

Teachers' interpretation of the Merdeka curriculum as a policy innovation: phenomenological exploration

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Abstract

The Merdeka Curriculum significantly changes Indonesia's education system by granting schools flexibility in designing, implementing, and evaluating learning. This study examines teachers' acceptance of the curriculum, challenges encountered, and strategies for adaptation using a phenomenological qualitative approach. Data were collected through interviews, observations, and document analysis to explore teachers' interpretations of the curriculum's innovation attributes: relative advantage, compatibility, complexity, trialability, and observability. Findings indicate that the curriculum enhances learning flexibility and student motivation. Its compatibility with previous practices supports adaptation, though complexity arises from changes in work culture and administrative demands. Trialability is facilitated by mentoring and collaboration, while observability suggests improved student engagement, requiring further evaluation. This study recommends continuous training, resource support, and systematic monitoring to strengthen adoption, with active teacher participation for ongoing feedback.

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INTRODUCTION

It is undeniable that the current global changes influence various aspects of life. In 2023, Indonesia faces 22 issues of special concern, one of which is education (*The 22 Most Important Issues*, 2023). Questions arise such as ensuring that all levels of society have equal access to education and realise competent graduates. However, within the scope of education, interrelated challenges must be addressed comprehensively (Damayanti *et al.*, 2023). These challenges include the quality and quantity of educators, infrastructure and local leadership, which is important in decentralising education. The gap in the quality of education has long been in the spotlight, with Indonesia having the highest youth unemployment rate in South-east Asia, at 20% (Ginting, 2021). Following up on this, of course, the government has taken various ways to overcome the improvement and equalisation of the quality of education in Indonesia. Curriculum changes are made to overcome educational problems, but it is also a periodic update to ensure the curriculum remains relevant in helping teachers and students achieve educational goals (Hapsari & Widiastuty, 2023).

The government responded to these needs by designing a curriculum that (1) is simple, easy to understand, and implement; (2) focuses on the competencies and character of all learners; (3) is flexible; (4) is aligned; (5) is mutual; and (6) takes assessment results and feed-back into account (BSKAP, 2022). The Merdeka Curriculum was then introduced through the Minister of Education, Culture, and Research Regulation No. 12 of 2023, establishing it as the foundational framework and curriculum structure at all levels of education in Indonesia. The Merdeka Curriculum is designed to provide meaningful and effective learning experiences that nurture students' intellect, emotions, physical well-being, and spirit as lifelong learners with Pancasila

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character. Its rationale is grounded in the Pancasila Learner Profile and responds to global shifts in the workforce, social and cultural changes, political dynamics, and national development priorities outlined in the 1945 Constitution and Pancasila. The term “Merdeka” signifies that every student should have the widest possible access to knowledge, embracing both formal and informal learning environments (Sholeh, 2022).

In response to educational needs, the government designed a curriculum that is: (1) simple and easy to implement, (2) focused on competencies and character development, (3) flexible, (4) aligned, (5) mutual, and (6) responsive to assessment and feedback (BSKAP, 2022). The Merdeka Curriculum, established by the Minister of Education, Culture, and Research Regulation No. 12 of 2023, serves as the foundation for all levels of education in Indonesia. It aims to provide meaningful learning experiences that develop students’ intellect, emotions, physical abilities, and character as lifelong learners. The curriculum is rooted in the Pancasila learner profile and responds to global changes in work, social, cultural, and political contexts, aligning with national interests and the 1945 Constitution. “Merdeka” signifies that students have access to broad knowledge inside and outside the classroom (Sholeh, 2022). Teachers are entrusted to organise and manage learning according to students’ needs. This development reflects the Merdeka Belajar philosophy, which offers freedom and flexibility to both students and teachers (Lestari *et al.*, 2023), to foster creative, innovative, and integrated resources to meet the challenges of society 5.0 (Lubis, 2023).

When examined for its identity as an educational innovation, the Merdeka Curriculum is an educational reform expected to optimise students’ potential more optimally and independently and prepare competent graduates to enter an increasingly complex society (Lestari *et al.*, 2023). Examined from the perspective of progressivism, the concept of Merdeka can be realised through progressive, open, rational and scientific education. In addition to giving freedom to teachers, students can also learn according to their needs regarding sustainable lifestyles, culture, entrepreneurship and technology (Yunaini *et al.*, 2022).

Every idea initiated in the Merdeka Curriculum will only happen if communicated, accepted, and implemented according to its purpose. In this case, a diffusion process is needed so that a particular social system can adopt the idea of renewal and innovation (Nisrokha, 2020). In its diffusion process, the Merdeka Curriculum will undoubtedly intersect with acceptance by teachers while adapting the curriculum and its impact on the student learning process in the classroom (Syahbana *et al.*, 2024). During the curriculum change, of course, there are problems in adjusting and accepting the curriculum, and if there are obstacles, the curriculum will not achieve its goals optimally (Pakpahan *et al.*, 2023).

For this reason, understanding the diffusion process of curriculum innovation will create a more practical approach to communicating the changes offered in the Merdeka Curriculum. The diffusion of innovation theory proposed by Rogers in 1962 explains how a social system communicates and adopts an idea or innovation (Rogers, 2003). Social change, demands for improving the quality of education and the availability of new technology are the backgrounds for the importance of innovation diffusion in education (Currie *et al.*, 2021). Currently, the Merdeka Curriculum has gone through its diffusion process since it was launched by the Ministry of Education and Culture in 2022. In its design, an implementation strategy emphasises the Merdeka Curriculum as a choice, a reasoning process, and requires comprehensive support (BSKAP, 2022).

From the first point, we can see how the government also considers the diffusion process by giving schools freedom regarding adopting the Merdeka Curriculum. In addition, the government also offers several ways to implement the Merdeka Curriculum according to the ability and readiness of schools. There are three options for implementing the Merdeka Curriculum: Independent Learning, Independent Change and Independent Sharing. This strategy is the diffusion process of the Merdeka Curriculum. The government introduces an innovation and frees the schools to adopt the Merdeka Curriculum gradually.

After nearly two years of implementation, the Merdeka Curriculum has received positive

feedback from educators, who find it easier to apply due to administrative flexibility, allowing more time for lesson preparation. As part of the Independent Learning approach, schools can adapt the curriculum without fully replacing existing structures. Successful implementation requires a conducive learning environment and adequate IT support (Handayani, 2024). The curriculum enables teachers to optimise their competencies and design student-centered learning, shifting their role to facilitators who guide students in exploring knowledge more independently (Sunarni & Karyono, 2023). Compared to previous curricula, student learning outcomes have significantly improved following its adoption (Lase *et al.*, 2023).

As key educational actors, teachers' perceptions of the curriculum significantly influence the learning process, affecting lesson design, classroom management, and student outcomes. A clear understanding of the curriculum enables teachers to manage classrooms effectively and foster an engaging learning environment (Munir *et al.*, 2022). Moreover, teachers serve as agents of change, facilitating the spread and adoption of innovation within their professional networks. For instance, teachers leverage their role in classroom practice to support meaningful changes that address students' academic and emotional needs. Research by Pantić *et al.* (2022) highlights that teacher agency in educational change often prioritises student well-being. Therefore, when teachers embrace the curriculum as an innovation, its intended goals are more likely to be achieved.

Regarding innovation adoption, Rogers (2003) identifies several key factors influencing decision-making and implementation (Alenezi, 2022). These include (1) relative advantages, (2) compatibility, (3) complexity, (4) trialability, and (5) observability. Understanding these attributes helps stakeholders predict how an innovation will be received within a social system. A curriculum with more excellent perceived benefits, alignment with existing practices, ease of trial and observation, and lower complexity is likely to be adopted more rapidly. Call & Herber (2022) emphasise that these attributes are subjectively perceived by potential adopters rather than as objective indicators of adoption levels. By analysing teachers' experiences with the Merdeka Curriculum, stakeholders can identify adoption challenges and develop strategies to create a supportive environment for its successful implementation.

Based on the previous illustrations of the Merdeka Curriculum, this research aims to reveal teachers' perceptions of the curriculum as a product of policy innovation in education. Additionally, this study seeks to elucidate the teachers' understanding of the Merdeka Curriculum through a specific theoretical framework that helps provide a comprehensive outlook on the policy innovation. In this regard, the research employs a diffusion and innovation theoretical framework based on the work of Rogers (2003). This study will offer both theoretical and practical insights into the barriers and opportunities faced by teachers, contributing to a deeper understanding of how educational innovations can be better integrated and sustained in practice.

LITERATURE REVIEW

Since this study focuses on the implementation of the Merdeka curriculum, the crucial role of teachers in the implementation of the curriculum in school, and diffusion and innovation theory as a theoretical framework, this literature review will delve into these topics in detail as follows.

A. Diffusion of innovation

Innovation is defined as something new and different from things that have existed before. Innovation is the implementation of creative ideas that are developed according to the norms of a particular social system. The goal is that innovation can provide encouragement and improve performance effectively (Kremer *et al.*, 2019). Something that is considered new by the person or group that adopts it can also be said to be an innovation according to Rogers (2003). Therefore, it can be concluded that innovation is a renewal of ideas, ideas, products and services in aspects of

human life to achieve the goals of a community group. In educational studies, innovation is very important to keep pace with the scope of the learning process that continues to grow. Various types of innovative approaches continue to be carried out to support the improvement of student learning outcomes (Dar & Fayaz, 2023). Educational innovation is a problem-solving strategy and can be in the form of products or systems (Rusdiana, 2014).

Currently, educational innovation is a primary focus of the education system, aiming to produce graduates with superior competencies. This is because educational innovation serves as a response to the challenges faced in education. It is also designed to serve the interests of learners, promoting their development while prioritizing effectiveness and cost-efficiency. In their discussion on the effectiveness and economic aspects of the learning process, Fuad *et al.* (2022) suggest that sociocultural factors, including collaboration among teachers, communities, and stakeholders, play a crucial role in boosting teachers' confidence to implement more innovative teaching methods. One of the notable impacts of this is that, in the context of curriculum innovation, cultural influences encourage teachers to adopt new plans, ultimately leading to higher levels of student understanding.

It is also important to pay attention to spreading innovation to ensure that it is accepted and adopted by the intended audience. For this reason, the diffusion of innovation is necessary to determine the right strategy for communicating ideas and innovative products. The innovation diffusion theory began to take shape when French sociologist Gabriel Tarde introduced the S-shaped diffusion curve, illustrating how a group adopts an innovation over a certain period. The most famous figure in Diffusion of Innovations is Everett Rogers, who outlined the theory in his book *Diffusion of Innovations* (2003).

Rogers (2003) explained that the diffusion of innovations is the process by which innovations spread among social groups through communication channels over time. The key elements in the diffusion process are: (1) innovation, (2) communication channels, (3) time, and (4) social system. Ananda and Amiruddin (2017) explain that after an innovation is designed and disseminated, an innovation-decision process determines whether the innovation will be successfully accepted or rejected by the social system. Each stage of the innovation-decision process influences the success of the innovation's goals. Innovations requiring individual decisions are adopted more quickly than group decisions. The more individuals involved in the decision-making process, the slower the adoption pace.

In the diffusion of educational innovations, several important elements must be considered in the innovation-decision stage so that the target individual or social group can accept and even adopt the innovation. An innovator can measure the adoption rate to see how the innovation-decision reaches the confirmation stage. The adoption rate is the relative speed at which social system members adopt an innovation. The variables that affect the adoption rate are the perceived attributes of innovation, the type of innovation-decision, the characteristics of communication channels, the characteristics of the social system and the efforts made by change agents to promote innovation (Rogers, 2003).

Perceived attributes of innovation influence decisions to adopt or reject innovations. Rogers (2003) identifies five key attributes that account for 49% to 87% of the adoption rate: (1) Relative Advantage, which measures how much better the innovation is compared to previous ideas or products in terms of economy, social status, comfort, and satisfaction; (2) Compatibility, which reflects how well the innovation aligns with existing values, past experiences, and future needs of potential adopters; (3) Complexity, which indicates how difficult the innovation is to understand and use; (4) Trialability, which refers to the ability to test the innovation on a limited scale; and (5) Observability, which measures how visible the innovation's impact is to potential adopters. The easier the innovation's results are to observe, the more likely it is to be adopted.

B. Teacher as an agent of change

As a study of human interaction, the diffusion process aims to communicate new ideas to others (Ananda & Amiruddin, 2017). The role of each individual involved affects the delivery of innovative ideas and, ultimately, their acceptance and adoption by a particular social system. Rogers (2003) asserts that an agent of change is responsible for supporting the achievement of innovation diffusion goals. He further outlines the role of change agents in the diffusion process: (1) helping clients recognise the need for change or innovation, (2) providing information and understanding about the innovation, (3) analysing the problems clients face when adopting innovations, (4) motivating clients to try the innovations, (5) assisting clients in implementing innovations, (6) ensuring the diffusion process continues until clients fully adopt the innovations, and (7) encouraging clients to become more independent in implementing innovations without further assistance.

The basic concept of the agentic role of teachers is closely related to the basic concept of teacher agency, which relates to interactions and collaborations that focus on student well-being (Pantić *et al.*, 2022). As agents of change, teachers have a big role in bringing changes that can solve problems and suit students' learning needs. For this reason, teachers' perceptions are considered important in curriculum development because they are the main actors. However, according to Ananda & Amiruddin (2017), there are still some shortcomings of teachers in managing and bringing changes to the learning process.

Furthermore, according to Rusdiana (2014), special attention is needed regarding competence so that teachers can accept and adopt a change. Starting from designing and implementing learning activities and administrative tasks and communicating and developing personal and student abilities. In fact, in each curriculum change, teachers, as the main actors, need support from the government and education units to understand and implement the curriculum. It would also be better if teachers, as agents of change, were involved in providing feedback on curriculum design (Venketsamy & Hu, 2024).

C. The Merdeka curriculum

The curriculum is a vital and strategic component as it serves as the content that will be delivered to students to achieve educational goals. The design of the Merdeka Curriculum focuses on simplifying and improving the curriculum while introducing greater flexibility. It also emphasises relevant literacies such as digital literacy, financial literacy, health literacy, and climate change literacy (BSKAP, 2024). The foundation of the Merdeka Curriculum is rooted in the Merdeka Belajar philosophy, as outlined in the Ministry of Education and Culture's Strategic Plan 2020-2024 (Kementerian Pendidikan dan Kebudayaan, 2020). This philosophy represents a paradigm shift that seeks to relieve teachers from overly rigid standards, allowing them to play a more supportive role in the learning process. It also empowers students by giving them the freedom and responsibility to set their learning goals, reflect on their abilities, and take ownership of their learning outcomes.

In the Merdeka Curriculum, several changes focus on competence, necessitating the simplification of lesson content. This is achieved by designing Learning Outcomes (CP), which includes knowledge, attitudes, and skills. Each CP is formulated for each subject, allowing the main concepts students will learn in each phase to be identified. Some aspects of the 2013 Curriculum structure are retained; for example, the number of lesson hours remains the same. However, they are now allocated per year, unlike the 2013 Curriculum, which was regulated weekly. A new subject, IPAS (Natural and Social Sciences), integrates knowledge with everyday life. Additionally, students must participate in two main activities: intra-curricular learning and project-based learning, according to the Pancasila Student Profile.

Curriculum implementation refers to how teachers deliver instruction and assessment based on the content of the curriculum. The current curriculum design is expected to assist

teachers in the teaching and learning process and improve student learning outcomes. This stage is complex because the success of a curriculum largely depends on the management and strategies educators employ in its implementation (BSKAP, 2022). Three key principles underpin the Merdeka Curriculum implementation strategy: (1) the independent curriculum is a choice, (2) curriculum implementation is a learning process, and (3) support must be provided to education units and educators as needed, both in terms of the existing situation and time constraints.

The enactment of the Merdeka Curriculum is supported by policies like Guru Penggerak, Sekolah Penggerak, and the Merdeka Mengajar platform, all of which aim to empower teachers and schools in its implementation. Teachers play a crucial role as agents of change, influencing how the curriculum is applied in the classroom. Their perceptions of the curriculum—whether they see it as an opportunity for growth or a challenge—can significantly impact its success. Teachers who view the Merdeka Curriculum positively are more likely to adopt innovative methods, while those who find it complex may resist. Programs like Guru Penggerak help shift teachers' mindsets, build confidence, and equip them with the skills needed for successful implementation. Ultimately, the success of the Merdeka Curriculum depends on teachers embracing their role as change agents and recognizing the curriculum's potential to transform teaching and learning.

METHOD

Moleong (2014) stated that qualitative research aims to explore a phenomenon experienced by research subjects, including behavior, perceptions, motivations, and actions, by describing data naturally to understand the phenomenon through words and language. This purpose supports exploring all information about the phenomena, participants, and research locations (Creswell, 2016). This study examines teachers' perceptions of the innovation attributes in the Merdeka Curriculum. Regarding the diffusion process, the school chose the Independent Change option for implementing the Merdeka Curriculum. The curriculum was piloted in the 2022/2023 school year for grades 1 and 4, with plans to expand to six study groups (grades 1, 2, 4, and 5) in the following school year.

In order to reveal the teachers' perception, this qualitative approach employs phenomenological analysis by collecting data from subjects who have experienced the phenomenon, describing "what" they experience and "how" they experience it (Moustakas, 1994). To gain a deep understanding of individual experiences, this study uses the Interpretative Phenomenological Analysis (IPA) approach (Smith et al., 2009). The analysis began by repeatedly reading the interview transcripts to understand the data in depth. The researcher then made preliminary notes, which included descriptive, conceptual, and linguistic comments. From these notes, themes were developed and categorized based on further analysis. Finally, the researcher explored the relationships between themes and patterns that emerged, both from individual participants and across participants.

RESULT AND DISCUSSION

After analysing the data collected from interviews, observations, and documentation related to the meaning of Innovation Attributes proposed by Rogers (2003) concerning teacher perceptions, the researchers present the findings based on the problem formulation outlined earlier. The results, organised into themes, describe the form and meaning of each attribute, which are then linked to the relevant theory to address the research questions. The study describes the meaning of the innovation attributes as follows: (1) Relative Advantage, (2) Compatibility, (3) Complexity, (4) Triability, and (5) Observability

A. Relative advantage

Relative advantage refers to the extent to which the Merdeka Curriculum, as an innovation,

is considered better than the previous curriculum. The Merdeka Curriculum emphasises flexibility in learning, allowing learning to occur anywhere and anytime. This flexibility also extends to delivering learning materials and methods (Veletsianos & Houlden, 2019). Based on the data collected, the Merdeka Curriculum allows teachers to enhance their capacity by exploring engaging learning strategies.

As stated by Tunas & Pangkey (2024), the Merdeka Curriculum is designed to improve learning quality by offering freedom and meaningfulness to students and teachers, enabling learning that aligns with real-world conditions. Alfaeni & Asbari (2023) emphasize that providing space for students and teachers to express themselves during the learning process can enhance the enjoyment of learning. Niemi (2021) notes that a flexible curriculum design allows teachers to collaborate and create varied learning experiences. Additionally, Forsling and Tjernberg (2023) highlight flexibility as a transformative competency for teachers, allowing them to adapt their teaching to the conditions of their students.

The research found that teachers perceive curriculum flexibility as a crucial element in improving the quality of learning and student engagement. The freedom to innovate in teaching supports collaboration among teachers to better adjust to students' needs. However, the challenges expressed by teachers suggest that implementing this flexibility requires stronger support from schools and the government, as well as the training and mentoring needs discussed by Sutrisno & Yulia (2022). Flexibility in the Merdeka Curriculum allows primary school teachers to design and implement learning that is more responsive to student needs. While this freedom enables teachers to manage time more effectively and focus on essential content, it also presents challenges, such as the increased time and effort required for planning. This paradigm shift calls for stronger support from schools and the government to help teachers adapt and enhance their competence in implementing a flexible curriculum, ultimately leading to better achievement of educational goals.

B. Compatibility

Rogers (2003) defines the Compatibility attribute as the compatibility of innovations with the culture, values, and experiences of users, which affects users' attitudes towards these innovations. In the context of the Merdeka Curriculum, compatibility is seen in the flexibility of the curriculum that allows teachers to design progressive, innovative, and open learning to change, in line with the philosophy of progressivism (Yunaini *et al.*, 2022). In addition, complexity theory is also introduced as the ease with which innovations are understood and implemented, where users will more quickly accept innovations that are easy to use.

This study shows that teachers feel that the Merdeka Curriculum is compatible with the culture at school; even the Merdeka Curriculum is considered to strengthen the existing educational pillars at school, including Information Technology, English, Mandarin and Entrepreneurship. Teachers can design learning according to student needs, including implementing the Pancasila Student Profile Strengthening Project (P5) program. In addition, teachers also find it helpful to simplify teaching tools despite facing challenges related to administrative workload and readiness to implement project-based learning and differentiation.

The view that the perception of positive compatibility can influence the acceptance of innovations then shows that accepting the Merdeka Curriculum as an innovation is considered good. However, its implementation still faces challenges, especially regarding administrative workload and teacher readiness in designing project-based learning and differentiation. This curriculum is perceived to help teachers and students adapt to change but still requires additional support to reduce the complexity of its implementation.

C. Complexity

Complexity refers to how easily innovation can be used, with simpler innovations generally

being accepted more quickly by users. In the context of the Merdeka Curriculum, complexity is associated with changes in administration, learning strategies, and the evaluation of learning outcomes—factors that directly impact teachers as the primary users (Sanjaya *et al.*, 2022). Research shows that teachers understand the Merdeka Curriculum and can implement it systematically without significant difficulties. However, they face challenges such as a lack of resources, inadequate facilities, and heavy administrative workloads.

Additionally, teachers find it challenging to independently compile teaching tools and design technology-based learning and teaching media, despite the Merdeka Curriculum offering them the freedom to innovate (Sijabat *et al.*, 2023; Windayanti *et al.*, 2023). Although teachers find the Merdeka Curriculum understandable, they still encounter challenges in its implementation, such as limited resources and heavy administrative workloads. This aligns with the theory that innovations perceived as complex require greater adaptation and may be accepted more slowly if not supported by adequate readiness. The complexity involved in designing differentiated learning and using technology also presents barriers to implementation (Raman *et al.*, 2024).

D. Triability

Triability, according to Rogers (2003), refers to the ability of users to test an innovation before fully adopting it. Innovations that allow users to experiment tend to result in a stronger commitment to adoption. In the context of the Merdeka Curriculum, the government provides options for staged implementation, such as *Mandiri Belajar*, *Mandiri Berubah*, and *Mandiri Berbagi*, which allow schools to try the curriculum out gradually (Rahmayanti *et al.*, 2022). Research shows that the Merdeka curriculum is considered easy for teachers to pilot. The flexibility of this curriculum enables teachers to customise teaching tools according to student needs. Teachers feel comfortable trying new elements, such as Teaching Modules, the Platform Merdeka Mengajar (PMM), and Diagnostic Assessments.

However, teachers also report that the additional workload, such as completing the PMM module, is a challenge, although they find the PMM itself useful as a reference for designing learning (Anggraeni & Soepriyati, 2023; Puspitasari & Utami, 2023). These results are consistent with the principle of triability, as teachers are given the opportunity to experiment with new components of the Merdeka Curriculum before full adoption. The opportunity to try out various elements, such as Teaching Modules and Diagnostic Assessments, provides teachers with hands-on experience, strengthening their commitment to adopting the curriculum. However, some barriers related to resources and workloads indicate that the innovations still require further support to be optimally implemented (Fitri *et al.*, 2024; Huyen & Yen, 2022).

E. Observability

Observability is an attribute that states that if an innovation is easy to observe and its implementation leads to positive benefits, it is more likely to be well-received. Innovations that are easy to observe and have a clear positive impact provide added value, making it easier for users to understand (Park, 2024).

Based on the interviews with the informants of this research, implementing the Merdeka Curriculum has had a positive impact that both teachers and parents can observe. Teachers have noticed significant changes in student behavior, such as increased activity levels and enhanced collaboration skills. While student focus and interest challenges persist, various learning strategies, such as Project-Based Learning (PBL) and the P5 program, help teachers overcome these difficulties. Diagnostic assessments also enable teachers to gain insights into students' cognitive and non-cognitive abilities, which inform their lesson planning.

Parents have also provided positive feedback, noting that their children are learning at their own pace and becoming more actively involved in the learning process. The impact of learning strategies like PBL and diagnostic assessments has become clear, further facilitating various sta-

keholders' acceptance of this curriculum.

The observable results of this innovation have strengthened the acceptance and support of both teachers and parents for the Merdeka Curriculum. The changes in student character—such as increased activity and collaboration—indicate its success. Teachers can provide more tailored instruction through diagnostic assessments and varied learning strategies. Positive feedback from parents further supports the adoption of the Merdeka Curriculum, demonstrating that this innovation is successfully accepted due to its direct, observable results.

CONCLUSION

The results showed relative advantages to this curriculum, especially in terms of flexibility, which allows teachers to design more varied and in accordance with student needs. The compatibility of Merdeka Curriculum was felt to align with the values and learning practices that already exist in schools. However, teachers also face challenges related to the complexity of the curriculum, including changes in ways of working and an increased administrative burden. However, with sufficient support, teachers can overcome these challenges. The triability of the Merdeka Curriculum is considered relatively high, especially with training and mentoring. Finally, regarding observability, teachers see increased student motivation and learning outcomes. Overall, the Merdeka Curriculum can potentially improve school learning quality. However, there is a need for continuous support for teachers in the form of training, providing resources, and collaboration between teachers to ensure successful implementation.

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