

CHAPTER I INTRODUCTION

1.1 Background of the Research

Merdeka Curriculum recently introduced as part of Indonesia's educational reform aims to create a more flexible and accessible student-centered learning environment. This curriculum is designed to accommodate diverse learning needs and to encourage active participation, critical thinking, and creativity among students. Its implementation at elementary school is particularly significant as it lays the foundation for lifelong learning and development.

The majority of elementary school in Indonesia including Elementary school 04 Madenan, has adopted the Merdeka Curriculum in order to enhance the quality of education and to better prepare students for the challenges of the 21st century. The school has embarked on this journey with the hope that the new curriculum foster a more engaging and effective learning experience.

Despite implementation of Merdeka curriculum has been so prevalent within the Indonesian current educational system, the transition is not without its challenges. The success of its implementation relies heavily on various factors, including the readiness of teachers, the availability of resources, and the overall support from the school community. It is crucial to examine both the strengths and weaknesses of this implementation to understand its impact on the educational process and to identify areas that need improvement. McPhail, G. (2021) states each educational unit have a curriculum that is used as a reference in the learning process. Campbell-Phillips, S. (2020) also claims Curriculum is the field that most directly influences educational outcomes. The curriculum determines the process and results of an education system. The curriculum serves as both a means to accomplish objectives and a framework for guiding instruction across all types and levels of education (Kaplan, 2023).

Various types of curricula have been implemented in Indonesia to enable adaptation to fast technological changes and enable integration of digital literacy as well as technology in the learning process. The Ministry of Education and Culture has endorsed an education revolution since 2019, both at the elementary and secondary levels to tertiary institutions, which carry the concept of Merdeka Curriculum. According to Rotty, et.al., (2022), the Merdeka curriculum is designed with diverse intra-curricular learning outcomes, ensuring content is optimized to provide students ample time to delve into concepts and enhance their competencies. Teachers have the flexibility to choose a variety of teaching tools so that learning can be adapted to the learning needs and interests of students. In implementing Merdeka curriculum, teachers must be able to carry out learning outcomes taken from the decision of the head of standard, curriculum and education assessment of the ministry, culture, research and technology Number



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upies an important role for the success of a curriculum that runs
quired to have the ability to carry out and succeed in the teaching

and learning process using the applicable curriculum. The teacher's ability to carry out the curriculum be a benchmark in the successful implementation of the curriculum used. Whether or not a curriculum that is implemented in educational institutions depends on the skills and ability of a teacher to understand the applicable curriculum. Clifton (2023) suggests the Merdeka curriculum concept encourages teachers to avoid becoming entangled in administrative tasks, allowing them to concentrate more fully on the learning process. In the concept of Merdeka Curriculum, the teacher is not only a source of information but the teacher must be able to become a problem solver in everyday learning. Thus, students became more creative and think critically. The teacher acts as a facilitator, inspirer and true learner who always motivates students. Teachers apply new ideas, creative methods, technology to increase students' knowledge and skills (Kalyani & Rajasekaran, 2018).

The implementation of Merdeka curriculum, seen from the pattern that appears in the field, shows that it has not been fully realized due to various problems. The preparation of human resources and supporting facilities are several factors that influence the success of Merdeka curriculum. Every level of education, from basic education to higher education, tries to adapt to the current curriculum so that national education goals can still be achieved (Manik et al., 2022).

Implementation of the Merdeka Curriculum is commonly referred to as the new learning paradigm. It ensures that the learning practices are learner-centered (Sopiansyah & Masruroh, 2021). Through this new paradigm, learning is a cycle that begins with mapping competency standards, planning the learning process, and implementing assessments to improve learning so that students can achieve the expected competencies. In this new paradigm of learning, teachers have all the freedom in a learning process (Faiz et al., 2022), especially in formulating learning designs and assessments tailored to the students' characteristics and needs. Also, in the new paradigm of learning, the Pancasila student profile acts as a guide to all policies and reforms in the national education system, including learning and assessment.

Although various studies have examined aspects of the implementation of the Merdeka Curriculum, more research is needed in order to evaluate the strengths and weaknesses of this curriculum's implementation at Madenan Elementary School 04. Previous studies need to be considered to explore the weaknesses and strengths of this curriculum system especially at certain elementary school to enable reliable revision in the future. Momanyi & Rop (2019) confirm that teacher readiness is a key factor in the successful implementation of a new curriculum. Many studies fail to adequately identify the specific training needs required by teachers in various regions. This claim supports the need for more focused research on the analysis of specific training and professional development needs at elementary schools. In addition, Foster et al. (2021) claim that



overlook the importance of adequate resource availability and how utilized by schools in implementing new curricula. This highlights the need for more research on the availability and utilization of resources in specific regions. Momanyi et al., also (2023) suggest many studies do not provide sufficient evidence that students engage with the Merdeka Curriculum and its impact on learning outcomes. This claim underscores the importance of gathering strong evidence on student engagement and learning outcomes in schools implementing

new curricula. Pang & Ki (2024) explore support from the community and school administration is crucial for the successful implementation of the curriculum, yet many studies do not thoroughly explore their roles and involvement. This indicates the need for more in-depth research on community and administrative support in implementing the Merdeka Curriculum.

Despite the growing body of literature on the Merdeka Curriculum, there remains a notable gap in research concerning its implementation at the micro-level, particularly in specific school contexts such as at Elementary School 04 Madenan. Most existing studies focus on the theoretical aspects of the curriculum or provide broad overviews of its implementation across various regions. However, detailed case studies that examine the practical challenges and successes in individual schools are limited. A number of research gaps addressed such as follows:

First, Context-Specific Analysis. There is a lack of detailed, context-specific studies that explore how the Merdeka Curriculum is implemented in diverse school environments. Elementary School 04 Madenan, with its unique demographic and socio-economic characteristics, provides a critical case for understanding the localized impacts of the curriculum.

Second, Teacher Preparedness and Professional Development. While some research has addressed the general preparedness of teachers for the Merdeka Curriculum, there is insufficient data on the specific professional development needs and experiences of teachers at elementary schools like 04 Madenan. Understanding the gaps in training and support can help tailor professional development programs more effectively.

Third, Resource Availability and Utilization. There is a need for more in-depth analysis of the availability and utilization of educational resources under the Merdeka Curriculum. This includes physical materials, digital tools, and infrastructural support, which are critical for the successful implementation of the curriculum.

Fourth, Student Engagement and Outcomes. While the curriculum aims to enhance student engagement and learning outcomes, empirical evidence from specific schools is sparse. Detailed studies on how students at Elementary School 04 Madenan are engaging with the new curriculum and the resultant educational outcomes would provide valuable insights.

Fifth, Community and Administrative Support. The role of community and administrative support in the implementation of the Merdeka Curriculum has not been extensively studied. Research focusing on how school administrators, parents, and the broader community are involved in and support the curriculum changes can highlight key factors for successful implementation.

By addressing these gaps, the proposed study aims to provide a comprehensive analysis of the strengths and weaknesses of implementing the Merdeka Curriculum at Elementary School 04 Madenan. The findings not only contribute to the existing body of knowledge but also offer practical recommendations for improving the curriculum's implementation in similar school settings. This research is significant as it identifies gaps in the existing literature on the Merdeka Curriculum, particularly in its implementation at the micro level, such as at Elementary School 04 Madenan. The majority of existing studies tend to focus on



theoretical aspects of the curriculum or provide general overviews of its implementation across various regions. However, detailed case studies that explore practical challenges and successes in individual schools remain limited.

Finally, the successful implementation of the Merdeka Curriculum holds the promise of transforming elementary education in Indonesia. However, this transformation requires a nuanced understanding of the local context, ongoing support for educators, and a commitment to addressing the challenges that arise. This study aims to analyze the strengths and weaknesses of implementing the Merdeka Curriculum at elementary School 04 Madenan and also to provide insights that can help educators and policymakers refine the curriculum and its implementation strategies, ensuring that the objectives of the Merdeka Curriculum are fully realized. The findings of this study are expected to contribute to the ongoing efforts to improve the quality of education in Indonesia, particularly in the context of elementary education.

1.2 Research Questions

Based on the background of the study, research questions (RQ) are formulated as follows:

- 1.2.1 What are the perceived strengths and weaknesses of implemented the Merdeka Curriculum at Elementary School 04 Madenan?
- 1.2.2 To what extent is Merdeka Curriculum implemented at Elementary School 04 Madenan?
- 1.2.3 How does the Merdeka Curriculum accommodate the need of learners at Elementary School 04 Madenan?

1.3 Research Objectives

Based on the formulation of the research questions, the objectives of the research are:

- 1.3.1 To explore the strengths and weaknesses of the Merdeka Curriculum at Elementary School 04 Madenan.
- 1.3.2 To comprehensively investigate how Merdeka Curriculum is implemented at Elementary School 04 Madenan.
- 1.3.3 To address the extent to which Merdeka Curriculum has been implemented at Elementary School 04 Madenan.

1.4 Research Significance

This research expected to delivered benefits for the various parties, such as:

1.4.1 Theoretical Significances

The theoretical significance of this research lies in its potential to contribute to the knowledge on curriculum implementation within the context of the particularly using Michael Fullan's theory in 2014. By exploring and reported strengths and weaknesses as reported by teachers, the study insights into how context-specific factors, teacher preparedness, parent, resource availability, and utilization, student engagement, and administrative support influence curriculum adoption and execution. The



comprehensive analysis of the implementation process at Madenan Elementary School 04 offers a detailed understanding of the practical challenges and successes encountered, which can inform future educational policies and practices. Furthermore, this research can serve as a foundation for developing strategies to enhance teacher performance and student outcomes, ultimately contributing to the broader goals of educational reform and improvement in Indonesia.

1.4.2 Practical significances

The practical significance of this research for teachers, readers, and researchers is multifaceted. For teachers at Elementary School 04 Madenan and other educational institutions, the findings can provide actionable insights into the strengths and weaknesses of the Merdeka Curriculum from their own perspectives. By understanding these aspects, teachers can identify areas where they may need additional support or professional development, ultimately enhancing their effectiveness in delivering the curriculum. Moreover, the research can highlight best practices and successful strategies implemented by their peers, fostering a collaborative learning environment where teachers can share knowledge and improve collectively.

For readers, including educational policymakers, school administrators, and other stakeholders, this research offers a valuable assessment of the Merdeka Curriculum's implementation at a specific school. The detailed analysis of context-specific factors, such as teacher preparedness, resource availability, and community support, provides a comprehensive understanding of the practical challenges and successes experienced in a real-world setting.

Researchers can find the study's comprehensive analysis particularly beneficial. By documenting the implementation process and its outcomes, the research contributes to the broader academic discourse on curriculum reform and educational improvement. It provides empirical evidence that can be used to support or challenge existing theories, fostering further research and debate. Additionally, the study's methodology and findings can serve as a reference point for future studies, helping to refine research approaches and develop more nuanced understandings of curriculum implementation in various contexts.

The practical implications of this research also extend to the development of professional development programs for teachers. By identifying gaps in teacher preparedness and areas where additional training is needed, the study can inform the design of targeted professional development initiatives. These programs can be tailored to address the specific challenges faced by teachers in implementing the Merdeka Curriculum, ultimately leading to more effective teaching practices and better educational outcomes for students.

Lastly, the research's focus on student engagement and outcomes provides critical



Merdeka Curriculum impacts. This study can help educators and p strategies to enhance student engagement and ensure that translate into meaningful improvements in student performance. ensures that the practical significance of the research is felt across educational system, from individual teachers to policymakers and uly contributing to the ongoing improvement of education in

CHAPTER II LITERATURE REVIEW

2.1 Previous Studies

There have been greater number of studies already documented regarding implementation of Merdeka curriculum at various EFL learning contexts. The studies revolve around revealing the positive and negative effects of this curriculum system. Overall, the majority of studies confirm that weaknesses and strengths are prevalent depending on the learning contexts and learner's needs and existing challenges. The following studies are addressed to integrate the current studies and the previous studies to demonstrate that the current study gains attention from a wide range of researchers in Indonesia.

The first important documentation is by Harahap et al. (2020) entitled, "The Concept of Human Resources Development to Improve Teacher Performance: Multi-Case Study". The aim of this study is to analyze the concept of Human Resource Development implemented by schools to enhance the performance of teachers at Muhammadiyah 1 Elementary School Jember and Al Baitul Amien 1 Jember. The results of this study confirm that human resource development programs implemented by the schools aim to enhance the abilities, skills, attitudes, and responsibilities of educators (teachers) to become more effective and efficient. Schools optimize human resource development by delegating tasks to educators (teachers), allowing them to fully develop their capabilities. Additionally, schools strive to improve the quality of education by encouraging educators (teachers) to pursue higher levels of education. Consequently, the concept of human resource development programs implemented by these schools has successfully improved the quality of teacher performance.

The difference between Harap, et al.'s research and the upcoming study lies in the analysis of human resource development (HRD) implemented by schools to enhance teacher performance at Muhammadiyah 1 Elementary School Jember and Al Baitul Amien 1 Jember. The primary focus of this research is on HRD programs aimed at improving educators' abilities, skills, attitudes, and responsibilities to be more effective and efficient. These schools optimize HRD by delegating tasks to educators, allowing them to fully develop their capabilities. Additionally, schools strive to improve education quality by encouraging educators to pursue higher education. As a result, the HRD programs implemented by these schools have successfully enhanced teacher performance.

Meanwhile, the research at Elementary School 04 Madenan aims to explore and analyze the perceived strengths and weaknesses of the Merdeka Curriculum by teachers at that school. Its focus includes specific context analysis, teacher readiness and professional development, availability and utilization of resources, student engagement all as community and administrative support in implementing this curriculum. It also seeks to comprehensively understand how the specific school curriculum adoption, evaluate teacher readiness, assess the impact of development programs, and analyze the availability and utilization of resources to support the implementation of the Merdeka Curriculum at Elementary School 04 Madenan.



Despite differences in context and focus, both studies share a common goal of enhancing educational quality. Both Harahap et al. (2020) and the research at Elementary School 04 Madenan aim to improve educator performance and learning quality in schools. They also emphasize the importance of teacher professional development and optimizing resource use to support these goals. Additionally, both strive to provide a deep understanding of the challenges, successes, and areas needing improvement in the implementation of adopted educational programs.

These studies significantly contribute to enhancing educational practices and human resource development in education, both locally and nationally. By exploring direct experiences and perspectives from teachers and conducting comprehensive analyses of curriculum implementation, both studies can serve as a foundation for discussions on more effective and sustainable educational policies

The second important documentation is by Sihombing, et.al., (2021) entitled, Merdeka Belajar in an Online Learning during the COVID-19 Outbreak: Concept and Implementation. This study aims to demonstrate elementary school teachers' understanding of the concept and implementation of the Merdeka Belajar (Freedom to Learn) program during the Covid-19 pandemic in the DKI Jakarta, Bogor, and Banten regions. This study demonstrates that teachers have a good conceptual understanding of the Merdeka Belajar (Freedom to Learn) program. They agree and accept this program as an effort to reform and enhance the quality of education in response to contemporary developments. However, the main challenges lie in the practical implementation of this program due to the limited number of teacher leaders in each school unit who act as creators, innovators, and role models for other teachers. Additionally, the lack of supportive infrastructure for online learning and teachers' proficiency in technology are also barriers to the program's success. The study recommends the need for further community outreach, more intensive teacher training, increased recruitment and distribution of teacher leaders, and enhanced teacher skills in using information and communication technology in the learning process.

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studies make a significant contribution to the development of educational policies and teaching practices in Indonesia. By gaining profound insights into practical challenges and successful strategies in implementing educational programs, both studies can serve as guides for policymakers, school administrators, and education practitioners to enhance the effectiveness of the education system. Moreover, this research also contributes theoretically by documenting field experiences that can serve as reference materials for further research in the field of education.

Third, important documentation by Ndari & Mahmudah (2023) their research title was “Implementation of the Merdeka Curriculum and It’s Challenges”. This study aims to describe the implementation of the Merdeka Curriculum and its challenges at Muhammadiyah Warungboto Elementary School, Yogyakarta, based on the circular of the ministry of education, culture, research, and technology (Kemendikbudristek) Number 56 of 2022 regarding guidelines for curriculum implementation in the context of learning recovery during the covid-19 pandemic, which mandates schools to gradually adopt the Merdeka Curriculum. The Merdeka Curriculum provides flexibility for schools and teachers to explore according to school needs, especially students' needs.

The results of this study show the implementation of the Merdeka Curriculum in the Curriculum Change Status: Implementation of the Merdeka Curriculum at Muhammadiyah Warungboto Elementary School indicates a change in the school's curriculum status. The learning model still uses lecture approaches and is not fully student-centered. Despite the implementation of the Merdeka Curriculum, the majority of teachers still tend to use lecture-based approaches and have not fully transitioned to student-centered learning. many teachers are not prepared for the Implementation of the Merdeka Curriculum: One of the main challenges faced is teachers' readiness for curriculum changes, including preparation for changing teaching tools. students choose based on peer influence or pressure, not personal interests and talents: students tend to choose subjects or extracurricular activities based on peer influence or social pressure rather than their personal interests and talents. Lack of enthusiasm from teachers not ready for curriculum changes, particularly regarding new teaching tools: Another challenge is the lack of enthusiasm from some teachers who are not prepared for curriculum changes, especially concerning the use of new teaching tools. School development strategies in facing the implementation of the Merdeka Curriculum: Schools are developing various strategies to address challenges in implementing the Merdeka Curriculum, such as enhancing teacher training, improving learning facilities, and increasing school community involvement.

On the other hand, the research at Elementary School 04 Madenan aims to explore and analyze the perceived strengths and weaknesses of the Merdeka Curriculum by teachers at that school. Its focus includes specific context analysis, teacher readiness development, availability and utilization of resources, student outcomes, as well as community and administrative support curriculum. This study also seeks to comprehensively understand how context influences curriculum adoption, evaluate teacher readiness, professional development programs, and analyze the availability resources required to support the implementation of the Merdeka Curriculum at Elementary School 04 Madenan.



Although their focuses differ, both studies share similarities in their efforts to understand the implementation and effectiveness of the Merdeka Curriculum. Both Ndari & Mahmudah (2023) and the research at Elementary School 04 Madenan highlight practical challenges in adopting the new curriculum. They identify teacher readiness as a key challenge, both in terms of preparing teaching tools and adapting to changes in teaching approaches. Additionally, both studies emphasize the importance of professional development for teachers and effective resource utilization to support curriculum implementation.

Both studies make significant contributions to the development of educational policies and teaching practices in Indonesia. By providing deep insights into the successes, challenges, and areas needing improvement in implementing the Merdeka Curriculum, these studies can serve as a foundation for education policymakers to enhance the effectiveness of educational programs in the future. Moreover, they offer practical guidance for school administrators and decision-makers in preparing schools and teachers to address significant curriculum changes.

Another relevant study was carried out by Aprilia, Izdihara, and Apoko (2024) entitled *An Evaluation of the Implementation of Merdeka Curriculum in English lessons: A Qualitative Study in Upper Secondary School level*. The study found that teachers exercised greater autonomy in developing teaching modules, utilizing diverse digital media and student-centered methods. Moreover, the assessment process emphasized students' critical thinking, creativity, and collaborative skills. Despite the positive perception, the study highlighted difficulties related to limited training and the need for clearer technical guidance from authorities. This research underscores the transformative impact of the Merdeka Curriculum on pedagogical design and teacher agency in curriculum development. The study aimed to evaluate how the Merdeka Curriculum has implemented in English language teaching at the upper secondary level. Key areas of focus included Teachers' development and used of learning modules, instructional strategies adopted in the classroom, assessment systems aligned with the curriculum and challenges encountered by teachers during implementation. The study used a descriptive qualitative research approach, which was particularly well-suited for exploring educational phenomena in depth—especially those involving changes in policy, teaching practices, and classroom experience, like the implementation of the Merdeka Curriculum. The researchers likely used thematic analysis, a common technique in qualitative studies, where they coded the interview transcripts and classroom observation notes to identify recurring themes or patterns—such as teacher autonomy, assessment challenges, or digital resource limitations. Kulsum and Asti concluded that while the Merdeka Curriculum was well-received in theory, its practical application required ongoing support, including targeted professional development and structured implementation for teachers. The study highlights the critical role of teacher perception in implementation and underscores the need for systemic readiness at the classroom level.



The research at Elementary School 04 Madenan aimed to explore and identify strengths and weaknesses of the Merdeka Curriculum by teachers. It included specific context analysis, teacher readiness and professional capability, and utilization of resources, student engagement and

outcomes, as well as community and administrative support in implementing this curriculum. This study also seeks to comprehensively understand how the specific school context influences curriculum adoption, evaluate teacher readiness, assess the impact of professional development programs, and analyze the availability and utilization of resources necessary to support the implementation of the Merdeka Curriculum at Elementary School 04 Madenan.

Both studies make significant contributions to the development of educational policies and teaching practices in Indonesia through deep insights into the successes, challenges, and areas needing improvement in implementing the Merdeka Curriculum, these studies can serve as a foundation for education policymakers to enhance the effectiveness of educational programs in the future.

Another insightful study was Kulsum and Asti (2024) entitled The Implementation of Merdeka Curriculum based on Teacher's Perception. This study explored teachers' perceptions of the Merdeka Curriculum implementation at a senior high school in Rancaekek. The findings revealed that teachers responded positively to the curriculum's flexibility, especially in customizing teaching strategies and learning materials. However, the study also noted that not all educators felt adequately prepared to adapt to the curriculum due to insufficient training and limited resources. The research concluded that while the Merdeka Curriculum offers pedagogical freedom, it requires consistent professional development and systemic support to ensure effective implementation. Meanwhile, the research at Elementary School 04 Madenan aimed to explore and analyze the perceived strengths and weaknesses of the Merdeka Curriculum by teachers at that school that included specific context analysis, teacher readiness and professional development, availability and utilization of resources, student engagement and outcomes, as well as community and administrative support in implementing this curriculum. This study also seeks to comprehensively understand how the specific school context influences curriculum adoption, evaluate teacher readiness, assess the impact of professional development programs, and analyze the availability and utilization of resources necessary to support the implementation of the Merdeka Curriculum at Elementary School 04 Madenan.

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2.2 Theoretical Background

2.2.1 Merdeka Curriculum Concept



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Merdeka curriculum is a curriculum with learning diverse core curricular where the goal is to ensure that students have enough time to deepen the concept and understanding. Teachers have discretion to choose a variety of teaching methods that can be adapted to the learning needs and interests of students. The project is geared to achieve the achievement of Pancasila students' profile developed based on the government. The project is not geared to achieve certain learning outcomes so they are not tied to subject content.

The concept of curriculum could be approached from four different perspectives. Firstly, the curriculum could be seen as an idea that emerges from theories and research. Secondly, it could be viewed as a written plan that embodies the curriculum as an idea, including objectives, teaching materials, learning activities, tools or media, and learning time. Thirdly, the curriculum could be seen as an activity, referring to the implementation of the written plan in the form of learning practices. Finally, the curriculum could be seen as a result, which is the outcome of the curriculum as an activity, demonstrated through the accomplishment of curriculum goals by students. Furthermore, based on UU No. 20/2003. Stated that curriculum is a set of plans and arrangements regarding the objectives, content, and materials and methods used as guideline.

Updating and enhancing the curriculum is essential as it should be able to keep up with the changing times and developments in society. In other words, the curriculum needs to evolve to remain relevant and responsive to the changing needs and demands of in the era. Including learning loss due to Covid-19, the curriculum is necessary to be refined to adjust the conditions of the learning system in the post-pandemic. To address the learning crisis in Indonesia due to learning loss, a range of comprehensive and interconnected measures are needed. One such measure, which aims to overcome the issue of curriculum, is the implementation of the Merdeka Curriculum policy by the Ministry of Education, Culture, Research, and Technology Indonesia.

Merdeka curriculum offers a varied range of learning opportunities within the curriculum that allow learners to take deeper into concepts and improve their skills. through the grand theory developed by Michael Fullan (2014) effective educational change hinges not just on the design of policies and curriculum, but critically on how these changed are embraced, understood, and implemented collaboratively by all stakeholders, particularly teachers. This perspective emphasizes that succesfull educational reform requires active participation and shared ownership from educators, who are directly involved in implementation process.

Teachers have the freedom to select from different teaching methods to provide to the diverse learning styles and interests of their students. To enhance the development of the Pancasila learner profile, projects are designed according to government-set themes. These projects are not focused on achieving particular learning outcomes and are therefore not restricted to specific subject matter.

2.2.2 The Characteristics of Merdeka Curriculum

2.2.2.1 Soft skills and character development

The main characteristic of Merdeka curriculum is that it prioritizes project-based learning and character. Learning does not only focus on memorizing concepts, but also involves students in practicum or experiments called learning by doing. Students were involved in observing phenomena related to a concept to gain knowledge. The learning



is inquiry, problem-based learning, project-based learning, and through conducting experiments and making projects, students such as communication skills, cooperation, leadership, critical nagement, which make learning more meaningful for them.

of student character in accordance with the profile of Pancasila hough the learning process. However, without being accompanied by

the right attitude, students' abilities in various matters not provide benefits to society. Therefore, it is expected that students can demonstrate behaviors that are in accordance with the values of Pancasila, including its six main characteristics, namely faith and piety to God Almighty, noble character, respect for diversity, mutual cooperation, independence, critical thinking, and creativity. In addition, students also have the opportunity to study important issues such as sustainable lifestyle, tolerance, mental health, culture, entrepreneurship, technology, and democratic life. They would then be trained to act in response to these issues.

2.2.2.2. Focus on essential material

All subject matter is important to learn, the time available for learning in school is limited. Therefore, it is better if we focus on the most useful essential materials. One of the basic competencies that need to be emphasized is literacy and numeracy. Literacy is the ability to analyze reading and understand the concepts behind writing. While numeracy is the ability to analyze and use numbers. Both competencies are important for students in everyday life, no matter what profession they would take in the future. Merdeka Curriculum offers less teaching material, but the discussion is more in-depth. This is much better than learning a lot of things, but it is easily forgotten because it does not delve into it. Each teaching material in this curriculum has essential questions that guide students in understanding the things they learn. It is expected that students can answer these questions based on their learning experience.

2.2.2.3 Flexibility for teachers and students

Teachers have the ability to conduct learning that is tailored to the abilities of each learner. Since each child has different abilities, it is the teacher's job to assess the learners' initial competencies and facilitate appropriate learning.

2.2.3 English Subject in Merdeka Curriculum

2.2.3.1 Learning Outcome

Learning outcome are the minimum competencies the students have to achieve for each subject in learning process. Learning outcome designed with reference to the competency standards graduates and content standards, as core competencies and basic competencies in the 2013 curriculum was designed. achievements learning is renewal from core competencies and basic competencies, which are designed to continue Strengthen learning that focuses on competency development. In learning outcome strengthened strategy to achieve these goals increasingly is to reduce the scope of the material and change the procedures for preparing achievements that emphasize flexibility in learning.

Material reduction, Consequences of oriented learning competence is the need for a reduction in subject matter. Simplification of the curriculum through reducing content does not mean that the achievement standards set are lower. Instead, as on essential subject matter. This essential material is studied in a hurry so that students can learn deeply, explore a concept, see it in perspective, see the relationship between one concept and another, understand a concept in different situations and real situations, as well as a deep understanding of the concept. By the learning experience, it made a deep understanding of a concept more deeply and continuously.



According to constructive learning theory, knowledge is not a collection or set of facts, concepts, or rules to remember. Understanding in constructivism is the process of constructing knowledge through real experience. Understanding is not static, but evolves and changes constantly as students construct new experiences that modify previous understandings. This meaningful understanding requires a student-centered learning process and a longer time than learning that simply stuffs students with information that is less meaningful because it is just to be known or memorized. Thus, as much as possible learning outcome prioritizes competencies that need to be achieved without binding the context and content of learning. Based on these competencies, education units are expected to develop learning that is in accordance with the school context and relevant to the development, interests, and culture of students. This refers to the meaning of competence which is more than just the acquisition of knowledge and skills, but also cultivates and uses the knowledge, skills, attitudes, and values learned to deal with complex situations or problems. Learning outcome is expected to show a series of learning processes of a science concept, from understanding a concept to using science concepts and skills to achieve more complex cognitive demands (for example asking creative solutions, not just answering questions).

2.2.3.2 Learning outcome target

General English learning at the Primary and Secondary Education levels in the national curriculum provides opportunities for students to open insights related to themselves, social relations, culture, and job opportunities available globally. Their understanding of this sociocultural and intercultural knowledge can improve critical thinking skills.

2.2.3.3. English Learning outcome objectives

The achievement of English learning in the Merdeka Curriculum has the following objectives:

2.2.3.3.1 Communicative competence in English with a variety of multi-modal texts (oral, written, visual, and audiovisual).

2.2.3.3.2 Intercultural competence to understand and appreciate the perspectives, practices, and products of Indonesian and foreign cultures.

2.2.3.3.3 Self-confidence to express as an Merdeka Curriculum and responsible individual.

2.2.4. English learning outcome elements

English learning outcomes consist of six elements with the following description:

2.2.4.1 Listening

The ability to understand information, give appreciation to the interlocutor, and understand the information heard, so that they can convey responses in a relevant and contextual manner.

2.2.4.2 Reading



and, use, and reflect on texts according to their goals and interests, vledge and potential so that he can participate with society.

land, use, and reflect visual texts according to their purpose and

The ability to convey ideas, thoughts, and feelings orally in social interactions.

2.2.4.5 Writing

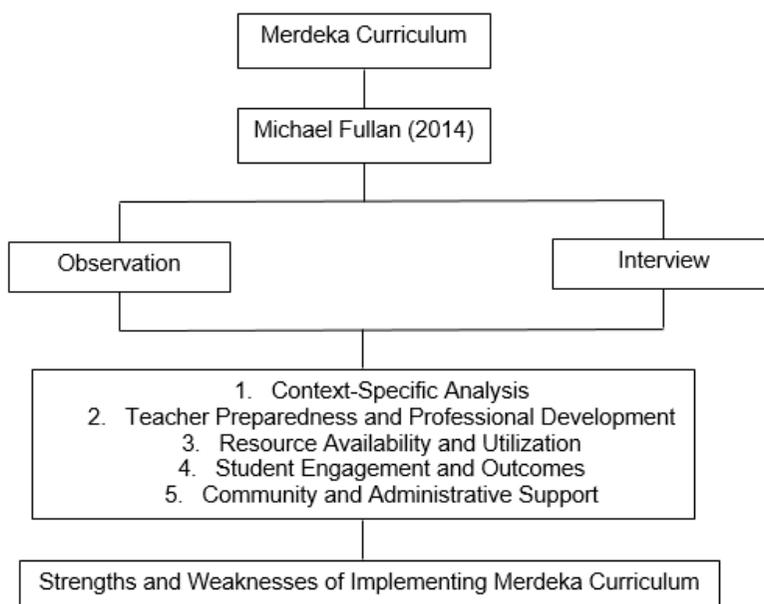
The ability to convey, communicate ideas, express creativity and create in various genres of written text, in an effective and understandable way, and is in demand by readers with the right organizational structure and linguistic elements.

2.2.4.6 Presenting

The ability to present ideas eloquently, accurately, accountable in a communicative way through various media (visual, digital, and audiovisual), and can be understood by listeners. Delivery in speaking and presenting needs to be arranged and developed according to the needs or characteristics of the listener.

2.3 Conceptual Framework

The conceptual framework of this study is depicted by the diagram below:



An Analysis of the Strengths and Weaknesses of Implementing Merdeka Curriculum at elementary Schools 04 Madenan

aims to analyze the strengths and weaknesses of the implementation of Merdeka Curriculum at Elementary School 04 Madenan through the theoretical framework by Michael Fullan (2014) effective educational change hinges not only on policies and curriculum, but critically on how these changes are

embraced, understood, and implemented collaboratively by all stakeholders, particularly teachers. This perspective emphasizes that successful educational reform requires active participation and shared ownership from educators, who are directly involved in implementation process.

The first research focused on the perceived strengths and weaknesses in the implementation of the Merdeka Curriculum. The specific context analysis explored how teachers at Elementary School 04 Madenan report the curriculum's strengths and weaknesses. Additionally, this study evaluated teacher readiness and professional development and their impact on curriculum implementation. The availability and utilization of resources also be examined to understand how these resources support curriculum execution. This study assessed the curriculum's impact on student engagement and learning outcomes, as well as the support from the community and administrative bodies in the curriculum's implementation.

The second research focused on the implementation factors at Elementary School 04 Madenan. The specific context analysis got detail how specific contextual factors influence curriculum implementation. Strategies and challenges related to teacher readiness and professional development be identified. The utilization and adequacy of available resources in supporting curriculum goals was evaluated. The impact of the curriculum on student participation and academic achievement also be analyzed. Finally, the role of community and administrative support in facilitating successful implementation be examined.

The methodology of this study employed a qualitative approach with research instruments including observations and interviews with teachers at Elementary School 04 Madenan. The research participants were teachers at the school. The data collection process includes several steps: first, the researcher provided a permission letter to the principal of Elementary School 04 Madenan in Buleleng Regency. Second, the researcher spoke with teachers and request time for interviews. Third, the researcher and teacher were determined the interview location. Fourth, the researcher arranged schedule to interviews. During the interviews, the researcher observed and record everything said by the teachers. The researcher also took field notes to document observations. To collect data from the interviews, the researcher used audio recordings, which listened to, transcribed, and interpreted. The collected data analyzed through data condensation, data display, and conclusion drawing. The results of this study are expected to provide a comprehensive understanding of the strengths and weaknesses of the Merdeka Curriculum implementation at Elementary School 04 Madenan in Buleleng Regency and offer practical recommendations for improving curriculum implementation in similar schools.

