
The Relevance of The Kurikulum Merdeka Between Solutions And Ambition

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Abstract

Kurikulum Merdeka was designed as part of the Ministry of Education and Culture's efforts to overcome the learning crisis that we have been facing for a long time, which has become increasingly exacerbated due to the pandemic. This crisis is marked by the low learning outcomes of students, even in essential matters such as reading literacy. The effectiveness of the curriculum in special conditions reinforces the importance of changes in curriculum design and implementation strategies in a more comprehensive manner.

INTRODUCTION

Kurikulum Merdeka is a curriculum with various intra-curricular learning where learning will maximize so students have enough time to explore concepts and strengthen their competencies.

Kurikulum Merdeka is just an ambition. This curriculum form is to catch up or learn about loss during the pandemic. This learning loss pursues by simplifying the curriculum. Kurikulum Merdeka is more straightforward and more in-depth because this curriculum will focus on essential material and the development of student competencies in its phases. Then, educators and students will be more independent because, for students, there is no specialization program in high school. Students choose subjects according to their interests, talents, and aspirations. As for teachers, they will teach according to students' achievement and development stages. Then the school has the authority to develop and manage curriculum and learning according to the characteristics of the education unit and students.

The advantages of the Kurikulum Merdeka are: more superficial and more profound, more independent, more relevant and interactive, and the teacher is more flexible in developing the learning process. The disadvantages of the Kurikulum Merdeka are: the Kurikulum Merdeka Belajar is considered less mature in its preparation, the education and teaching system needs to be better planned, the lack of human resources, and the system needs to be structured.

Challenges and Expectations of the Implementation of the Kurikulum Merdeka Era 4.0. (Digitalization of Education)

Several things need to prepare in the implementation of the independent curriculum, namely:

1. Readiness for teachers includes: teachers must be mentors and facilitators for various students, diagnose student potential, and provide learning according to their level of understanding and achievement. Teachers must be able to make children become independent, active learners. Teachers are required to change perspectives and methods of learning. Teachers must be able to use information technology in the teaching and learning process. Teachers expect to have quality, competence, and qualified qualifications. Educators must be able to guide and encourage students so that the potential and creativity of students can explore, honed, and developed optimally.
 2. Students' readiness includes flexibility in choosing what to study, students are required to recognize their potential, and students must be able to use information technology.
- **Expectations for the Implementation of the Kurikulum Merdeka Era 4.0 (Digitalization of Education)**

Kurikulum Merdeka will open opportunities for innovation and the creation of learning for teachers, which orient toward developing Indonesian character and culture. Teachers can understand the characteristics of students and how students learn so that the teaching and learning process expect to maximize according to the wishes and abilities of students—from students who are virtuous, competent, and ready to engage in society according to their fields. Students can progressively experience increased understanding according to the needs and changing times. Producing the nation's children who can understand the material taught by the teacher quickly,

not only being good at remembering the teaching material provided, but students also expect to utilize technology in their learning process.

- **Kurikulum Merdeka Relevant to Education in Indonesia**

Kurikulum Merdeka is just an ambition. This curriculum form is to catch up on the learning loss during the pandemic. This learning loss pursues by simplifying the curriculum. Kurikulum Merdeka is more superficial and in-depth because this curriculum will focus on essential material and students' competency development in its phases. Then, educators and students will be more independent because, for students, there is no specialization program in high school. Students choose subjects according to their interests, talents, and aspirations. As for teachers, they will teach according to students' achievement and development stages. Then the school has the authority to develop and manage curriculum and learning according to the characteristics of the education unit and students.

This curriculum is also still an option besides the 2013 curriculum in schools. There are several reasons why currently the Kurikulum Merdeka is still an option. First, the Ministry of Education and Culture wants to emphasize that education units have the authority and responsibility to develop a curriculum that fits the needs and context of each school. This new curriculum will use as the national curriculum in 2024.

- **Ambition Irrelevant to Education in Indonesia**

1. Ambitions for change in K-13 without an in-depth understanding of the capabilities of teachers and schools.

The success of implementing a set curriculum is not only determined by the drafter's ability but the ability of teachers and schools to execute the curriculum that has been made.

2. Ambition requires teachers and students to be perfect in all respects.

Many demands are made on teachers or students, sometimes even making education burdensome and unpleasant. Whereas basically, teachers and students each have different skills and potential.

- **Kurikulum Merdeka An Educational Solution in Indonesia**

Kurikulum Merdeka has various intra-curricular learning where the content will be more optimal, giving students enough time to explore concepts and strengthen competence. Teachers can choose multiple teaching tools to adapt knowledge to students' learning needs and interests.

Kurikulum Merdeka has been designed to solve various educational problems in Indonesia, such as encouraging improvements in student learning processes and outcomes, primarily due to the pandemic. This condition is also the basis for forming a new curriculum program in 2022 which will be used as an innovation with the hope of developing the quality of education in Indonesia.

The 2022 Kurikulum Merdeka has been rolled out in several driving schools and is proven to be of high quality at an appropriate level if schools have adequate facilities. However, the Kurikulum Merdeka program is implemented in all schools in Indonesia. In that case, it still needs to be reconsidered by considering several factors such as school facilities, existing and required human resources, and costs. A Kurikulum Merdeka can be a solution for Indonesian education. However, this will have the maximum impact if all infrastructure and facilities have been improved for the better.

CONCLUSION

The concept of Merdeka Belajar developed into a curriculum is relevant to the 21st-century learning model, which is more concerned with students' needs when compared to the curriculum development in Indonesia since 1947, where learning is still focused on teachers (teacher centers).

The direction and purpose of curriculum development in Indonesia are more focused on its openness all access for students with teaching materials that refer to student self-development, the use of technology, and learning models that emphasize students can think critically, are good at communicating, are able to collaborate and have creativity that is tall.

The concept of Merdeka Belajar initiated by the Ministry of Education is in tune with what was echoed by Ki Hajar Dewantara a few years ago, which was felt to be very relevant to be applied today.

Education currently gives freedom to all students in the learning process ranging from opinion, thinking, and exploring that is following the values of society and religion relevant to the concept of the Kurikulum Merdeka Belajar. The learning produced in the Kurikulum Merdeka Belajar curriculum will show students who can discuss with friends and teachers, study outside the classroom, form a self-character that is independent and civilized, and, more importantly, students able to have competence in competing in the current era.

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