

# Teachers' Challenges During the Transition from the 2013 Curriculum to the Independent Curriculum in Elementary Schools

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## Abstract

**Background** - The transition from the 2013 Curriculum to the Independent Curriculum presents significant challenges for educators at SD Negeri 2 Jatisari, Wonogiri.

**Purpose** - This study investigates the obstacles faced by teachers, their readiness to implement the new curriculum, and the solutions applied to overcome these issues. Using a qualitative descriptive approach, data were collected through observations, interviews, and document analysis. Data analysis followed the Miles and Huberman framework, involving data reduction, data presentation, and conclusion drawing.

**Findings** - Findings indicate several challenges, including limited technological literacy among senior teachers, insufficient infrastructure, inadequate training, and difficulty understanding the core principles of the Independent Curriculum. Teachers also struggled to develop innovative teaching materials and adapt to the diverse needs of their students. Despite these challenges, teachers showed dedication by participating in training programs, utilizing the Merdeka Mengajar platform, and forming collaborative learning communities. These efforts enhanced their curriculum understanding and supported the adoption of creative teaching strategies.

**Conclusions** - The study concludes that comprehensive and continuous support is necessary for successful implementation of the Independent Curriculum. Such support includes upgrading infrastructure, providing ongoing training, and creating adaptable teaching resources.

**Novelty/Originality/Value** - The novelty of this research lies in its practical focus on digital platforms and collaborative approaches to address specific challenges in curriculum transition. These findings contribute valuable insights into facilitating curriculum reforms in elementary education.

**Keywords:** curriculum 2013, independent curriculum, elementary schools

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## INTRODUCTION

The curriculum is crucial in shaping the overall success of the educational process. With proper planning and relevant design, the curriculum can guide the education system in achieving its established goals (Yenti et al., 2024). In the field of education, the curriculum acts as a guiding structure that includes learning goals and a set of activities to be carried out within schools (Cappa et al., 2024). Over time, the curriculum continues to evolve to address the growing needs and challenges in the field of education (Zumrotun et al., 2024). The primary goal of these developments aims to elevate the excellence of education and produce a generation that not only possesses high competence but is also competitive on an international level.

Since 1947, Indonesia has undergone ten curriculum changes. The initial changes, heavily influenced by political dynamics and scientific advancements, reflected the nation's efforts to strengthen its national identity. The curriculum at that time was designed to shape a generation with strong character and broad knowledge, aligning with the spirit of independence (Dwia et al., 2024). Curriculum updates were made to revolutionize the essence of education and guarantee the attainment of national educational objectives. Schools, as the frontline of education, have a critical responsibility in comprehending and effectively applying the new curriculum. The success of achieving national education objectives is measured, in part, by the effective implementation of the curriculum as one of the key benchmarks (Soleha & Mujahid, 2024).

The implementation of the curriculum encompasses various interconnected stages, starting from structured planning, resource management, the execution of the learning process, to monitoring and evaluating the outcomes achieved. To create a quality curriculum, in-depth analysis and strategic thinking are essential (Miswanto et al., 2024). Evaluation at the final stage of the curriculum serves as an indicator of the achievement of its objectives. Indonesia has faced an extended educational crisis caused by the three-year-long COVID-19 pandemic. To address this issue, systematic reforms are essential and can be achieved through the adoption of the Independent Curriculum. This represents a significant transformative step, designed as a visionary response to modern educational challenges, following an evaluation of the 2013 Curriculum, with the aim of providing a more relevant and flexible approach to education (Madhakomala et al., 2022).

The 2013 Curriculum was designed to simplify the learning process to make it more relevant to daily life. Through a thematic approach focusing on aspects of nature, society, and culture, this curriculum aims to help students develop competencies in a comprehensive manner. This adjustment was made as a stride toward redefining educational excellence and tackling the challenges posed by an increasingly dynamic era (Mawaddah, 2019).

According to (Duwi Saputro et al., 2021), the 2013 Curriculum was designed to encourage students to think critically by using the 5M approach. The learning process begins with direct observation of objects, which then sparks curiosity and prompts the generation of questions. The next stage encourages students to think logically and systematically in seeking solutions. Following this, students are given the opportunity to complete exercises to test their understanding. In the final stage, students are expected to apply the knowledge they have acquired to real-life situations.

Since 2022, Nadiem Anwar Makarim introduced a new policy regarding curriculum development, implemented in driving schools. This policy, known as the Independent Curriculum, can be applied across various education levels, from Senior High Schools to Kindergarten (Kartika Rahayu et al., 2023). The Ministry of Education, Culture, Research, and Technology (Kemendikbud Ristek) has redefined the elementary curriculum by uniting Science and Social Studies into a singular, innovative subject known as Natural and Social Sciences (IPAS) within the Independent Curriculum (Putranto et al., 2023).

The Independent Curriculum grants schools more flexibility in overseeing the learning process, allowing it to be customized to meet the distinctive needs and individual profiles of students at each institution. This strategy aims to elevate educational standards and offer students more meaningful learning experiences (Zumrotun et al., 2024). The most appropriate teaching methods can be determined by teachers, thanks to the flexibility offered by the Independent Curriculum. Various models, media, and teaching materials can be utilized by teachers to meet the needs and unique characteristics of each student (Wibawa et al., 2022).

Future learning is designed to be more engaging and meaningful. Students will not only participate in classroom activities but also engage in various extracurricular activities. Through this interactive approach, students are expected to become more active, creative, and develop strong character. The grading system, which often causes concern for students and parents, will no longer be the sole reference for learning. The unique potential and intelligence of each individual in their respective fields will be recognized and valued. As a result, it is hoped that a generation of learners will be created, ready to face the workforce, professionally competent, and possess strong ethics and morals in societal life. The Independent Curriculum offers engaging learning materials that allow students to delve deeper into topics aligned with their interests (Fauzi, 2022).

According to (Said & Aqodiah, 2024), one of the distinctive features of the Independent Curriculum that helps address learning gaps is the emphasis on project-based learning. These projects are designed to develop students' abilities to socialize, solve problems, and exhibit good character in line with the Pancasila student profile. Furthermore, this curriculum emphasizes core content, ensuring that students are not burdened with too much material and have ample time to fully grasp fundamental competencies. The freedom given to teachers in lesson planning enables them to tailor the content and teaching strategies to fit the specific conditions and needs of students across various regions.

Teachers foster an engaging and enjoyable learning atmosphere through the Independent Learning concept, giving them complete autonomy to create an atmosphere that nurtures confidence and energizes students to fully immerse themselves in the learning journey (Sumarmi, 2023). The Independent Curriculum provides abundant opportunities for teachers to delve into innovative and creative approaches. Teachers are given the freedom to design methods that align with students' characteristics and the existing learning context, freeing them from rigid teaching methods. These transforms learning from a mere one-way transmission of information into a more interactive and enjoyable experience. Teachers can also use various media, such as videos, games, projects, or case studies, to present the material in an engaging and relevant manner. This flexibility supports teachers in creating a learning environment that stimulates creativity, encourages critical thinking, and trains students to solve problems.

It is hoped that the policy on the Independent Curriculum is envisioned to realize its full potential as anticipated. However, in practice, many teachers continue to encounter challenges while navigating the transition from the 2013 Curriculum to the Independent Curriculum. These obstacles can arise from both internal and external factors. Common obstacles include problems with literacy, lack of available resources, restricted digital access, varying levels of teacher competence, and challenges with time management and network accessibility, all of which have impeded the successful integration of the Independent Curriculum within schools (Khoirunnisa et al., 2023).

The launch of the Independent Curriculum in primary education continues to be inconsistent. A significant challenge for teachers is the scarcity of reference materials. Moreover, many educators struggle to move beyond their traditional methods and embrace more creative and innovative teaching approaches, as required by the Independent Curriculum. This curriculum demands that teachers not only master the content thoroughly but also deliver it in engaging and

enjoyable ways for students.

The introduction of the Independent Curriculum at SD Negeri 2 Jatisari has been acknowledged, as noted during an initial interview with the sixth-grade homeroom teacher. Nevertheless, a major hurdle in the shift from the 2013 Curriculum to the Independent Curriculum has been the lack of teacher preparedness to embrace the new approach. Challenges include difficulty in understanding the core concepts and principles of the Independent Curriculum, largely stemming from limited socialization efforts and inadequate training. Moreover, many educators have not yet had access to workshops, seminars, or technical support provided by relevant authorities or institutions.

The curriculum policy, which offers flexibility in presenting learning materials while requiring rigorous content assessment, has created notable challenges for teachers at SD Negeri 2 Jatisari in identifying suitable resources. Senior educators, in particular, have struggled to navigate the complexities of addressing student diversity, leaving them inadequately prepared to transition to the Independent Curriculum. The persistent use of traditional lecture-style teaching and teacher-driven tasks has resulted in a static and uninspired classroom dynamic. Additionally, while the Independent Curriculum champions the integration of technology in education, SD Negeri 2 Jatisari remains underprepared for its full adoption. Limited access to technological tools, unreliable internet connectivity, and low levels of digital proficiency among educators have significantly hindered the implementation of project-based learning and comprehensive assessment frameworks.

In light of the challenges highlighted earlier, the author has designed a study titled "Teachers' Challenges in Transitioning from the 2013 Curriculum to the Independent Curriculum in Elementary Schools." This research seeks to explore three fundamental questions: (1) What specific hurdles do teachers encounter during the transition from the 2013 Curriculum to the Independent Curriculum at SD Negeri 2 Jatisari? (2) To what extent are teachers at SD Negeri 2 Jatisari equipped to comprehend and apply the core concepts and principles of the Independent Curriculum? (3) What proactive measures and solutions have been implemented to address the obstacles faced by educators during this significant shift in curriculum?

This study seeks to achieve the following objectives: (1) To deliver an in-depth exploration of the challenges encountered by teachers as they transition from the 2013 Curriculum to the Independent Curriculum at SD Negeri 2 Jatisari. (2) To evaluate the readiness of teachers in grasping and executing the foundational concepts and principles of the Independent Curriculum. (3) To uncover and detail the strategies and solutions employed to overcome the hurdles faced during this curriculum shift. The findings are expected to contribute significantly to educational discourse, offering fresh perspectives and actionable insights to support the adoption of a more flexible and student-centered curriculum.

## **METHODS**

This study utilizes a qualitative descriptive approach to present a nuanced and comprehensive depiction of the obstacles faced during the transition from the 2013 Curriculum to the Independent Curriculum (Kim et al., 2017). The case study design was chosen for its ability to allow an in-depth exploration of the phenomenon within its natural context, offering detailed insights into the experiences and perspectives of teachers, school principals, and students (Morgan et al., 2017). This approach is particularly relevant in examining curriculum changes, which often involve complex adjustments at multiple levels of the education system.

Data were collected using three primary techniques: observation, interviews, and document analysis. Direct field observations highlighted the real-world challenges encountered by educators, such as adapting to new pedagogical methods and technological requirements.

Interviews with key stakeholders, including teachers, school principals, and students, revealed varying levels of understanding and readiness for the new curriculum. Additionally, document analysis provided valuable insights into the structural and procedural aspects of curriculum implementation, focusing on changes in teaching guidelines and evaluation records (Saliu, 2020).

To strengthen the reliability of the findings, a dual triangulation strategy was employed. Source triangulation cross-referenced information from diverse informants, while technique triangulation blended multiple data collection approaches, such as observations and document analysis, to ensure a comprehensive and unbiased perspective (Kern, 2018). These methods strengthened the validity of the data, ensuring it accurately reflects the conditions in the field.

Data analysis was carried out using the Miles and Huberman framework, which included stages of data reduction, presentation, and conclusion formulation. The reduction process highlighted the most relevant elements in line with the research goals, while the presentation stage structured the findings in a way that made them easily interpretable and insightful (Samsudin et al., 2023). Patterns emerging from the data were used to inductively draw conclusions, shedding light on the systemic challenges and potential solutions in implementing the Independent Curriculum.

## RESULTS AND DISCUSSION

The move from the 2013 Curriculum to the Independent Curriculum signifies a transformative turning point in the trajectory of Indonesia's education system. This change aims to address the evolving demands of education in a dynamic and competitive global environment (Vachkova et al., 2022). The Independent Curriculum, with its dynamic and flexible design, grants schools the freedom to craft learning experiences that are specifically tailored to address the diverse needs of students (Salomo Leuwo & Helmi, 2024). However, this flexibility comes with its own challenges, demanding educators to transition from traditional teaching methods to more innovative, student-focused strategies. The transition is particularly challenging in elementary schools, where teachers often face limitations in resources, training, and readiness.

The adoption of the Independent Curriculum at SD Negeri 2 Jatisari provides crucial insights into the hurdles teachers must overcome during this pivotal transition. These challenges are multifaceted, encompassing technical, pedagogical, and logistical aspects (Gaitas & Alves Martins, 2017). Teachers report difficulties in mastering the new curriculum's core concepts, integrating technology into the classroom, and developing teaching materials that cater to diverse student needs (Lai et al., 2016). The shift from a structured, content-heavy curriculum to a more exploratory and project-based approach requires significant adjustments in teaching methodologies and classroom management strategies.

Despite these obstacles, efforts have been made to mitigate the challenges and support teachers in adapting to the new curriculum. Participation in training programs and the utilization of platforms such as Merdeka Mengajar play a pivotal role in building educators' capacities. Collaborative learning communities also serve as vital resources for knowledge sharing and skill development (Eryilmaz et al., 2023). These initiatives highlight the importance of a comprehensive support system that combines technological, institutional, and professional development to ensure a successful transition.



## **The Challenges Faced by Teachers During the Transition from the 2013 Curriculum to the Independent Curriculum**

Indonesia is focused on advancing educational quality through various innovations, with the Independent Learning Curriculum (Kurikulum Merdeka Belajar) being one of its key initiatives. This curriculum represents the latest initiative within the education system, currently in the process of development and being introduced to all educational institutions. As a result, schools still have the option to choose whether to adopt the Independent Learning Curriculum. This provides an opportunity for schools to gradually adapt and prepare themselves before fully implementing the new curriculum (Halim et al., 2024).

The term "problema" or "problematika" is derived from the English word "problematic," meaning a difficulty or issue. In Indonesian, "problema" refers to a situation that remains unresolved, causing challenges, or an issue that needs to be addressed, solved, or confronted (Baharuddin & Maunah, 2022). A problem is a discrepancy between expectations and reality that requires a solution or resolution (Guswanti & Satria, 2021). Consequently, it can be inferred that a problem is an unresolved matter that requires dedicated efforts to find a solution in order to achieve the desired outcome. The teaching and learning process in schools is fraught with challenges, such as students' struggles to comprehend the lesson material and the difficulties teachers face in communicating the content effectively. These issues often emerge in the context of classroom instruction (Buchs et al., 2017).

According to the research conducted, the implementation of the Merdeka Learning Curriculum at SD Negeri 2 Jatisari began with the introduction of the Merdeka Curriculum in Indonesia. As a relatively new curriculum, its adoption comes with a number of challenges. The principal of SD Negeri 2 Jatisari also highlighted this issue, stating:

*"The Merdeka Curriculum has been implemented at SDN 2 Jatisari since 2022, Beginning with the lower grades (1 and 2) and the upper grades (4 and 5). Although the Merdeka Curriculum has been implemented, SD Negeri 2 Jatisari still faces several challenges, including confusion in choosing the appropriate teaching model for the Merdeka Curriculum, leading many to still rely on teaching models from the 2013 Curriculum. Moreover, there is a gap in technological proficiency among senior teachers, compounded by limited resources and challenges in accessing a stable internet connection."*

In line with the findings of the study (Suprayogi et al., 2017), teachers generally have an understanding of differentiated learning concepts. However, in practice, many teachers have not implemented it in the classroom. This is due to the challenges in mapping students' learning profiles, which include differences in learning styles, interest in subjects, thinking abilities, and levels of self-confidence. As a result, teachers face difficulties in selecting the appropriate teaching model to apply.

In the realm of education, technology holds significant importance, acting as a recent advancement aimed at enhancing the efficiency with which individuals accomplish their tasks. For teachers, technology is incredibly useful in supporting the learning process, making teaching and learning activities more efficient and practical (Major et al., 2021). However, at SD Negeri 2 Jatisari, some teachers, particularly senior ones, face difficulties in understanding technology, which leads to less effective teaching and learning processes. This is also explained by (Tapalova & Zhiyenbayeva, 2022), who state that educators are required to adopt and utilize artificial intelligence (AI) technology in teaching. The presence of AI technology, equipped with three-dimensional (3D) visualization, allows students to gain a deeper understanding of natural phenomena through simulations that resemble real-life conditions.

An adept educator is someone who can seamlessly adjust to curriculum changes. Beyond mastering the subject, they possess a rich array of teaching methods and the confidence to engage and inspire their students. These competencies enable teachers to provide effective and relevant

learning for students (Davis et al., 2011). At SD Negeri 2 Jatisari, teachers have mastered the existing learning materials. Although the Merdeka Curriculum has been introduced, the absence of sufficient supporting textbooks requires learning to be conducted in group settings. Essentially, the successful implementation of the Merdeka Curriculum is heavily dependent on the availability of adequate facilities and infrastructure. Access to relevant textbooks and learning materials aligned with the Merdeka Curriculum's objectives plays a crucial role in fostering a conducive learning atmosphere and facilitating the comprehensive development of student competencies (van den Ham & Heinze, 2018).

In addition, based on interviews conducted by the researcher with teachers at SD Negeri 2 Jatisari, another issue faced is the difficulty senior teachers have in managing the heterogeneity of students in the classroom, which makes them unprepared to transition to the Merdeka Curriculum. The differences in student characteristics present a significant challenge for educators in implementing learning. The impact of learning is largely driven by a teacher's ability to adapt and meet the varying needs and interests of their students (Gheysens et al., 2022).

### **Teacher Readiness in Understanding and Adopting the Concepts and Principles of the Merdeka Curriculum**

The Merdeka Belajar concept provides teachers with complete autonomy to design an engaging and motivating learning atmosphere, enabling students to feel at ease and eager to participate actively in the learning journey (Sumarmi, 2023). The level of preparedness is vital in influencing the success of curriculum implementation planning. Therefore, a teacher needs to adequately prepare everything. In this context, to implement the Merdeka Curriculum, teachers must have solid preparation to achieve the desired objectives effectively (Heryahya et al., 2022). Interviews with educators at SD Negeri 2 Jatisari reveal that while their understanding of the Merdeka Curriculum's concepts and principles is adequate, it lacks depth, suggesting they are not fully prepared to implement the curriculum effectively.

The educators possess a solid grasp of the fundamental framework of the Merdeka Curriculum for primary education, which encompasses both in-class learning and the Student Profile Strengthening Project (P5). However, they stated that the limited examples of Merdeka Curriculum implementation at the elementary school level have led to a lack of clear guidance on how it should be applied in teaching. To tackle this, the teachers engage in a variety of training sessions organized by the education department, aiming to enhance their understanding and refine their skills in implementing the Merdeka Curriculum. Consistent with the study's findings (Nofrianni et al., 2023), most educators grasp the core concepts of the Merdeka Curriculum. However, certain teachers continue to encounter difficulties when crafting lesson plans that align with the updated curriculum. As a result, the demand for advanced training—such as workshops or programs focused on skill development—becomes vital in addressing these issues. Lesson plan development is a vital stage in the implementation of the Merdeka Curriculum, enabling schools to customize the curriculum to better address the specific needs and unique traits of their students.

Several teachers at SD Negeri 2 Jatisari, including the 6th-grade teachers, still face difficulties in developing teaching materials that meet students' needs. They continue to rely on centralized teaching modules, which are then adapted to local conditions. This underscores the necessity for additional support to assist teachers in improving their abilities to develop high-quality teaching materials. The teachers have not fully grasped how to design teaching modules and require additional training on module development. Teaching modules are essential tools in shaping Pancasila students. Consequently, educators must possess a deep understanding of how to create effective teaching modules. A good teaching module should align with the learning

material, cater to students' needs, and be presented in an engaging way to increase students' learning motivation (Kickert et al., 2022).

As noted by (Rahmadhani et al., 2022), one of the key prerequisites for schools in implementing the Merdeka Curriculum is ensuring the availability of adequate facilities and learning resources. These resources and infrastructure play a crucial role in achieving educational goals and are essential tools in the teaching and learning process. The success of educational initiatives is heavily reliant on the quality of the school's facilities. Well-equipped facilities can positively influence classroom learning outcomes. Facilities and infrastructure encompass everything that facilitates effective teaching and learning. The use of diverse and engaging learning materials can stimulate students' senses, making the content more accessible and memorable. Furthermore, learning media promotes a more interactive and collaborative approach to learning, allowing students to engage directly with the subject matter. This is crucial for sparking student enthusiasm and driving the achievement of exceptional learning outcomes.

The success of the learning experience is deeply influenced by three fundamental roles that a teacher must embrace, namely: (1) The instructional function of the teacher, which is central to the teaching profession. This role includes delivering material, assigning tasks, and assessing students' learning outcomes. (2) The educational function of the teacher, which goes beyond just cognitive aspects. Teachers act as educators who assist students in developing their full potential, both morally and socially. (3) The managerial function of the teacher, which involves classroom management, including administrative duties and organizing a conducive learning environment. Teachers also play a role in managing social interactions within the school and the community (Nidawati, 2020).

Law Number 14 of 2005 explicitly states that teachers are professional educators who bear the primary responsibility for developing students' potential at all levels of education (Mulyani, 2009). One crucial aspect of teachers' professional responsibilities is curriculum development (Steketee & O'Keefe, 2020) categorizes approaches to curriculum development into three categories: centralization, decentralization, and stand-alone. In a centralized curriculum development system, the design and evaluation of the curriculum at the macro level are entirely the responsibility of the central team. The role of teachers is more focused on implementing the curriculum at the micro level, which involves adjusting materials, methods, and assessments based on the characteristics of the students.

In a decentralized curriculum model, schools or networks of schools are empowered to craft their own curricula, allowing them to better address the distinct needs and contexts of their students. As a result, the curriculum developed will be better suited to the characteristics of the learners. In this system, the role of teachers becomes more important as they can participate directly in the curriculum development process. Meanwhile, in the stand-alone model, specific units or institutions operate independently, taking full responsibility for the design, development, and evaluation of their curricula, thereby enabling maximum flexibility to address the specific needs of their learning community.

### **Solutions Implemented to Address the Challenges Faced by Teachers During the Transition from the 2013 Curriculum to the Merdeka Curriculum**

The interview results reveal that all educators at SDN 2 Jatisari face challenges in moving from the 2013 Curriculum to the Merdeka Curriculum. Despite these obstacles, the teachers at this school have shown remarkable dedication in tackling these issues. They actively participate in various training sessions organized by the school principal and utilize the Merdeka Mengajar Platform to deepen their understanding of the new curriculum. In line with the study's results (Prihatini et al., 2022), the strengthening of educators' and school leaders' skills to effectively



implement the Merdeka Curriculum is achieved through a holistic approach, featuring in-depth training and ongoing support. A digital-based microlearning approach is employed to develop competencies gradually. Additionally, the presence of expert speakers and access to various online and offline learning resources supports the adaptation process to the new curriculum. The formation of learning communities is also facilitated to foster collaboration and share best practices. The school needs to develop comprehensive teaching materials, from textbooks to the Profil Pelajar Pancasila reinforcement projects, which can be accessed through digital platforms. The School Operational Assistance (BOS) fund can be utilized as a funding source for the procurement of these teaching materials.

The Merdeka Mengajar Platform is a crucial resource for facilitating the implementation of the Merdeka Curriculum. In addition to offering teachers opportunities to advance their professional growth, the platform supplies a wide range of tools and materials aimed at enhancing their ability to effectively apply the new curriculum. As a result, the platform helps educators refine their skills and sparks creativity to design more innovative, student-focused learning experiences. As a facilitator in the effort to cultivate Pancasila Students, the Merdeka Mengajar Platform provides various features that enable teachers to teach more effectively, explore new concepts, and produce innovative works that can inspire students.

The Merdeka Mengajar Platform has greatly influenced teachers' professional growth by offering a variety of learning materials that align with the Merdeka Curriculum. This platform not only offers innovative teaching tools but also assists teachers in conducting diagnostic analyses of students' literacy and numeracy skills in an efficient manner. As a result, teachers are able to create more targeted lessons that cater to the specific needs of each student. Furthermore, the platform provides high-quality, self-paced training materials available at any time, along with a variety of instructional videos to serve as learning resources. The platform's collaborative features also allow teachers to exchange best practices and benefit from one another's experiences.

The Merdeka Mengajar Platform provides a range of features specifically designed to foster the professional growth of teachers. Through content crowdsourcing, online learning communities, and self-paced learning, this platform facilitates collaboration, knowledge sharing, and the development of teacher competencies. Additionally, career planning and professional networking features enable teachers to plan their career development and build connections with colleagues.

## CONCLUSION

The rollout of the Merdeka Curriculum in schools continues to grapple with a range of challenges. Teachers, particularly those with more experience, struggle to grasp the new curriculum's concepts, especially in areas such as digital literacy and adapting to technology. Another major obstacle is inadequate training, lack of proper socialization, and the scarcity of essential resources such as teaching materials and technological infrastructure. While teachers have a basic understanding of the Merdeka Curriculum's concepts and principles, their knowledge remains superficial, leaving educators at SD Negeri 2 Jatisari unprepared to fully implement it. Despite these challenges, various strategies have been put in place to address them, such as engaging teachers and school leaders in Merdeka Curriculum training and leveraging digital platforms like the Merdeka Mengajar Platform. Additionally, the formation of learning communities and the inclusion of expert speakers are key in strengthening teachers' competencies for successful curriculum implementation. In conclusion, the successful transition to the Merdeka Curriculum demands more holistic support, such as upgrading

infrastructure, ongoing training, and the creation of innovative learning resources to make the learning experience more effective and engaging for students.

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