



Analysis of the problems implementing Kurikulum Merdeka in educational units

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ABSTRACT

This research aims to find and analyze solutions to problems in implementing the Kurikulum Merdeka (IKM), especially in educational unit planning, implementation, and evaluation. This research was carried out because of the challenges in implementing the Kurikulum Merdeka, which requires more attention to the planning and implementation aspects. The method used in this study is a literature review analyzing information and qualitative concepts from various articles and literature sources relevant to the problem discussed. Data was collected by reading books, searching the internet, and finding journal articles on Google Scholar, with the number of articles analyzed being around 30. The findings of this study identify that teachers face obstacles in the planning, implementation, and evaluation stages of IKM, including a lack of understanding and skills in developing teaching modules and creative learning techniques. In addition, other problems faced are limited facilities and infrastructure, as well as human resource (HR) support. Based on these findings, it is recommended that teacher competency training, improved facilities, support from parents and the community, and more effective supervision be implemented in the Kurikulum Merdeka.

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ABSTRAK

Penelitian ini bertujuan untuk mencari dan menganalisis solusi permasalahan dalam implementasi Kurikulum Merdeka (IKM), khususnya pada tahap perencanaan, pelaksanaan, dan evaluasi implementasi di satuan pendidikan. Penelitian ini dilakukan karena adanya tantangan dalam implementasi Kurikulum Merdeka yang memerlukan perhatian lebih pada aspek perencanaan dan implementasi. Metode yang digunakan dalam penelitian ini adalah kajian pustaka dengan analisis informasi dan konsep kualitatif dari berbagai artikel dan sumber pustaka yang relevan dengan permasalahan yang dibahas. Pengumpulan data dilakukan melalui membaca buku, pencarian di internet, dan artikel jurnal yang terdapat pada Google Scholar, dengan jumlah artikel yang dianalisis sekitar 30 artikel. Temuan penelitian ini mengidentifikasi bahwa guru menghadapi kendala dalam tahap perencanaan, implementasi, dan evaluasi IKM, antara lain kurangnya pemahaman dan keterampilan guru dalam mengembangkan modul ajar dan teknik pembelajaran kreatif. Selain itu, permasalahan lain yang dihadapi adalah terbatasnya sarana dan prasarana, serta dukungan sumber daya manusia (SDM). Berdasarkan temuan tersebut, direkomendasikan agar ada pelatihan kompetensi guru, peningkatan sarana, dukungan dari orang tua dan masyarakat, serta supervisi yang lebih efektif dalam implementasi Kurikulum Merdeka.

Kata Kunci: evaluasi kurikulum; implementasi kurikulum; perencanaan kurikulum; satuan pendidikan

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INTRODUCTION

The Kurikulum Merdeka, often called IKM, is a curriculum implemented in educational units in the 2022/2023 academic year by the central government to restore learning during COVID-19. The COVID-19 pandemic has caused learning loss in education. Implementing the curriculum during the COVID-19 pandemic refers to the guidelines for implementing the curriculum in educational units under special conditions (Hadiapurwa et al., 2021). This phenomenon caused the government (Ministry of Education and Culture) to issue an online learning policy. Online learning causes problems for teachers, difficulties in distance learning (PJJ), and curriculum adjustments and time cuts (Jojo & Sihotang, 2022). The learning crisis resulted in the education unit evaluating curriculum implementation (Nugraha, 2022). Implementing the Kurikulum Merdeka (IKM) is a process by which teachers and students can develop new classroom learning methods. The Kurikulum Merdeka emphasizes the student center and how to prepare for global competition in the 21st century, especially preparing human resources (Ahad & Widodo, 2024). The Kurikulum Merdeka further optimizes students' ability to understand lesson concepts, and teachers can choose various teaching tools tailored to students' learning needs and interests. The three characteristics of the Kurikulum Merdeka are: focus on essential material, flexible curriculum structure, and many available teaching tools (Zen & Saputro, 2024).

Several challenges were faced during the implementation of the Kurikulum Merdeka. The government has implemented the program Sekolah Penggerak as a pilot project for the development of school programs as an effort towards the implementation of this independent curriculum (Susilana et al., 2023). It is not easy to solve them, as the problematic observations conducted in one of the public elementary schools 121 Muara Singoan in terms of the learning process shifting to learning outside the classroom where previously in the classroom, teachers had difficulty in compiling or creating teaching modules, understanding of the implementation of the Kurikulum Merdeka was still low, learning strategies that were following the Kurikulum Merdeka (Anjeliani et al., 2024). Furthermore, the Implementation of the Kurikulum Merdeka analyzed at Public Elementary School 030 Bagan Jaya through observation, interviews, and documentation stated that teachers faced obstacles and problems in implementing the Kurikulum Merdeka in the planning (IKM), implementation (IKM), and evaluation (IKM) stages. The obstacles experienced by teachers are the competence or skills of teachers in implementing innovative and creative learning methods, the state or condition of the school environment, facilities and infrastructure, and Human Resources or HR (Amelia, 2023). Then, the research conducted the problems experienced by teachers, which are the difficulty of finding information, carrying out planning, implementation, and evaluation independently without direct guidance from the government as implemented by the driving school. Problems related to teacher understanding, collaboration with colleagues, funds, infrastructure suggestions, activities, and abilities of students. Learning resources, teaching materials, learning media, classroom management, and assessment (Mukhlisin et al., 2024).

The problems studied using observation and interviews stated that teachers experienced difficulties in implementing the Kurikulum Merdeka in the planning (IKM), implementation (IKM), and evaluation (IKM) stages. Difficulties in formulating CP (Learning Achievements), TP or learning objectives, and ATP (Learning Objective References) in the Kurikulum Merdeka Platform (Rohmayana & Zaki, 2024). Interviews conducted during the Kurikulum Merdeka research showed that some teachers did not know about the implementation, students were less aware of the importance of learning Independent Learning, and teacher enthusiasm in implementing was still relatively low (Hartatik, 2022). The next study involved teachers exploring information on the experiences and perceptions of Mathematics teachers related to implementing the Kurikulum Merdeka through interviews and observations. The problems or obstacles in implementing the Kurikulum Merdeka are that teachers' understanding of implementing the Kurikulum Merdeka is still lacking, there are limited facilities and infrastructure, and learning facilities do not support

its implementation (Nazara et al., 2024). In the implementation of the Kurikulum Merdeka, the problem is that the concept of reading, writing, and arithmetic (Calistung) in the Kurikulum Merdeka lower grades or children's level is still difficult to implement, the use of approaches, models, techniques, methods, and learning strategies that are still conventional, the preparation of time allocation is still difficult when implementing Project Based Learning (PjBL).

A new analysis of the problems of implementing the Kurikulum Merdeka in planning, implementation, and evaluation. Constraints in planning teaching modules created by teachers and preparing projects for students. In implementation, there are not many obstacles because teachers can learn from social media, and for evaluation or assessment, the obstacles that exist include compiling a grid of questions and assessment papers and teachers not yet able to differentiate between summative and formative assessments (Ahmad et al., 2024). Then, in the implementation of the Kurikulum Merdeka, the management of the education unit has not carried out regular reviews regarding learning materials and delivery methods that are appropriate to developments in the fields and still ignores the analysis of preparing learning plans and determining learning models and strategies to be implemented (Yunita et al., 2023). Previous research regarding the Kurikulum Merdeka focused on one stage, for example, only on implementation or another. Researchers' novelty in research focuses on the planning, implementation, and evaluation stages. Finally, the problem and solution have been found.

Prior studies often focus on isolated stages of the curriculum, such as planning or implementation, neglecting a comprehensive analysis of the interconnected challenges across all stages. This research seeks to bridge that gap by holistically examining the planning, implementation, and evaluation stages, providing a deeper understanding of the obstacles and strategies required for successful curriculum execution. Discussions with curriculum developers, including members of the Indonesian Curriculum Developers Association (HIPKIN), further highlight these challenges. In a forum held on November 1, 2024, attended by the Chairperson of HIPKIN and the Head of the Curriculum and Learning Center, participants across Indonesia discussed issues such as limited teacher preparation, insufficient resources, and the burden placed on parents to support the P5 projects. The forum emphasized the lack of teacher understanding in curriculum planning, implementation, and evaluation stages and challenges related to facilities, infrastructure, and the practical application of Project-Based Learning (PjBL). These insights provide a valuable foundation for addressing the multidimensional challenges of the Merdeka Curriculum.

This study aims to analyze strategies to strengthen the implementation of the Independent Curriculum through an integrated education management approach. This research focuses on optimizing learning planning, improving teacher competence, and developing an effective evaluation system. By answering these objectives, this research provides actionable insights to overcome the challenges of the Independent Curriculum and support its successful implementation in Indonesian schools.

LITERATURE REVIEW

Definition of Curriculum

Curriculum is an important part of education. The curriculum plays an important role in developing, implementing, and evaluating educational implementation, especially in the curriculum section (Fuad et al., 2024). The curriculum is a plan that exists in all learning processes in each educational unit to achieve the expected goals and a summary of the learning experiences prepared for students at school responsibility (Noorzanah, 2017). The levels of education held in Indonesia start from the early childhood level (PAUD), elementary school or MI level, middle school level, junior high school or MTS, high school or MA level, and tertiary institutions (PT). In this case, each school unit has a curriculum made by the school or the government. Education in Indonesia follows a curriculum developed by the central government. This curriculum is applied at various educational levels and involves three main stages:

planning, implementation, and evaluation. Through the Ministry of Education, Culture, Research, and Technology, the central government has determined and decided that the Independent Curriculum is implemented in educational units.

The curriculum is the soul of education, and each institution must develop a curriculum (Syamsuddin & Hamami, 2023). The curriculum is one of the parts that determine the education system because the curriculum is a tool for achieving an education system and a guideline for implementing teaching at all units and levels of education (Muttaqin, 2021). The curriculum is a set of plans, arrangements, and management of teaching materials or materials in learning that can be a reference for teachers in implementing learning (Aulia et al., 2023). The Curriculum comprises objectives, material or content, strategies, and evaluation. The objective component includes planning, implementation of methods or strategies, learning, and evaluation. The planning stage is formulating learning objectives or outcomes by formulating graduate profiles and elaborating profiles in competencies in learning outcomes contained in the learning plan or RPP (Baharuddin, 2021). Furthermore, teachers play a very important role in achieving learning objectives when implementing learning. Teachers must be able to transform knowledge into students and good moral and social behavior (Selvia et al., 2024). Moreover, the final component, evaluation, measures and assesses how educational goals are achieved. Curriculum evaluation is implemented and continuously used to control the effectiveness and efficiency of curriculum improvements (Nisa & Hamami, 2023).

Curriculum Change Management

Curriculum Management consists of regulatory activities, including planning, organizing, implementing, and evaluating, which aim to determine that the objectives are achieved properly. Good curriculum management will produce good learning outcomes, increase learning interactions with students, good and systematic planning, and ideal implementation. At the planning stage, competent human resources are needed for implementation. Implementing the curriculum requires attention to several main things, including human resources that will manage the curriculum, curriculum materials, curriculum organization, and assessment (Anggita et al., 2024). Curriculum changes are an effort to increase teacher capacity and performance (Kurniawan et al., 2023). Curriculum changes greatly influence teachers' roles and impact learning implementation. In this case, the government never stops innovating in improving the quality of education. The Independent Curriculum is a new curriculum change that provides freedom to determine learning methods (Fadil et al., 2023).

The Kurikulum Merdeka

The Kurikulum Merdeka is a curriculum created or developed by the Ministry of Education and Culture and is a new policy to improve the 2013 curriculum. The Kurikulum Merdeka is a curriculum with intracurricular learning in the form of optimized student skills (Suyitno & Damopolii, 2023). The Kurikulum Merdeka has been implemented at every level of education, starting from the elementary level, namely SD or MI, Middle School or MTS, and SMA or MA. The Kurikulum Merdeka focuses on fundamental materials or materials in developing student competencies or abilities at their level so that students can learn more deeply, meaningfully, enjoyably, and not in a hurry (Zulaiha et al., 2022).

The curriculum is an important part of education, and each certain period always undergoes an evaluation (Nurfadhilah et al., 2024). The evaluation of the curriculum implementation aims to see how each program has been implemented following the planning (IKM). In the evaluation of the implementation of the curriculum in school units, this education is in the form of planned and systematic activities to collect valid and reliable information and data. The evaluation results will be used as a reference to improve or decide

on the follow-up to implementing the Kurikulum Merdeka in educational units (schools). Kurikulum Merdeka planning includes Learning Outcomes (CP), Learning Flow, and Learning Objectives (TP), which are integrated with teaching modules. In implementing Kurikulum Merdeka in learning, teaching modules are adjusted using learning methods and evaluation of learning implementation consisting of diagnostic, formative, and summative assessments (Fajri et al., 2023).

METHODS

A literature review is the result of analyzing various qualitative and conceptual information from several articles, journals, or published books that contain theories related to the problem. The function of the literature review is to form a concept or theory that is the basis for this research. Wahyudin stated that a literature review involves an in-depth analysis of various written sources in scientific journals, books, articles, and relevant documents related to the problem (Wahyudin et al., 2024). Literature reviews are accurate and provide recommendations that are appropriate to the problem, as well as analyze, evaluate, and synthesize research findings, both theoretical and practical (Nirwana, 2023).

Data collection involves sourcing information from relevant journals, books, and electronic or printed documents that align with the research focus. Data collection from literature or documentation materials is the technique used by the author in this study. Researchers review journals, books, and other printed and non-printed (electronic) documents and data sources that are considered relevant to the research study. The descriptive method synthesizes and presents findings in a coherent narrative, highlighting patterns or themes from the reviewed literature (Alami & Najmudin, 2023). The library sources in this research come from scientific journals and government documents from around 30 sources to obtain information about the problems discussed. To ensure relevance and quality, the criteria for inclusion are based on their publication within the last ten years, alignment with the topic, and indexing in reputable academic databases.

The research procedure begins with identifying key terms related to the research problem. This is followed by a targeted search for academic literature using databases such as Google Scholar. Selected publications are critically evaluated for relevance and quality before being synthesized into a coherent narrative. The synthesis process highlights themes, patterns, and gaps in the literature, ensuring a comprehensive understanding of the topic. This descriptive approach presents findings systematically to address the research problem effectively.

RESULTS AND DISCUSSION

Results

The Kurikulum Merdeka focuses on essential materials and developing student competencies at each stage so that students can learn more deeply, meaningfully, enjoyably, and not in a hurry (Zulaiha et al., 2022). With the implementation of this Kurikulum Merdeka, teachers and students are given the freedom to carry out learning that is adjusted to the abilities and needs of teachers and students. Thus, with the implementation of this Kurikulum Merdeka, the government hopes that the learning carried out can be more optimal, meaningful, and enjoyable for teachers and students. However, in reality, in implementing this Kurikulum Merdeka, schools, teachers, and students still experience obstacles.

Several educational units experienced problems in implementing the Kurikulum Merdeka (IKM). These problems will certainly cause obstacles in the planning, implementation, and evaluation process of the Kurikulum Merdeka. Based on several research results and data analysis, there are problems in implementing the Kurikulum Merdeka.

Planning of Kurikulum Merdeka

Schools must understand the rules for compiling the necessary documents before implementing the Kurikulum Merdeka. Identifying what teachers need before learning is carried out, what is needed for learning, including learning tools, media, or teaching aids in learning, and preparing teachers to make teaching materials for one year by following the guidelines for implementing the Kurikulum Merdeka. Implementing the Kurikulum Merdeka is very important for changing the learning system in the classroom. The facts in the field are that at the planning stage of implementing the Kurikulum Merdeka (IKM), teachers do not yet understand what needs to be prepared at the planning stage.

Teachers have difficulty creating and developing creative and innovative learning methods, strategies, and techniques, as well as changes in designing learning from the previous curriculum with the Kurikulum Merdeka, making it difficult for teachers to design. In implementing the Kurikulum Merdeka, teachers must consider the needs of students and the surrounding environment (circumstances and conditions of the environment) before making learning plans and designs. At the planning stage, it is supported by Miladiyah's research that before carrying out learning, things need to be prepared and done, namely analyzing the objectives, teaching materials, or what teaching materials the teacher should give to students in class learning. Then, the teacher will compile the Learning Outcomes (CP) report. Teachers also create Learning Objectives (TP) and Learning Objective Flow (ATP) and material that will be taught in class. Then, the learning tools must be created or compiled by the teacher. Finally, the teacher must understand the principles of assessment or learning assessment in implementing the Kurikulum Merdeka so that learning objectives are achieved well and measured (Miladiyah et al., 2023).

Implementation of Kurikulum Merdeka

Curriculum implementation is a learning activity consisting of the opening, core, and closing stages. Opening activities are teacher efforts to prepare students for learning in class or outside the classroom. Core activities are the teacher's efforts to develop students' cognitive, affective, and psychomotor learning, while the closing stage is the teacher's efforts to evaluate learning (Qodriyati et al., 2018).

At the implementation stage of the Kurikulum Merdeka in classroom learning. There are approaches used and adapted to the Kurikulum Merdeka. The approach adapted to learning is holistic and contextual. The teacher must consider the needs of students and encourage them to be active in classroom learning. At this implementation stage, a teacher must discuss and dialogue with students to find out students' understanding of the material taught in learning. Furthermore, the teacher provides various learning resources that students can access, either printed or non-printed (digital) materials. The integration of national values and character described in the Pancasila Student Profile (P5) must be considered by teachers in the implementation of the Kurikulum Merdeka (IKM), especially in learning activities so that the expected goals are achieved, which aims for students to become a generation that has a good personality and appreciates the cultural diversity that exists in Indonesia.

The factors identified in implementing the Kurikulum Merdeka include school environmental conditions, infrastructure facilities, and available human resources (HR). Constraints on facilities in the form of facilities and infrastructure that are not yet adequate to support the implementation of the Kurikulum Merdeka (IKM) can be seen from the limited classroom space, inadequate laboratory facilities or incomplete libraries, as well as few textbooks and other learning resources that are not yet available. In addition, quality human resources (HR) skilled in applying creative and innovative learning methods are also an obstacle to implementing the Kurikulum Merdeka. This can be seen from the lack of these Resources.

Evaluation of Kurikulum Merdeka

Curriculum evaluation determines the values and processes carried out in achieving learning objectives. Assessments are carried out on a small scale or large scale. Small scale with a small number, for example, only in classroom learning, and large scale including teachers, parents, school units, or officials in the community (Mariam & Sukirman, 2021). Evaluation plays an important role in measuring the success of the learning process. Evaluation in implementing the Kurikulum Merdeka (IKM) is not limited to the Final Exam but is carried out continuously in the formative and summative assessments. Formative assessment is an assessment carried out during the implementation of learning, the purpose of which is to provide an assessment in the form of feedback and guidance for students to improve their understanding and skills. Formative assessment helps teachers identify students' learning needs and adjust effective learning methods or techniques. Furthermore, summative assessment is carried out at the end of learning, such as the Final Semester Exam, which aims to measure student achievement of the competencies and understanding set out in the Kurikulum Merdeka. Furthermore, the evaluation of the Kurikulum Merdeka is assessed from the aspect of student character development. Character evaluation measures students' cognitive, affective, and psychomotor aspects. Problems in evaluating the Implementation of the Kurikulum Merdeka: Teachers have difficulty implementing the teaching modules, and there is a diagnostic test at the beginning of learning activities. Furthermore, teachers have difficulty with the KKM because the KKM has been eliminated, so teachers have no benchmark for student success. There are two report cards for assessment: the report card for assessing academics and the report card for assessing projects, thus making the teacher add a long time to the assessment.

The following is a table of several articles that analyze the problems of implementing the Kurikulum Merdeka in educational units.

Table 1. Analysis of Problems in the Implementation of the Kurikulum Merdeka in the Education Unit

No	Previous Research	Education Units	Planning	Implementation	Evaluation
1.	Analysis of the problems of implementing the Kurikulum Merdeka in elementary schools (Anjeliani et al., 2024).	Elementary schools (SD)	1. Difficulty in preparing teaching modules. 2. Lack of understanding of the Kurikulum Merdeka.	1. Difficulty in developing a P5-based learning model. 2. Rarely uses media and props due to limited facilities and infrastructure.	-
2.	Analysis of the implementation of the Kurikulum Merdeka and learning planning in elementary schools (Ariesanti et al., 2023).	Elementary schools (SD)	Teachers experience difficulties in compiling teaching modules.	Difficulties in implementing the Kurikulum Merdeka.	Teachers experience difficulties in carrying out summative assessments and diagnostic assessments.
3.	The problems of implementing the Kurikulum Merdeka in schools are changing (Mukhlisin et al., 2024).	Elementary schools (SD)	1. Teachers have difficulty finding information on planning. 2. Teachers do not fully understand the Kurikulum Merdeka.	1. Teachers have difficulty finding information on implementation. 2. Facilities and infrastructure (Learning resources, teaching materials, learning media, classroom management)	1. Teachers have difficulty finding information on evaluations. 2. Teachers have difficulty with assessment.

No	Previous Research	Education Units	Planning	Implementation	Evaluation
4.	Analysis of the Kurikulum Merdeka implementation at Bina Taruna Middle School, Bandung Regency (Miladiah et al., 2023).	Junior High School (SMP)	Lack of understanding by educators, students, and even parents regarding the Kurikulum Merdeka.	Lack of infrastructure and facilities available for implementing the Kurikulum Merdeka.	-
5.	Implement the Independent Curriculum at UPTD SMP Negeri 3 West Rote (Korengkeng et al., 2023).	Junior High School (SMP)	<ol style="list-style-type: none"> 1. Teachers have difficulty analyzing CP 2. Teachers have difficulty formulating TP 3. Teachers have difficulty compiling ATP 4. Difficulty in preparing teaching modules. 	<ol style="list-style-type: none"> 1. Minimal ability to use technology 2. Limited student books 3. Lack of ability to use learning methods and media 	-
6.	Implementation of the Kurikulum Merdeka in history learning (Fajri et al., 2023).	Senior High School (SMA)	Teachers have difficulty in preparing learning plans when analyzing learning outcomes (CP), learning objectives (TP), and compiling a flow of learning objectives (ATP).	<ol style="list-style-type: none"> 1. Teacher difficulties in implementing teaching modules. 2. Lack of teacher ability and readiness to use learning media 3. Not yet proficient in applying technology in learning. 	Difficulty in assessment, difficulty determining class projects, and lack of time allocation.

Source: Research, 2024

Based on several problematic analyses found in the implementation of the Kurikulum Merdeka. The solutions offered by educational units include:

1. Developing the competence (skills) of teachers and education personnel by providing training, improving their understanding of creative and innovative learning methods or techniques, and creating a conducive environment (learning environment).
2. Support from parents and the community needs to be increased. Parents and the community are very important in supporting the Kurikulum Merdeka (IKM) implementation. Therefore, efforts to increase their understanding and participation in education (synergy between guardians and teachers) are very much needed.
3. Facilities and infrastructure need to be improved. Efforts to improve facilities and infrastructure include adding classrooms, adequate laboratory facilities according to needs, libraries that support learning, and textbooks that will help students find learning resources, thus creating a conducive and effective learning environment.
4. Supervision and monitoring need to be improved. Efforts are being made to improve supervision and monitoring of the implementation of the Kurikulum Merdeka. This can help identify obstacles and problems during the implementation process and find the right solution.
5. Cooperation between education stakeholders. Cooperation between stakeholders is essential for education. The stakeholders are teachers, principals, parents, and the community. They must create a conducive and supportive learning environment for students to develop their abilities and potential.
6. Teachers participate in the Guru Penggerak program.

Several solutions are stated above for implementing the Kurikulum Merdeka. It is hoped that the implementation will run well and benefit student development in cognitive, affective, and psychomotor skills.

Discussion

Based on the findings, the main challenges in implementing Kurikulum Merdeka are from various sources found in implementing the Kurikulum Merdeka (IKM) in educational units. Problems in the implementation of planning, implementation of implementation, and implementation of evaluation in the Kurikulum Merdeka. In planning the Kurikulum Merdeka, schools need to understand the rules and understand the preparation of supporting documents needed in the learning process. Teachers identify what is needed in learning. The teacher's problem is the lack of media to support learning, minimal technological skills, and time allocation in making projects (Elvan et al., 2024). Facts occur when developing and implementing the Kurikulum Merdeka planning (IKM). The problems experienced in implementing the Kurikulum Merdeka are that understanding of the Kurikulum Merdeka is still low, and there are difficulties in implementing or using creative and innovative learning methods, techniques, and strategies. Preparation at the beginning of learning is an analysis of the initial objectives regarding the material the teacher must teach students. Furthermore, teachers must prepare Learning Achievements (CP) and learning Objectives (TP) along with the Learning Objective Flow (ATP) and the material to be taught. Furthermore, teachers can prepare learning tools. Finally, teachers must understand the principles of assessment or assessment in Kurikulum Merdeka learning so that learning objectives are achieved properly as described in the Kurikulum Merdeka.

The Kurikulum Merdeka (IKM) implementation must be adjusted to the classroom approach and the approach used in implementing the Kurikulum Merdeka. The approach in question is holistic and contextual. Teachers pay attention to students' needs and facilitate them to be active in classroom learning. Teachers integrate national values and characters described in the Pancasila Student Profile (P5) into learning so that students can become a generation with a good personality and appreciate cultural diversity in Indonesia. Factors that influence classroom learning implementation in the Kurikulum Merdeka implementation include the condition of the surrounding environment (school), facilities and infrastructure, and Human Resources (HR) available at the school. Constraints in the provision of adequate facilities and infrastructure to support the implementation of the Kurikulum Merdeka Limited classroom facilities, inadequate laboratory facilities, and incomplete libraries, as well as the lack of textbooks or learning resources to support the implementation of the Kurikulum Merdeka. Furthermore, there is a lack of quality and creative human resources (HR) in implementing or using creative and innovative learning methods to implement the Kurikulum Merdeka.

Evaluation is important in measuring or assessing the success of the objectives of the Kurikulum Merdeka, in this case, in the learning process. Evaluation in the Independent Curriculum is not only in the final assessment but in the form of formative and summative assessments that are carried out continuously. Formative assessments are carried out during the learning process. Evaluation includes aspects of student character. Character evaluation not only measures the cognitive aspects of students, but affective and psychomotor aspects are also very important in the assessment. In implementing the Kurikulum Merdeka, teachers have difficulty creating or developing teaching modules. Furthermore, teachers have difficulty with the KKM because the KKM has been eliminated, so teachers have no benchmark for measuring student success. There are two reports on the assessment: a report card for assessing academics and a report card for assessing projects so that teachers add a long time to the assessment.

From the problems, the solution offered to be carried out in educational units is to conduct training and competency development for teachers and education personnel. A team is needed to prepare or coordinate teacher training (Mulyono & Sulistyani, 2022). Furthermore, support from parents and the

community needs to be increased. The role of parents and the community is very important in supporting the implementation of the Kurikulum Merdeka. Then, the facilities and infrastructure need to be improved and considered according to the implementation needs of the Kurikulum Merdeka. Furthermore, supervision and monitoring need to be improved. Efforts to improve supervision and monitoring of the implementation of the Kurikulum Merdeka include involving all parties. This can help identify obstacles and problems that arise during the Kurikulum Merdeka's implementation and find the right solutions for future improvements. Cooperation between stakeholders needs to be developed in education, and teachers need encouragement to participate in the teacher movement program held in educational units.

CONCLUSION

Research findings at the planning stage for the implementation of the Kurikulum Merdeka contained several problems, namely in the preparation of Learning Outcomes (CP), Learning Objectives (TP), and Learning Objective Flow (ATP), which were still difficult to understand and had to be adjusted to the needs of students. Teachers do not understand how to implement the Kurikulum Merdeka, have difficulty developing and creating modules or teaching materials, use methods in the teaching and learning process, and have inadequate facilities and infrastructure. Teachers' difficulties in learning models according to the Kurikulum Merdeka, which is based on the Pancasila Student Profile Strengthening Project (P5).

In the implementation of the Kurikulum Merdeka there are several problems, namely difficulties in following the concepts of reading, writing and arithmetic (calistung) contained in the Kurikulum Merdeka for lower classes, difficulties in using learning models that are still monotonous, difficulties in allocating time when carrying out project-based learning. Evaluation of the implementation of the Kurikulum Merdeka in formative, summative, and diagnostic assessments requires training in understanding how to assess the implementation of the Kurikulum Merdeka. The Kurikulum Merdeka brings many new things teachers need to study more deeply.

At the planning stage, maximum preparation is needed to implement the Kurikulum Merdeka. In implementing the Kurikulum Merdeka, ongoing training must be held so that teachers better understand the curriculum's components and ongoing evaluation of the learning process. The Merdeka Curriculum brings many new things that teachers need to study in more depth so that problems in the field can be resolved well. Further research is recommended to focus on the learning process for each subject in the Independent Curriculum.

AUTHOR'S NOTE

The researcher stated that the publication of this article was not of any interest and that it is free from plagiarism.

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