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Principles of curriculum development to improve the quality of learning with Kurikulum Merdeka

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ABSTRACT

The curriculum is a reference for education components in carrying out learning. The curriculum must constantly be updated to suit the needs of students from time to time. Curriculum development is essential so learning can follow applicable norms and laws and achieve educational goals, as stated in Law No. 20 of 2003. Until now, the Merdeka curriculum has become a new product of the curriculum development process. This study aims to determine the principles applied to create a curriculum, to know the directions in the Merdeka curriculum, and how the Merdeka Curriculum is developed. This research is descriptive qualitative, where the collection is carried out using the literature study method. Data comes from various literature related to curriculum development. This study describes its findings that the five principles of curriculum development and the characteristics of the independent curriculum are very diverse. The independent curriculum is an innovation that focuses on developing students' competencies to be helpful in society. The Independent Curriculum needs to focus on remote areas of Indonesia to equalize the quality of education throughout the country.

ABSTRAK

Kurikulum menjadi acuan bagi para komponen Pendidikan dalam melaksanakan pembelajaran. Kurikulum pun harus selalu diperbarui agar sesuai dengan kebutuhan siswa dari waktu ke waktu. Pengembangan kurikulum penting dilakukan agar pembelajaran dapat berjalan sesuai dengan norma dan hukum yang berlaku serta dapat mencapai cita-cita dari tujuan pendidikan sebagaimana tercantum pada UU No. 20 Tahun 2003. Hingga saat ini, kurikulum Merdeka menjadi produk baru dari proses pengembangan kurikulum. Tujuan penelitian ini adalah mengetahui prinsip-prinsip yang diterapkan untuk membuat kurikulum, mengetahui prinsip-prinsip yang ada di kurikulum Merdeka, bagaimana pengembangan Kurikulum Merdeka. Penelitian ini bersifat deskriptif kualitatif, dimana pengumpulan dilaksanakan dengan metode studi kepustakaan. Data bersumber dari berbagai literatur-literatur yang berkaitan dengan pengembangan kurikulum. Penelitian ini menguraikan temuannya, bahwa lima prinsip pengembangan kurikulum dan karakteristik dari kurikulum merdeka sangat beragam. Kurikulum merdeka menjadi inovasi kurikulum yang berfokus pada pengembangan kompetensi siswa agar dapat bermanfaat di masyarakat. Kurikulum Merdeka perlu untuk berfokus pada daerah pelosok Indonesia guna meratakan kualitas Pendidikan di seluruh negeri.

Kata Kunci: *Kurikulum merdeka; prinsip pengembangan; prinsip pembelajaran.*

INTRODUCTION

One crucial facet within education that maintains enduring significance is the curriculum. Positioned strategically, the curriculum essentially encapsulates the vision, mission, and educational goals of a nation. It stands as the pivotal repository of values to be imparted upon students. The direction and objectives of educational curricula have undergone transformations in response to the evolving dynamics of societal shifts influenced by diverse internal and external factors. In the face of this ever-changing landscape, curricula must display adaptability and foresight. Neglecting to adjust curriculum design in response to societal changes can lead to educational outcomes that struggle to harmonize with intricate social contexts.

Henceforth, the development of curriculum emerges as a fundamental task for governments to regulate and advance education. It equally falls within the purview of educational leaders to vigilantly monitor the spectrum of societal transitions, as these shifts invariably inform curriculum design and development. The active engagement of the community is also envisioned as a contributor of ideas to effectively address these changes. The curriculum development process initiates with a comprehensive grasp of curriculum theories and concepts, curriculum principles, diverse curriculum models, curriculum structuring and design, the bedrock of curriculum development, and other intricacies intertwined with the curriculum development continuum.

The realm of curriculum development has spurred considerable research endeavors, particularly concerning its principles and foundations. Bahri's investigation (2017) delineates the fundamental underpinnings of curriculum development, categorizing them into four paradigms: the scientific-technological basis, socio-cultural basis, psychological basis, and the basis of philosophy and history. The Indonesian landscape witnesses a curriculum of particular challenge to educators and students alike, notably the 2013 curriculum. This curriculum has garnered scrutiny, as evidenced by Ikhsan & Hadi's study (2018) which outlines its general and specific principles. Curriculum development has consistently captivated the interest of academia, resulting in numerous studies that span across epochs.

Defined as a structured plan encompassing lessons, teaching materials, and learning experiences, the curriculum serves as a cornerstone in education (Rahayu et al., 2022). Its historical evolution in Indonesia entails several iterations: from the Lesson Plan decomposed in 1947, followed by iterations in 1952, 1964, 1994, 1999, 2004 (competence-based curriculum), 2006 (educational unit level curriculum), to the 2013 curriculum and its revised edition. This evolutionary journey mirrors the shifting zeitgeist. Notably, a contemporary addition is the Independent Curriculum, an innovative concept pioneered by Nadiem Makarim, the Minister of Education and Culture of Indonesia.

Reflecting on prior research that delves into curriculum development, particularly in the Indonesian context, this study directs its focus toward the bedrock of the recently introduced curriculum by the Ministry of Education and Culture, known as the Kurikulum Merdeka. The research delves into the foundational aspects and objectives of curriculum development. It strives to provide a concise exposition of the core elements that shape

curriculum development and delineate its aspirations. Additionally, it aims to elucidate the underlying tenets of the Independent Curriculum, a novel educational framework recently introduced by the Ministry of Education and Culture. This elucidation aspires to offer valuable insights to stakeholders, particularly in the realm of curriculum development. Thus, predicated on this context, the research's objective is to undertake a comprehensive exploration of the principles underpinning the Kurikulum Merdeka and to envision its future development trajectory.

LITERATURE REVIEW

Curriculum

Etymologically, the term "curriculum" derives from the Greek words "*curir*," meaning "runner," and "curere," signifying "place to race" (Fatmawati, 2022). Originating from the domain of sports in ancient Roman and Greek cultures, the term refers to the distance a runner must traverse from the starting line to the finish line. In the context of education, it denotes the journey, encompassing content and subjects, that students must undertake to obtain a diploma (Bahri, 2017).

Curriculum implies the distance a "runner" student must cover, akin to a race, from initiation to culmination, resulting in an award or recognition. It constitutes a collection of subjects mandatory for students over a specific period, hence within the realm of education, the term "curriculum" encapsulates an assortment of subjects and content necessary for students to earn a diploma (Tamam & Arbain, 2020). Functioning as a blueprint, the curriculum incorporates objectives, content, and subject matter, serving as a navigational guide for orchestrating learning. The curriculum, thus, assumes the role of a conduit toward achieving educational quality, predicated on educators' comprehension and implementation of curriculum-guided learning (Kurniati et al., 2022; Suryaman, 2020).

In contemporary education, the curriculum encompasses a spectrum of activities and experiences (content material) meticulously structured to achieve educational aims. Its domain spans classroom settings, school premises, and extracurricular domains, all serving the goal of educational accomplishment. The curriculum surpasses the confines of a mere assembly of subjects, embracing a diversity of activities and potential experiences that are meticulously organized. These activities and experiences transpire both within the school's purview and beyond its boundaries, thereby encompassing both in-school and out-of-school contexts. The learning landscape within the school encompasses diverse actions such as listening, questioning, discussing, and conducting laboratory experiments, among others. Correspondingly, activities outside the school environment encompass homework, observations, interviews, comparative studies, community service (P2M), practical field experiences (PPL), and more. In alignment with learning experiences, these can manifest directly or indirectly. As curriculum developers, teachers or educators are tasked with employing an array of strategies, approaches, and resources to optimize the learning journey. It's important to note that the curriculum is crafted not solely for diploma attainment, but as a conduit for realizing predetermined educational objectives (Syarifah, 2019).

In the era of the fourth industrial revolution, the definition of curriculum faces heightened complexity and challenges. Consequently, the curriculum necessitates a definition that embodies a fluid and evolving construct. Courses may persist, but the curriculum's contents necessitate continuous refinement. Competence in the modern context encapsulates adaptability, reflecting an individual's capacity to navigate dynamic landscapes.

Curriculum Development

The development of curriculum is defined as a process, and its implementation consists of several steps that need to be undertaken (Fajri, 2019). Curriculum planning initiates with the formulation of ideas that will be developed into a program. Subsequently, the plan undergoes evaluation to gauge its effectiveness, serving as a foundation for refining subsequent curriculum iterations. The curriculum development process generally comprises planning, implementation, and evaluation phases (Fajri, 2019; Huda, 2017). There are four stages of curriculum development based on their levels: (1) national-level curriculum development, encompassing formal, informal, and non-formal education. This perspective considers both vertical and horizontal dimensions. Vertically, curriculum development aligns with educational levels, ranging from the lowest to the highest. Horizontally, it is aligned with education of the same level, such as primary school, madrasah ibtidaiyah (Islamic primary school), and Program Paket A. Next, (2) institutional-level curriculum development, where activities involve setting goals for the school, crafting Graduate Competency Standards (SKL), and determining the overall curriculum content. Then, (3) subject-level curriculum development, which involves creating syllabi. A syllabus is a form of curriculum development at the subject level, encompassing core and basic competencies, subject matter, learning activities, achievement indicators, assessment methods, and time allocation. Lastly, (4) lesson-level curriculum development, which is carried out in the form of Lesson Implementation Plans (RPP) designed by individual teachers, encompassing the learning resources to be used.

Curriculum Development Foundation

Foundation can be interpreted as a pedestal, base, or support. Camelia (2020) describes the foundation as the basis upon which a tall building stands. If a building stands on a fragile foundation, it is susceptible to collapse, underscoring the importance of a strong foundation to support the structure. Similarly, in curriculum development, robust foundations are necessary to ensure the curriculum's stability. Azis (2018) elucidates that the basis for curriculum development comprises ideas, assumptions, or principles that provide support and serve as starting points for curriculum development. This underscores that the foundation of curriculum development constitutes the fundamental and supportive elements in its formulation.

There are four foundational pillars in curriculum development, namely: (1) Philosophical foundation, which involves philosophical principles that guide the educational direction, providing clarity in curriculum development's course; (2) Psychological foundation, addressing matters pertaining to human behavior, particularly that of students; (3)

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Sociological foundation, encompassing assumptions rooted in sociology or the socialization process; and (4) scientific and technological foundation, where advancements in science and technology profoundly impact various domains, including education (Mubarok et al., 2021; Safaruddin, 2020). These four elements serve as the bedrock for curriculum development, ensuring a well-defined direction.

METHODS

In this article, the research employs the library research method, which involves utilizing books and journals as primary data sources. Library research, often referred to as bibliographic research, is of a descriptive-analytical nature and is presented in a coherent, sequential, and structured manner. Library research entails seeking out literature sources that are pertinent to the topic, aiming to discover theoretical and scientifically relevant studies (Rachmawati & Supardi, 2021). The approach of library research centers on examining diverse literature in accordance with academic standards and subject matter. Data collection involves gathering library-based information from various scholarly sources, resulting in the acquisition of secondary data (Widhi et al., 2021). The research subject within this article comprises secondary data derived from books and journals pertinent to curriculum development and the independent curriculum.

RESULT AND DISCUSSION

Principles of Curriculum Development

The principles developed in everyday life are applied in curriculum development. Consequently, when implementing a curriculum within an educational institution, it's highly plausible to employ distinct principles from those used in other institutions. Principles of curriculum development can be categorized into two groups: general principles and specific principles. General principles denote the fundamental considerations necessary for the curriculum, encompassing all the components that constitute it (Prasetyo & Hamami, 2020). The five general principles encompass:

1. **Principle of Relevance**

   This signifies that there exists alignment between educational outcomes and the societal demands (Ulum, 2020). Internally, the curriculum exhibits relevance among its components such as objectives, materials, strategies, organization, and evaluation. Meanwhile, on an external scale, these components correlate with science and technology (epistemological relevance), students' expectations and capabilities (psychological relevance), and the requisites and aspirations of community advancement (sociological relevance).

2. Principle of Continuity

This pertains to the interconnection between diverse levels and types of educational programs, particularly concerning the subject matter. The study materials are organized in a sequential and interconnected manner corresponding to the educational level. Apart from its connection to the educational level, the curriculum should also establish links with various subjects, enabling them to complement one another

3. Principle of Flexibility

This refers to the presence of a certain degree of freedom in action. Its application in the curriculum context entails designing the curriculum with flexibility, enabling adjustments to be made during implementation to accommodate prevailing circumstances.

4. Principle of Efficiency

In other words, the curriculum should be easily implementable using straightforward tools and at a low cost. The available limited funds should be efficiently utilized to support the learning process. Moreover, the time allocated for students' studies at school must be judiciously employed in accordance with the subject matter. Efficiency is one of the key principles that must be taken into account in curriculum development to ensure alignment with the intended objectives.

5. Principle of Effectiveness

The term "effectiveness" in this context refers to the degree to which the planned learning program is successfully achieved and implemented. This principle encompasses two aspects that warrant attention: the effectiveness of teacher instruction and the effectiveness of student learning. In its application within the learning process, the focus is on how the curriculum's intended objectives contribute to enhancing the expected quality of education for all stakeholders, particularly the effectiveness of classroom learning (Shofiyah, 2018).

Meanwhile, the specific principle includes five things, namely:

1. The principle of determining educational goals

The formulation of educational goals is grounded in sources such as government regulations and policies, surveys pertaining to people's perceptions of their needs, as well as assessments of the quality of human resources.

2. Selection of educational content

In determining the content of the curriculum, several considerations that can serve as a basis for reference include the need to translate educational goals into clear and concise learning outcomes.

3. Selection of teaching and learning processes

In the teaching and learning process, one must pay attention to factors such as the appropriateness of learning methods, variations in teaching and learning techniques, and the effectiveness of methods in engaging students and fostering the development of new abilities.

4. Selection of media and teaching tools

Paying attention to factors such as planning activities, taking inventory of available tools and media, and organizing tools within learning materials.

5. Assessment

Assessment is the final process in teaching and learning activities. In this case, it includes three basic components: planning assessment tools, developing assessment tools, and managing the assessment results.

Jika para pengembang kurikulum tidak berpedoman pada prinsip relevansi, maka berjalannya kurikulum dapat terhambat dan dapat mengakibatkan adanya penurunan kualitas Sumber Daya Manusia (SDM). Sehingga memungkinkan bertambahnya pengangguran karena ia tidak mendapatkan lapangan pekerjaan yang tepat untuk menuangkan bekal ilmu yang ia dapatkan (Ulum, 2020).

Kurikulum Merdeka

Merdeka Belajar Kampus Merdeka (MBKM) is a new curriculum designed and created by the Indonesian Ministry of Education and Culture. The focus of this curriculum is to produce specific learning outcomes. Nadiem Makarim developed this curriculum based on research data from the Program for International Student Assessment (PISA) conducted by the OECD in 2019. Indonesia's rankings were 72nd in literacy and mathematics and 70th in science (see https://www.oecd.org/pisa/publications/PISA2018_CN_IDN.pdf, accessed on 6 February 2023). Kurikulum Merdeka continues the developmental direction of previous curricula, featuring a holistic nature, competency-based focus, and adaptability to student needs (Sadieda et al., 2022).

Merdeka Belajar Kampus Merdeka has two concepts: Merdeka Belajar and Kampus Merdeka. Merdeka Belajar is intended for elementary and secondary education levels such as junior high, high school, vocational school, or equivalent. Kampus Merdeka, on the other hand, is aimed at universities or institutions. The core of the Free Learning Campus Curriculum is the freedom of thought, allowing students to explore knowledge from various sources including books, the internet, peers, and more, fostering an independent spirit (Ainia, 2020). This aligns with the philosophy of Ki Hajar Dewantara, as quoted from Vhalery et al. (2022), that education aims to drive change and benefit the community. The

curriculum design prioritizes character formation and moves away from a rigid ranking system, which is deemed problematic and discriminatory (Baro'ah, 2020).

In simple terms, the Kurikulum Merdeka focuses on tailoring education to students' interests and talents (Susilowati, 2022). Therefore, its primary objective is to enhance human resources and elevate the quality of education in Indonesia (Vhalery et al., 2022). At the elementary, middle, and high school levels, the curriculum includes outdoor activities with the main goal of fostering familiarity between students and teachers, enhancing the enjoyment of learning, and nurturing creativity, skills, and expertise. For universities and institutions, the Kurikulum Merdeka aims to provide an autonomous and flexible learning process, promote an innovative and independent learning culture aligned with student needs, ensure learning rights based on a life-oriented, competency-driven, and transdisciplinary approach, facilitate learning opportunities based on student interests and potential, offer insights and experiences to shape high-quality graduates attuned to the demands of the 21st century (Maulida, 2022).

Kurikulum Merdeka Development

Curriculum development serves as a pivotal tool for enhancing the quality of education. The curriculum development policy mirrors the educational quality of a nation, and thus, its implementation plays a pivotal role in determining the approach to planning, execution, and evaluation of education. Currently, Kurikulum Merdeka is not obligatory for all schools or universities. This is due to limitations in facilities, infrastructure, as well as the readiness and availability on the part of the institutions. Schools that have not adopted this curriculum continue to use the Kurikulum 2013 or other existing curricula, as determined by the Indonesian Ministry of Education and Culture. Kurikulum Merdeka is guided by four main principles, as outlined in the Ministry of Education and Culture's Strategic Plan for 2020–2024. These principles encompass (1) adherence to achievement standards while considering principles, focus, and coherence; (2) competency through interdisciplinary competency transfer and elective choices; (3) originality, alignment, and flexibility; and (4) engagement, empowerment, and fostering independence for both students and educators (Fitriyah & Wardani, 2022).

The implications of the concept of Merdeka Belajar in curriculum development, particularly at the elementary school level, encompass purpose, flexibility, and usability (Daga, 2020). Merdeka Belajar is oriented towards achieving learning outcome standards delineated in the Kurikulum 2013 (Priantini et al., 2022). However, the methods to attain these standards are left to the teacher's discretion, enabling the development of interaction patterns that align with each classroom's unique context. In terms of flexibility, teachers are empowered to select and determine the learning methods, requiring meticulous preparation of comprehensive lesson plans to benefit students' future endeavors. Maulida (2022) delineates the process of creating teaching modules within the Kurikulum Merdeka, which involves analyzing the conditions and needs of students, teachers, and educational units, followed by diagnostic assessments of students' learning requirements. The next steps entail identifying and specifying the Pancasila profile entities for students, developing teaching modules based on learning objectives, designing techniques and assessment instruments, developing and aligning components suitable for learning, and subsequently

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elaborating the components with relevant learning activities. This process culminates in the utilization and evaluation of these modules.

According to Mariati (2021), curriculum development in tertiary institutions can be realized through adapting and implementing the MBKM policy. This encompasses planning, learning processes, assessments, and learning evaluations. Kampus Merdeka initiative also seeks to grant credit exemptions for three semesters out of eight in the undergraduate program, allowing them to be fulfilled through external courses or programs (Susetyo, 2020). In accordance with Permendikbud Number 3 of 2020, Article 15, paragraph 1, elucidated in the Buku Panduan Merdeka Belajar Kampus Merdeka, nine MBKM programs are outlined, encompassing state defense training, internships, humanitarian projects, entrepreneurial activities, independent projects, community service, student exchanges, research, and teaching assistant roles (Based on Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi).

Kurikulum Merdeka Characteristic

Kurikulum Merdeka Belajar features three main characteristics, namely: (1) Project-based learning to foster soft skills and align with the Pancasila Student Character; (2) Emphasis on essential materials to allow sufficient time for other learning activities, particularly focusing on basic competencies; (3) Addressing misunderstandings among teachers in terms of tailoring teaching methods to students' abilities and local content (Idhartono, 2022).

In supporting learning recovery, the pivotal characteristics encompass: (1) Designing learning activities using project-based learning to develop soft skills and the Pancasila Student Character (faith and devotion to the Almighty and noble conduct, global diversity, cooperation, creativity, critical thinking, and independence); (2) Concentrating on deepening literacy and numeracy skills as essential competencies; and (3) Empowering teachers to design learning experiences that align with learners' abilities, in harmony with local contexts and content (Rosmana et al., 2022).

Kurikulum Merdeka Belajar is geared towards: (1) Formulating specific learning objectives aligned with curriculum goals, subject characteristics, student profiles, and classroom dynamics; (2) Devising an effective learning process to aid students in attaining designated learning objectives or competencies; (3) Executing the learning process as an embodiment of the curriculum; (4) Conducting process and outcome evaluation of learning; (5) Assessing the interaction of implemented curriculum components.

Kurikulum Merdeka categorizes its structure based on educational levels, spanning from Early Childhood Education to Vocational High Schools. At the Early Childhood Education level, the key characteristics of the curriculum reinforce play-based activities and Early Childhood Education relevance, foster a love for literacy and numeracy, and instill the Pancasila Student Character. Meanwhile, the Elementary Schools level focuses on intracurricular learning that encompasses various learning activities to nurture students' academic abilities, Pancasila student character, holistic understanding that unites Natural Sciences and Social Sciences into a single discipline, and project-based learning. The characteristics at the Junior High Schools level entail adapting to technology, reintroducing

the subject of Informatics. Notably, Informatics teachers need not possess specific academic qualifications as the government provides instructional materials.

Furthermore, at the Senior High Schools level, the main characteristics involve: (1) A curriculum structure comprising regular (intracurricular) learning and project-based Pancasila student profiles; (2) The integration of previously separate subjects, namely Natural Sciences and Social Sciences, into a single discipline termed Natural and Social Sciences; (3) Students are afforded the freedom to select at least one out of five subjects: music, visual arts, dance, theater arts, and crafts, aligning with their interests and potential. Conversely, in the Sekolah Kejuruan level, the curriculum is tailored towards increased involvement of the workforce in the learning process, with vocational field learning constituting 70% of the curriculum. Practical fieldwork is conducted over six months, including a dedicated time for the Pancasila Student Character Strengthening Project.

Kurikulum Merdeka Belajar Principles

1. Student-Centric Approach

The primary principle of the independent curriculum is tailoring learning to students' conditions. In this context, the independent curriculum acknowledges the developmental stages and the existing level of student achievement, thereby aligning with students' needs.

2. Lifelong Learning Emphasis

Kurikulum Merdeka is underpinned by learning principles strategically crafted and executed to cultivate a lifelong learning capacity.

3. Holistic Learning Approach

Kurikulum Merdeka embraces a holistic learning approach that nurtures students' competence and character comprehensively, discerning between elements that should be incorporated and those that should be discarded. It prioritizes contemporary learning methods as integral elements, while discarding monotonous approaches devoid of methodological evaluation.

4. Relevance

Kurikulum Merdeka places significance on relevant learning, which entails tailoring education to the students' context, environment, and culture while engaging parents and the community as collaborative partners. Within this framework, the principle of relevance underscores two key aspects: discerning elements that require implementation and elements that should be relinquished. The imperative is to establish connections with real-world contexts to captivate students' interest in learning.

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Conversely, it calls for relinquishing learning contexts that fail to captivate and resonate with students, such as one-way communication devoid of student engagement.

5. Sustainable

Kurikulum Merdeka is oriented towards a sustainable future, emphasizing principles that guide the incorporation of sustainability. This perspective entails a consideration of elements that necessitate implementation and those that warrant abandonment. The imperative entails establishing consistent feedback loops between the two main components of learning—students and educators—in both directions: from students to educators and vice versa. Moreover, fostering the development of innovative learning approaches is essential to cultivate meaningful comprehension. Conversely, it requires relinquishing the approach of viewing the learning process solely as a means of assessment or examination. Instead, the focus is on prioritizing lessons that pertain to competency-building, rather than merely testing competency itself.

CONCLUSION

The curriculum serves as an educational framework with a pivotal role across all aspects of educational endeavors. Its preparation necessitates a solid and robust foundation. Curriculum development is characterized as a process comprising distinct steps, including formulating initial concepts that will evolve into program structures, executing them, and assessing their effectiveness to inform improvements in subsequent iterations. Four tiers of curriculum development can be discerned based on their scope: National level curriculum development, Institutional level curriculum development, Subject level curriculum development, and Learning level curriculum development.

The Merdeka Belajar Kampus Merdeka (MBKM) represents a novel educational framework conceived and implemented by the Indonesian Ministry of Education and Culture. This curriculum prioritizes the generation of concrete learning outcomes. Its formulation aims to enhance the existing Human Resources (HR) and elevate the overall quality of education in Indonesia. At the elementary to secondary education levels (Eelementary Schools/Junior High Schools/Senior High Schools/equivalent), outdoor classroom activities are incorporated, aiming to foster closer bonds between students and educators while rendering the learning experience more engaging. Additionally, students are encouraged to cultivate creativity, skills, and specific expertise. For higher education institutions, the Kurikulum Merdeka strives to establish an autonomous and adaptable learning process. It seeks to foster an innovative and self-directed learning culture aligned with student needs. The curriculum ensures the fulfillment of learning rights grounded in life-based, capability-oriented, and transdisciplinary approaches. Furthermore, it facilitates the freedom to pursue learning aligned with students' interests and potentials, offering insights and experiences to graduate well-prepared individuals in accordance with the demands of the 21st century.

AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article. The author also emphasizes that the data and content of the article are free from plagiarism.

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