve educational targets and as a guide in carrying out the educational process, the curriculum plays a crucial role. On the other hand, the overall evaluation of curriculum performance is strongly influenced by the preparation of the curriculum itself. The learning process provides evaluations to educators and educational institutions regarding the effectiveness and success of the curriculum in achieving predetermined educational goals. The curriculum is a system that includes planning and arrangements that explain the objectives, content, materials and learning methods as a guide in implementing learning activities to achieve national education goals. (Wuwur, et al. 2022).

The Independent Curriculum is a curriculum strategy that provides more autonomy to educational institutions in compiling a curriculum that is appropriate to the local context, student needs and the dynamics of the times. This approach emphasizes flexibility, creativity, and adaptability in the learning process with the aim of encouraging school independence, increasing the relevance of the curriculum to community needs, and improving the overall quality of education. In this way, educational institutions can adapt the curriculum to local contexts, cultural values and the latest developments, thereby creating superior graduates who are ready to face global challenges. This is in line with (Aprima and Sari 2022) who stated that the application of differentiated learning is a learning method that focuses on individual student needs, including learning readiness, learning profile, interests and talents. This method ensures that learning is tailored to the individual traits and needs of each student.

The principle underlying the application of the Merdeka Curriculum in the learning process is to produce learning situations that encourage students to use critical thinking when they find solutions to challenges faced during learning. Thus, the use of the Independent Curriculum is considered more efficient because it allows teachers to implement learning that focuses on creativity and pays attention to the unique needs of each student. Moreover, a lack of resources is also a challenge in implementing the Independent Curriculum in Elementary Schools (SD), because it requires adequate resources such as textbooks, learning equipment and training for teachers. Limited resources can hinder the implementation of the Independent Curriculum in elementary schools. Changes in students' mentality and way of thinking are also obstacles in implementing the Independent Curriculum in Elementary Schools (SD). Implementing the Independent Curriculum requires changes in students' attitudes and thinking patterns, such as increasing interest in learning, independence and social intelligence. This transformation does not occur instantly and requires sufficient time to materialize. Difficulty adapting to previous education policies is also an obstacle in implementing the Independent Curriculum in Elementary Schools (SD). As a new curriculum, the Merdeka Curriculum needs to be synchronized

with previous education policies, such as the 2013 Curriculum. An imbalance in coordination between the Merdeka Curriculum and previous policies can hamper its implementation in Elementary Schools (SD).

Every time there is a change in the curriculum, various problems often arise. This is a common phenomenon in the world of education. These changes bring challenges in their implementation. Curriculum development and improvement basically aims to improve the overall quality of education. The readiness of teachers is a key factor influencing the success of implementing the current Independent Curriculum, so that educational institutions are trying to adapt this curriculum to drive educational progress in Indonesia according to the needs of students. (Rahayu, Rossari 2021). The principle in implementing the Merdeka Curriculum in the learning process is to create learning situations that encourage students to develop critical thinking when they try to solve problems encountered during the learning process. Thus, the implementation of the Independent Curriculum is considered more efficient because it helps teachers apply learning methods that pay attention to the creativity and needs of each student. (Sherly, Dharma, & Sihombing, 2020).

The process of implementing the Independent Curriculum in elementary schools is often faced with challenges such as difficulties in planning, implementing and evaluating learning. Teachers who are not used to using technology may face difficulties in preparing lesson plans. The focus of learning planning is choosing the most optimal learning method to achieve the set learning targets. (Farida Jaya, 2019). In addition, teachers also experience difficulties in choosing suitable methods and strategies to make learning interesting for students and encourage active involvement in the classroom. This requires teachers to understand students' situations and the classroom environment before planning learning so that it can be implemented successfully.

Some teachers in elementary schools face a number of problems, including limited teaching materials such as student books, lack of preparation in using learning media and lack of expertise in applying technology in learning. Other problems include the breadth of teaching material which makes it difficult for teachers, the lack of variety in learning methods used, and the lack of student books which can hinder and slow down the learning process. The use of monotonous learning methods and media also makes learning less interesting and less active. The breadth of material in the Merdeka Curriculum causes students to have difficulty understanding the material, while teachers also have difficulty finding class projects and there is a lack of time allocated for project-based learning. Based on the challenges that arise in implementing the Merdeka Curriculum in elementary schools, several steps that can be taken by schools to overcome these problems include: 1) Training and competency development programs for teachers and educational staff aimed at improving their ability to use learning technology creatively and innovative. This is intended to create a more supportive learning environment for students who may not be familiar with using technology. 2) Teachers look for ways to solve problems related to learning assessment by collecting more information or references regarding this matter. 3) Increased supervision and monitoring helps in identifying problems during the implementation process and finding appropriate solutions. This involves active participation in training led by school principals, teachers, or educational staff to strengthen their understanding of the Merdeka Curriculum. This can be done through regular monthly meetings with the Teacher Working Group (KKG) to handle various issues related to the Independent Curriculum and improve teacher teaching competence. In identifying the obstacles faced by elementary school students in the Independent Curriculum, several important factors must be considered carefully. First, is a change in learning paradigm. The Merdeka Curriculum emphasizes a more independent and experience-based learning approach, which may be challenging for elementary school students who are used to a more structured learning approach dominated by the role of the teacher. Second, is the importance of appropriate support from teachers. Implementation of the Independent Curriculum requires teachers to act as learning companions, not just as the main source of knowledge, however, not all teachers may have sufficient skills or knowledge to carry out this role optimally. Therefore, the urgency of adequate training and support for teachers is very important in ensuring the successful implementation of this curriculum. Apart from that, aspects of technological readiness also need to be considered. The Independent Curriculum encourages the use of technology in learning, including internet access and digital devices, but not all students in elementary school have the same access to this technology.

Inequality in access to technology can be an obstacle for some students in utilizing the full potential of the Merdeka Curriculum. The role of parents is also important in supporting children's learning in the Independent Curriculum. However, not all parents may be ready or understand their role in actively supporting children's learning in accordance with the principles of the Independent Curriculum. Apart from that, evaluation and assessment are also important aspects. The Merdeka Curriculum emphasizes evaluation that is more competency and performance based, rather than relying solely on tests or exams. However, implementing these different evaluation systems may require time and adjustment for students, teachers, and parents. In general, these challenges reflect the complexity of accepting and implementing the Merdeka Curriculum in elementary school, and demonstrate the importance of a comprehensive approach and support from the various parties involved.

The problems of the Independent Curriculum in elementary schools can include several complex aspects. One of them is the challenge in adapting a more independent and experiencebased learning approach to elementary school students who may still need more structured guidance. This requires teacher readiness to become an effective learning facilitator. In addition, more flexible and varied aspects of the curriculum can also pose management challenges. In primary schools, teachers must manage time and resources wisely. They need to design learning that suits students' needs and interests, while still adhering to established curriculum standards. Constraints in the availability of resources and infrastructure can also be an obstacle in implementing the Independent Curriculum in elementary schools. This includes access to technological devices, adequate textbooks, and supportive learning facilities. Furthermore, the lack of training and support for teachers in adopting more innovative and competency-based learning approaches is also one of the main problems. Teachers need to receive adequate training and guidance in implementing the Independent Curriculum effectively. Finally, student evaluation and assessment is also an important issue in the Independent Curriculum. Evaluation systems that are more competency and performance oriented may require a different approach to assessing student learning progress, which can create confusion and challenges for teachers, students, and parents.

Technological developments and globalization play an important role in the evolution of the Independent Curriculum. This paradigm focuses on the ability to adapt and continue learning throughout life is the essence of this paradigm. Some of the key aspects emphasized in this paradigm include:

1. Student-oriented education: The Merdeka Curriculum focuses on learning that focuses on students, where students are actively involved in the learning process. They are given the opportunity to explore personal interests and talents, develop their skills, and face the challenges they face.
2. Capacity building for the 21st century era: Focus The main focus of the Merdeka Curriculum is developing skills that are relevant for the 21st century era, such as critical thinking skills, creativity, collaboration, communication, problem solving and digital literacy. Students are taught to apply these skills in a variety of contexts, both inside and outside the learning environment
3. Technology incorporation: This approach recognizes the important role technology plays in the lives of today's students, and incorporates it as a means to support interactive, collaborative, and innovative learning. Apart from that, students are also taught about using technology wisely.
4. Cross-disciplinary learning is emphasized in the Merdeka Curriculum, where students can gain knowledge from various fields and combine them. The material taught is not separated, but is integrated to encourage comprehensive understanding.
5. Character and moral formation is the main focus in the Independent Curriculum, apart from providing academic knowledge to students. Through this approach, students are instilled with noble values such as integrity, empathy, justice and social responsibility. This aims to create a generation that not only excels in academics, but also has high moral awareness. Thus, it is hoped that students will not only develop intellectually, but also become individuals who contribute positively to society.
6. Participation in the community: The Independent Curriculum Approach encourages students to actively engage with the surrounding environment in the learning process. By being encouraged to actively participate in projects related to their environment, students have valuable opportunities to apply the knowledge and skills they have in a variety of real, everyday life situations. Through the Merdeka Curriculum, the aim is to create solid preparation for students so they can face any changes

that occur amidst the rapid development of the world today. This innovative approach not only gives students the freedom to explore their potential in more depth, but also encourages them to take a more active role in the ongoing learning process.

According to the Ministry of Education and Culture (2021), the advantage of the Independent Curriculum lies in its emphasis on core material and the gradual development of student competencies. In this way, the learning process not only becomes deeper, more meaningful and enjoyable, but also more sustainable without any pressure on learning speed. The learning approach used in the Merdeka Curriculum provides relevant and interactive experiences to students through projects, which provide great opportunities for students to actively explore current issues such as the environment and health. This is also the right platform to support character and competency development in accordance with the Pancasila Student profile. This approach is specifically designed to improve students' reading, math, and knowledge across a variety of subjects, providing a solid foundation for their growth. The concept of stage or level of development in the Independent Curriculum refers to the learning achievements that must be achieved by each student. Each learning stage is tailored to their individual characteristics, potential and needs so that each student can grow and develop according to their capacity. By giving students, teachers and schools the freedom to choose the most suitable learning approach, this curriculum encourages the idea of "Freedom to Learn" which provides space for deeper and more meaningful exploration and discovery of knowledge, overturning the boundaries of the previous curriculum, according to Sherly et al., (2020), In implementing the Independent Curriculum, which upholds the value of freedom for schools, teachers and students in creating innovation, learning independently and developing creativity, the central role of the teacher as a driving force is very important. The main focus on a learning atmosphere that makes the learning process enjoyable has become a top priority, especially considering the complaints that often arise from parents and students regarding the pressure they feel to achieve minimum grades, which is increasingly felt, especially during the pandemic, which demands new adaptations. In the Merdeka Curriculum approach, the aspect of pressure to achieve minimum standard scores has been put aside; What is prioritized is the quality of education that will form quality students in accordance with the ideals of Pancasila Students, by strengthening competent competencies to meet global challenges in the future. The process of implementing the Independent Curriculum does not run simultaneously in all schools, but is based on a policy that provides leeway for each school in adopting it according to the situation and conditions. It was noted that the Ministry of Culture, Research and Technology conducted a comprehensive survey to assess the level of readiness of schools to adopt the Independent Curriculum in 2022, the results of which showed that many public and private schools were recorded as being ready and interested in implementing it. In registering participants, participating schools are divided into two categories, namely the independent learning program with a total of 35,334 schools, and the independent learning program for the 2022/2023 academic year which involves various levels of education starting from PAUD, elementary school, middle school, to high school, with special emphasis on classes. 1st and 4th grade at elementary school level.

In the initial stages of implementation, thorough preparation is required, including understanding the structure of the Independent Curriculum, the assessment process, learning achievements, steps towards learning goals, and project implementation. Teachers and schools can prepare themselves through activities such as Mobilizing Teachers and Mobilizing Schools, as well as through mentoring, independent or group training such as KKG, MGMP, FGD, or other teacher communities. The government provides full support for the implementation of the Independent Curriculum in elementary schools with various concrete efforts, such as providing learning tools that include textbooks and supporting materials needed by students. Apart from that, the government also holds various trainings aimed at increasing teacher competence in implementing the Independent Curriculum well. This is also accompanied by the provision of special learning materials for teachers, school principals and local governments involved in the education process. In an effort to ensure the smooth running of the teaching and learning process, the government also ensures that sufficient time is allocated for learning and provides professional incentives to teachers as a form of appreciation for their dedication and quality of teaching. In connection with the absence of previous reports on research into the Independent Curriculum at the elementary school level, it is important to carry out further

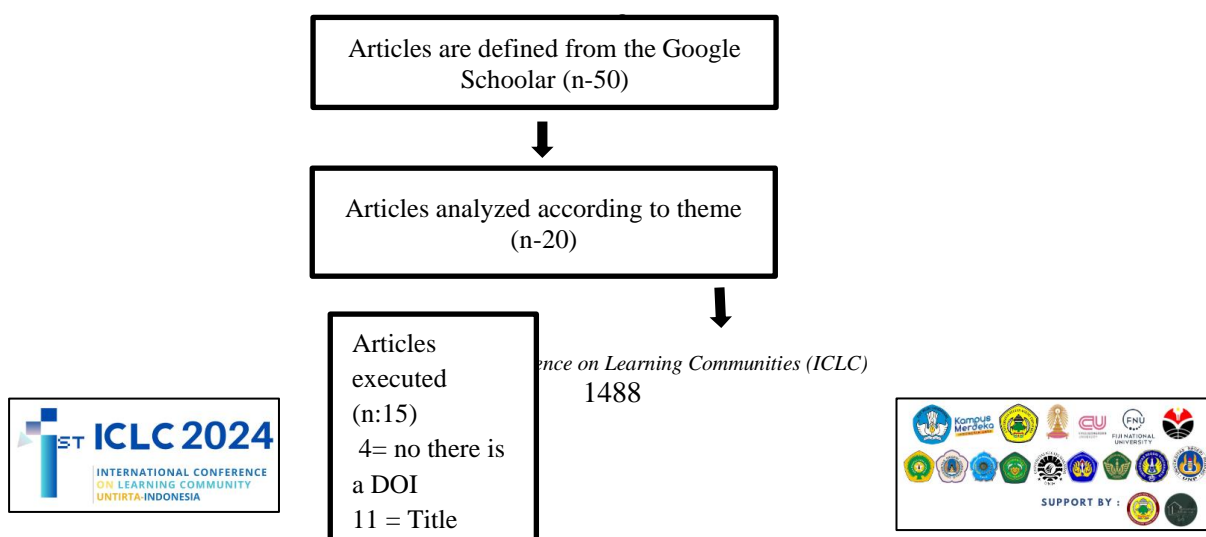
research to gain an in-depth understanding of the description and implementation of the Independent Curriculum at that level.

RESEARCH METHODOLOGY

This research utilizes various integrated methods in its systematic research in the form of a literature review known as a Systematic Review (SR) or commonly called a Systematic Literature Review (SLR). These methods involve the collection, critical evaluation, integration, and synthesis of findings from various studies relevant to a particular research topic. SLR serves as a powerful tool for building a comprehensive understanding of a particular subject and provides a solid foundation for evidence-based decision making. In this context, systematic reviews emerge as an in-depth and detailed approach to studying a problem. By identifying, evaluating, and finally selecting specific problems, this methodology makes it possible to formulate appropriate questions and in accordance with predetermined criteria. As stated previously, the reliability of research is very dependent on strong and relevant scientific foundations from previous research which is the main basis for building knowledge. By focusing on the implementation of the Merdeka Curriculum at the elementary school level, this research aims to comprehensively review and assess how this curriculum is applied in actual learning environments. By applying a qualitative approach, this research aims to present an in-depth analysis of the verbal, written and observable behavior of certain individuals, groups, communities or organizations in certain contexts. Throughout the investigation process, this approach emphasizes the importance of maintaining a balance of perspectives using the Systematic Literature Review (SLR) method. This approach is not only structured and detailed but is also designed to be easily replicable to identify, evaluate, and integrate a wide range of research work and ideas collected by researchers and practitioners. Thus, the main aim of this approach is to find, review and assess all relevant research in the investigated context. This process involves several steps, including:

First, the main question is what are the main obstacles faced by elementary school teachers in implementing the Independent Curriculum, and how can schools overcome these challenges? Second, the data used as the population in this research are journals that focus on the issue of Independent Curriculum Implementation in Elementary Schools. The literature search process begins by using Google Scholar via the Publish or Perish application. The keywords used are the implementation of the Merdeka curriculum in elementary schools, with restrictions on articles from 2019 to 2023.

Third, after conducting a search on Google Scholar, researchers found 50 articles relevant to the theme of implementing the Independent Curriculum in Elementary Schools. Of these, 20 articles were selected that were relevant to the research topic. After initial selection, the selected articles are then processed with detailed analysis. Of the total of 20 articles, only 7 were considered appropriate for the material on character education. These articles were then selected for in-depth research, while 13 other articles were deemed less relevant and excluded from this research. Of the 7 articles included, 7 of them are very relevant to our research theme. These relevant articles will be the focus in the discussion section and research conclusions. The entire process of exclusion and inclusion of articles in the Systematic Review stage can be represented through a clear and structured flow diagram.



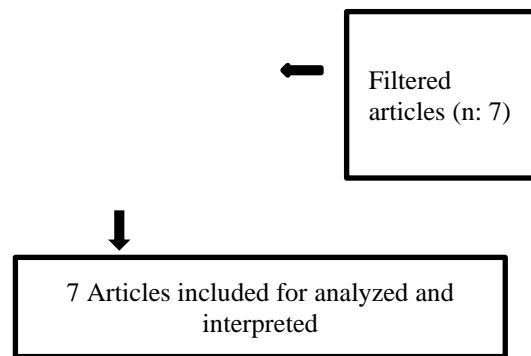


Figure 1. Flow diagram related to the systematic literature review steps

RESULTS AND DISCUSSION

Results

The Merdeka Curriculum has been implemented in 25,000 schools since 2021/2022, starting from early childhood education to class I and class IV in elementary schools, class VII in junior high schools, and class X in high school/vocational schools. To support the implementation of the Independent Curriculum, the government has provided a survey that helps schools and educational units evaluate their readiness to implement the curriculum. In its efforts to implement the Independent Curriculum, the government provides three options that schools or educational units can choose from. The first option is to maintain the current curriculum while applying some of the principles and elements of the Merdeka Curriculum. The second option is to implement the Independent Curriculum using teaching materials that have been prepared. Meanwhile, the final option is the implementation of the Independent Curriculum, which involves the use of teaching materials that have been prepared, while providing the opportunity to develop your own teaching materials in accordance with the principles of the Independent Curriculum. Primarily directed at the middle school level and above, while the Independent Learning Curriculum for early childhood education and elementary school places more emphasis on preparing students for the next level. next. (Di et al., 2021). So, the main focus of the Merdeka Curriculum for elementary schools is to prepare students who have a deep understanding of Pancasila by using a variety of materials and teaching methods. The Independent Learning Curriculum for elementary schools provides autonomy to educational institutions and schools at the city and district levels to develop education in accordance with the values contained in this curriculum. As a result, each elementary school that implements the Independent Curriculum may have a different learning approach. However, in its implementation, the Independent Learning Curriculum still prioritizes Pancasila values. This curriculum consists of three components: extracurricular activities, intracurricular activities, and projects based on PPP (Pancasila Student Profile) (Rahayuningsih, 2022).

Changes in a system always give rise to inevitable challenges, and many things can happen when a system experiences change. Similar to what has been explained above, these various challenges emphasize the importance of cooperation in building and implementing new systems to achieve success in accordance with the targets set. The Merdeka Belajar curriculum was designed with the aim of exploring the identity of Indonesian education, thereby eliminating the concept of changing the curriculum every time there is a change of minister. Even though various efforts continue to be made, it cannot be denied that various problems will still arise. The problems faced by implementing the Independent Learning Curriculum present new challenges for teachers in organizing learning.

Based on the analysis carried out on seven sources of journal articles that have been determined to meet the criteria, the research results are presented in Table 1 as a comprehensive and informative reference.

Table. 1 Research Results on Problems of Curriculum Implementation in Elementary Schools

| Research and Year Study | Journal | Research and result |
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| Nabila Solikhah, Aktim Wahyuni (2023) | Analysis of various problems that arise in efforts to implement the Independent Learning Curriculum in elementary schools. | Based on the findings obtained from the research that has been carried out and the discussions that have been carried out, it can be concluded that: 1. Teachers have difficulty finding enough time to carry out a number of experiments related to learning material. 2. there are challenges in implementing the learning model which causes difficulties for teachers |
| Ragil Dian Purnama Putri, Suryadi (2021) | Online Learning Problems in Implementing the 2013 Curriculum at Elementary School Level | The results of this research explain that implementing teaching and learning activities in the 2013 Curriculum is not easy. Some of the obstacles faced include: To face these challenges, teachers use assessments in three domains, namely affective, cognitive and psychomotor. This was done in response to challenges such as lack of supporting facilities, limited understanding of technology, lack of learning motivation and learning achievement. There is room for improvement. Teachers use Bloom's taxonomy in the evaluation process, which includes cognitive, affective and psychomotor aspects. The cognitive aspect focuses on students' intellectual abilities. This evaluation approach is in accordance with the 2013 curriculum approach which not only emphasizes learning outcomes, but also assesses student attitudes and skills. In the affective dimension, teachers prioritize students' understanding rather than just seeking to achieve high grades. Meanwhile, in the psychomotor domain, active students will be more visible than passive ones, considering that not all students can demonstrate practical performance. |
| Dadan Darmawan, Nurmila Handayani (2019) | Increasing the Self-Confidence of Learning Citizens Through Project Class Activities in the Package C Program | After carrying out analysis and evaluation, especially in the context of the curriculum, the institution made several revisions and innovations to the planning of Project Class activities for study participants. One of the innovations carried out is adding areas of activity that can be participated in by study participants and involving their roles, tutors and school institutions in planning the Project Class activities that will be implemented. |
| Rusita Purnamasari, Heru Purnomo (2021) | Implementation of the 2013 Curriculum in Integrative Thematic Learning in Elementary Schools | According to research by Rusita Purnamasari and Heru Purnomo (2021), The aim of implementing the 2013 Curriculum is to improve and achieve educational goals. This curriculum is considered a refinement of the previous Education Unit Level Curriculum (KTSP). However, the presence of the 2013 Curriculum also caused controversy. Several opposing opinions highlighted the readiness for implementation which was considered too fast and hasty. |
| Johar Alimuddin (2023) | Implementation of Merdeka in Elementary Schools | This curriculum change encourages a paradigm shift in education and learning. The desired paradigm includes empowering teachers as the main controllers in learning, avoiding overly strict standards control and the homogenization of learning throughout Indonesia, and giving students the power to organize their own learning, reflect on their abilities, and take initiative and responsibility for their learning success. . In the research conducted, the implementation of the Merdeka Curriculum at SD Negeri Sindangsari 02 shows the characteristics of |

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| | | <p>an independent form that has undergone a significant transformation, which is in line with the provisions contained in the Attachment to the official Circular issued by the Head of the Standards, Curriculum and Assessment Agency Education. Number 2774/H.H1/KR.00.01/2022, The "Independent change" category implies that the educational unit will begin implementing the Merdeka Curriculum in the 2022/2023 academic year by using teaching materials available on the Merdeka Mengajar (PMM) Platform, which are adapted to the relevant educational level, such as learning materials for grades I and IV at elementary school level. In addition, there is the "Independent learning" category which shows that the educational unit applies several components and principles of the Independent curriculum, although it still maintains the use of the 2013 Curriculum or the simpler Emergency Curriculum. Furthermore, the "Independent sharing" category shows that the educational unit implements the Independent Curriculum by creating its own various learning materials at various levels of education, starting from Early Childhood (PAUD), Class I, Class IV, Class VII, to Class X, starting from the academic year 2022/2023. By referring to these categories, implementation is carried out.</p> |
| Erwin SimonPaulus Olak Wuwur (2022) | Problems of Implementing the Independent Elementary School Curriculum | <p>Based on research findings, the Merdeka Curriculum is one of the educational efforts initiated by the Indonesian government to provide space and flexibility to educational institutions in designing a curriculum that takes into account local situations, student needs and global challenges. Implementation of the Independent Curriculum at the Elementary School level. The aim is to stimulate the development of students' creativity, independence, social intelligence and skills, while increasing the spirit of patriotism and nationalist awareness. The Merdeka Curriculum highlights the importance of placing students' learning needs as a top priority.</p> |
| Sunarni Hari Sunarni, Karyono (2023) | Teachers' Perceptions of the Implementation of the Independent Learning Curriculum in Elementary Schools | <p>Research findings show that:</p> <ol style="list-style-type: none"> (1) Teachers at the elementary school level show a positive attitude and appreciation for the implementation of the Independent Curriculum. (2) The role of the teacher has an important impact in the development and implementation of the curriculum at the elementary school level, and the success of its implementation depends very much on how often the teacher implements it in the classroom. (3) Teachers have the skills to develop and implement curriculum and design learning, with the aim of improving the quality of teaching and learning processes. (4) Socialization and technical training specifically related to the formation of Pancasila student profiles have not yet reached optimal levels. (5) not all teachers in elementary schools implement the Independent Curriculum. (6) Not all teachers have skills in information technology. (7) Obstacles in implementing the Independent Curriculum arise due to limited, unstable internet access, especially in remote schools where it is difficult to connect to the internet due to their geographical location. |

Discussion

The research results from the seven journals show that research on issues in the implementation of the Independent Curriculum in Elementary Schools can cover the gap between idealism and reality in its implementation, challenges related to human resources and supporting facilities, as well as evaluation of its effectiveness on student learning achievement. The Merdeka Curriculum was created to overcome weaknesses in Indonesian education, especially in terms of literacy and numeracy, Decree of the Minister of Education, Culture, Research and Technology Number 162 of 2021 divides the implementation process into three stages: Phase A for Class I and II students, Phase B for Class III and IV students, and Phase C for Class V and VI students. According to data from the Ministry of Education and Culture, in the 2022/2023 academic year, there are 143,265 schools implementing the Independent Curriculum. In practice, the Merdeka Curriculum can create a more relaxed learning environment where teachers and students can discuss more freely, learn anywhere, and develop a sense of self-confidence and independence. The main principle of the Independent Curriculum is to give trust to teachers so that they feel free to carry out learning (Koesoema, 2020).

In the Merdeka Curriculum, students are guided to appreciate values such as honesty, responsibility and commitment, and apply these values in all aspects of their lives. Integrity also includes the principles of openness and transparency in communicating and interacting with other people.

CONCLUSION

The challenges of implementing the Independent Curriculum in elementary schools are an integral part of the education sector. There is a need for adaptation so as not to be marginalized in this rapid development era. The Merdeka Curriculum was initiated as a solution to overcome delays in the learning process due to the Covid-19 pandemic in Indonesia. Teachers are expected to be able to create meaningful and enjoyable learning experiences for students. To support these efforts, the Ministry of Education, Culture, Research and Technology has provided the Merdeka Platform as a means to access various training and learning materials. However, there are still several challenges that need to be overcome so that this curriculum can be implemented effectively. These challenges include a lack of training for teachers, limited resources such as textbooks and learning materials, a change in learning paradigm from traditional to contextual, and inconsistent support from related parties. To overcome the problems of the Independent Curriculum at the elementary school level, cooperation and commitment from all stakeholders involved are needed, including the government, schools, teachers, parents and the community. Only through joint efforts and strong support, can we achieve the goals of the Independent Curriculum to improve the quality of education and prepare a generation that is skilled and ready to face future challenges. This requires the provision of adequate resources, effective communication between all relevant parties, and strong support from the government and society in driving change towards successful implementation of the Merdeka Curriculum.

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