

ALTERATION: 2013 CURRICULUM BECOMES MERDEKA CURRICULUM IN ELEMENTARY SCHOOLS

Handara Tri Elitasari¹, Yeni Rakhmawati², Irma Yulianti Budi Safitri³, Muhammad Asip⁴

¹ Islamic Primary Education, STAINU Purworejo, Indonesia

²³⁴ Primary Education, Yogyakarta State University, Indonesia

Informasi Artikel

Riwayat Artikel:

Received: 16-03-2023

Revised: 28-03-2023

Published: 31-05-2023

Kata-kata kunci:

2013 curriculum
merdeka curriculum
elementary schools

ABSTRACT

The implementation of the 2013 curriculum in elementary schools had not been able to answer the problems of education in Indonesia. The results of the Pisa Indonesia test scores did not show a significant increase in scores, strengthening and instilling character values that matched expectations, as well as loss learning experienced by students during the COVID-19 pandemic. It was important to make changes to improve the curriculum. The type of research used was literature review. The stages carried out in this literature review include the search for related articles, filtering the content of articles that were in accordance with the article to be created and synthesis of article content. The 2013 curriculum had not been able to accommodate the needs of learning about literacy and character that are important needs today. Thus, an adequate curriculum framework was needed and in accordance with the needs of students, so that students get the right to learn as a whole. Therefore, the independent curriculum provides solutions through independent learning programs and driving teacher programs that teachers hope to create creative and innovative learning, understand the learning needs of students, be technologically literate, and could create a democratic environment.

This is an open access article under the [CC BY-SA](#) license.



Penulis Korespondensi:

Handara Tri Elitasari,

Islamic Primary Education, STAINU Purworejo

Alamat Jl. Pahlawan No.07, Rw. I, Kliwonan, Kec. Banyuurip, Kabupaten Purworejo, Jawa Tengah 54171

Email: handaratrielitasari@gmail.com

1. INTRODUCTION

The curriculum provided an overview of learning methods, learning media, learning activities and learning assessments carried out by teachers for students in elementary schools. Indonesia had experienced ten curriculum changes ranging from the 1947 curriculum, 1952 curriculum, 1964 curriculum, 1968 curriculum, 1975 curriculum, 1984 curriculum, 1994 curriculum, 2004 curriculum, 2006 curriculum and 2013 curriculum. Each curriculum used must have advantages and disadvantages. Curriculum changes that occur are caused by changing times and current community conditions. So that curriculum changes must be implemented so that Indonesian people can live in accordance with the times. Curriculum changes had a lot of influence on various sectors of education. One of them had an impact on the learning approach that teachers implement in the learning process.

At this time Indonesia was still using the 2013 curriculum. This curriculum was implemented because of the need to improve the mindset of strengthening curriculum governance, deepening and expanding the material. This curriculum included core competencies and basic competencies. The 2013 curriculum used an integrative thematic learning approach in all grades in elementary school. Thematic learning integrates various subjects into one unit in one theme. The approach used in the 2013 curriculum is a scientific approach through a scientific process consisting of questioning, observing, trying, reasoning and communicating (Ikhsan & Hadi, 2018). This approach encourages students to discover knowledge concepts scientifically so that it will provide meaningful learning for students. This will be useful for students in solving daily life problems. Assessment in the 2013 curriculum was more oriented towards attitudes, knowledge and cognitive aspects (Rakhmawati & Mustadi, 2021).

The implementation of the 2013 curriculum in elementary schools does not seem to be able to answer the problems of education in Indonesia. These problems were conveyed by (Dirjen Kemendikbud, 2020) who explained that learning outcomes at the basic education level had not achieved the expected results. The results of Indonesia's PISA test scores did not show a significant increase in scores. This was due to differences in the quality of education geographically, the economic conditions of students and limited educational infrastructure. In addition, attitudes and behavioural aspects also need to be improved. This was evidenced by 41 per cent of students being bullied several times a month. The bullying causes students to feel sad, afraid and dissatisfied with their lives. So that students prefer to don't go to school rather than get bad pressure at school. Furthermore, 29% of students do not agree on the need to advance themselves in academics.

This finding could be made students not have a competitive attitude at school because they are not motivated to advance. Facilities and infrastructure are still limited as evidenced by the number of damaged classrooms from moderate to severe levels in the dapodik data. Many schools also do not have library and laboratory facilities. More than 40 per cent of primary schools also do not have internet access. Strengthening and instilling character values has not produced the expected results (Suriadi et al., 2021). This is corroborated by the many brawls between students and the decline in the value of manners. Therefore, the cultivation of character values is done through habituation and exemplary behaviour by involving parents and the community (Oktaviyanti & Pratiwi, 2021). Education focuses more on hard skills than soft skills. These soft skills are the ability to utilise technology for human life. Students' literacy skills include literacy, numeracy, science, financial, digital and cultural literacy and citizenship (Rakhmawati & Mustadi, 2022).

The various problems found encourage Indonesia to make curriculum changes. It was important to change the curriculum to improve the quality of education, and create effective student output results (Andriani, 2020). The urgency of curriculum changes was made to improve the previous curriculum which is adjusted to the development of advanced technology that exists today. This curriculum update shapes students into a superior generation and makes students able to compete globally (Mulyasa, 2021). This curriculum change can always occur following the changing times. If no curriculum changes are made, Indonesia will be left behind in various aspects, especially technology (Sinaga et al., 2020).

Through this research found problems faced by teachers in implementation of the 2013 Curriculum in achieving: (1) standard content, namely the teacher does not understand the basic framework and structure of the curriculum, Insufficient time due to the load of contents too broad, planting of the concept because it is not supported by information technology; (2) process standards, ie teachers have difficulty in developing RPP, application of scientific learning, thematic integrated, constructivist, media use especially laptops and LCDs; (3) competency standards graduates, namely the difficulty in integrating character education in learning, difficulties in developing attitude competence, integrated knowledge and skills; (4) assessment standard, namely the difficulty in making test questions and develop non-test instruments, carry out the process assessment due to the amount too many students in the study group (Zulkarnain et al., 2013).

Some of the problems that arise include: (1) Lack of supporting infrastructure learning, (2) Lack 2013 Curriculum training for teachers, (3) The lack of teacher handbooks and books for students, (4) The complexity of the student assessment model for teachers, and (5) There is no evaluation and monitoring from the government on the implementation (Kumalasari, 2014; Sumarni, 2017). Various problems in the 2013 curriculum demand fast movement. Another urgency is that in the 2013 curriculum, various learning activities have not been developed that are intended for the development of literacy and numeracy (Andriani, 2020; Fanani, 2018). In addition, the current conditions require space for students to develop according to their learning style. In the independent curriculum model, students develop according to their abilities, learning styles, and student interests. This is where the point of difference is in differentiated learning activities.

The adaptation of the 2013 curriculum towards the 2022 curriculum has begun to appear. One of the breakthroughs was the independent learning programme. This programme was oriented towards improving quality human resources. Merdeka Belajar is a pioneer of ideas to improve the unchanging national education system. Merdeka Belajar is a step to fulfil the demands of education in the era of revolution 4.0 (Yamin & Syahrir, 2020). The main needs to be achieved include: 1) data literacy, namely literacy in reading, analysing

and using information; 2) technological literacy, namely operating advanced technology and 3) human literacy, which was related to strengthening humanities, communication and design. Teachers were given the freedom to do maximum learning to achieve national education goals. The independent learning policy includes USBN, UN, lesson plans, and PPDB regulations with zoning. The independent learning programme was an alternative solution to the problems that arise in the 2013 curriculum.

The urgency of this research is that it departs from existing studies regarding the transition from the 2013 curriculum to the independent curriculum. The specific aim of this research is to provide a clear picture of how the movement and the urgency of change exist, and the potential that exists in the independent curriculum. This description is one of the supporters of the existence of the implementation of an independent curriculum.

2. RESEARCH METHOD

The type of research used is literature review. The stages carried out in this literature review include searching for related articles, filtering the contents of articles that are suitable for the article to be made and synthesising the contents of the article. The article search was conducted in June - August 2022. The process of finding articles related to the title and research questions was carried out with Google Scholar. The keywords used to find related articles are 2013 curriculum, merdeka curriculum, and curriculum transformation.

The process of selecting articles is by searching for articles on Google Scholar by checking the impact of journals, as well as the journals searched for on ERIC. The journal used is a journal that has high credibility from the index and impact. There are 20 journals that are sampled by looking at variables, research findings, research methods, and sharpness of discussion.

3. RESULT AND DISCUSSION

3.1 2013 Curriculum

The 2013 curriculum is a curriculum that has been in effect in Indonesia since 2013. There were various innovations in the 2013 curriculum, namely the application of Core Competencies that refer to divine, social, cognitive and psychomotor characters. The learning approach was carried out with a scientific approach which includes 5M (observing, questioning, examining, applying, and communicating). Learning materials were packaged with themes, some themes contain various subjects.

The 2013 curriculum continued to evolve until finally in 2015 a movement was formed to raise student literacy. This movement is called the School Literacy Movement (GLS) which was formed to develop student literacy. This movement further developed into basic literacy which consists of six literacies, namely reading and writing literacy, numeracy literacy, science literacy, citizenship literacy, financial literacy and cultural literacy (Kemendikbud, 2017). This literacy movement was better known as the national literacy movement in 2017. This movement encourages students to become highly literate individuals.

Since its realisation, the literacy movement has yet to produce significant results. Not only that, the implementation of the 2013 curriculum, which prioritises a student-centred approach, has yet to have a significant impact on education in Indonesia. One of the world's educational references is PISA (Programme for International Student Assessment). PISA results show that Indonesia's language, numeracy, and science literacy results rank 74th out of 80 countries (Chirkina et al., 2020). A deeper study of these results refers to reading comprehension, problem solving, and background questions that are different from the culture in Indonesia. These results lead to the conclusion that the application of the scientific approach and the literacy movement that has been driven by the government has not had an impact on the needs of education in Indonesia. Furthermore, there are various character problems that arise in the implementation of the 2013 curriculum. The 2013 curriculum also carries the Character Strengthening Programme (PPK) in 2016. This programme is used to support student character, which includes religious values, nationalism, integrity, independence, and mutual cooperation. These characters are strengthened by various derivative activities in the 2013 curriculum. The 2013 curriculum has a major contribution in strengthening student character (Oktaviyanti & Pratiwi, 2021). The 2013 curriculum emphasises morals and character so that a lot of material content is used to provide space for character development. However, character is still a problem in education in Indonesia. Moreover, the covid-19 pandemic has caused massive changes in learning patterns.

Online learning, and the restriction of space for students cause various new problems (Ochayi et al., 2020). In terms of character, there is a decrease in the character index during the pandemic (balitbangdiklat, 2021). This decline occurred due to the distance learning system (PJJ) which became an educational solution in the midst of a pandemic. This solution is the only solution that can be done, but it causes various problems. The main factors are uneven digital infrastructure, unprepared human resources, and the very tough pandemic conditions in which they also must struggle to survive.

Character education has a very big role for students in surviving the covid-19 pandemic (Santoso et al., 2020). Today's students are losing the direction and identity of the nation, so a major educational evaluation

is needed so that character education regains the spirit of its role. The 2013 curriculum was not enough to contribute to strengthening character, especially during the pandemic, which requires innovation and transformation of treatment that is different from before. Characters that are needed are self-efficacy, responsibility, and discipline. At this stage of the development of these three characters, the impact of covid-19 is very large so that students experience various impacts, one of which is learning loss (Talidong & Toquero, 2020). In addition, students' resistance to problems also becomes fragile. This character is the main review in this study.

On the cognitive side, there was a new problem called learning loss. This learning loss occurs because students do not learn meaningfully, not holistically (Syah, 2020). The memory that students get is a temporary memory, not a long-term memory. At this stage, many students have difficulty understanding the material. Students tend to ask for help when learning, because they are used to learning in the company of parents or adults around them (Gunindi et al., 2012). Thus, students become difficult to be independent in solving their problems. The evaluation of the 2013 Curriculum consists of the absence of a comprehensive understanding of the implementation of the 2013 Curriculum, the need to understand the learning model, assessment, HOTS questions, and the use of IT (Astuti et al., 2018). Understanding the 2013 approach model, in fact, has not been applied holistically and on target. There are still many problems that are present in the implementation of the 2013 curriculum, which should be able to adjust to current learning needs.

The current learning model requires a learning model that can nurture literacy and character together. Literacy is a fundamental that is used as a compass for education today in reference to global needs and competition (Potter, 2014). Literacy is reflective thinking that is needed to survive the challenges of today, which includes the process of evaluation and reflective thinking (Rakhmawati & Mustadi, 2021). Thus literacy has an important impact on current abilities. Literacy as an ability that needs to be developed continuously and from an early age.

Starting from the explanation above, it can be synthesised that the 2013 curriculum has not been able to accommodate current learning needs. Learning needs about literacy and character are very much needed today. Thus, an adequate curriculum framework is needed and in accordance with the needs of students, so that students get the right to learn as a whole.

3.2 FOUNDATION OF CURRICULUM CHANGE

3.2.1 Philosophical Foundation

Pancasila was the ideology of Indonesia which is the main basis for developing the education system in Indonesia. One of them is used for the development of an independent learning programme in order to realise human resources in accordance with noble values and the needs of students and society. The philosophical foundations used in developing independent learning are progressivism, constructivism and humanism (Muslikh, 2020). Progressivism sees that the learning process is aimed at shaping creativity, natural conditions by considering students' experiences. This will encourage students to make changes in themselves, so that there is progress in students both attitudes and academics. Progressivism gives schools the freedom to develop the talents and abilities latent in students. So it is hoped that Indonesian education can advance and quality to advance the nation (Mustagfiroh, 2020). The constructivism school considers student experience to be the key to learning activities. Student knowledge is obtained through the use of the five senses so that students get direct experience. Knowledge gained through student experience is integrated into new knowledge. Humanism sees students' characteristics, potential and motivation from within. Educational goals can be achieved if you pay attention to student conditions in terms of abilities and characteristics and student needs.

3.2.2 Juridical Foundation

Curriculum changes were carried out with the aim of improving the quality of education so as to produce superior human resources. The juridical basis for curriculum changes in order to improve quality includes: 1) the opening of the 1945 Constitution paragraph IV; 2) article 31 paragraph 3; and 3) National Education System Law No 20 of 2003. In the preamble of the 1945 Constitution, paragraph IV explains that education is carried out to educate the nation. Article 31 paragraph 3 explains that the government seeks and organises a national education system in order to educate the nation. The 2003 National Education System Law states that national education must be able to ensure equitable educational opportunities, improve the quality and efficiency of education management to face challenges adapted to changes in life at the local, national and global levels. Therefore, educational reform is needed in a planned, directed and integrated manner. In addition, Article 3 of the National Education Law also explains that national education was aimed at shaping the attitudes and civilisation of a dignified nation to educate the nation's life, so that students become human beings who are faithful, devoted to God, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (UU Sisdiknas, 2003).

3.3 MERDEKA CURRICULUM

3.3.1 Merdeka Belajar Programme

Merdeka Belajar was a programme that started when Nadiem Makarim was appointed as education minister. This programme was aimed at changing the mindset of teachers before carrying out teaching and learning activities for students at school. A good education system was given students the freedom to explore their abilities and potential. Through this learning freedom, students can create a learning atmosphere that can develop students' thoughts, questions and imagination (Sibagariang et al., 2021). Merdeka belajar means working on the spirit and method of educating students to be independent in mind, mind and body. It is intended that the goals of national education can be achieved through healthy education to produce a generation that is superior and has character. Ainia (2020) also suggests that merdeka belajar was an idea that gives teachers and students freedom in determining the learning system. Independent learning can create enjoyable learning for students and teachers. This is based on the learning that has been implemented so far, which is based on knowledge and skills. In addition, it also focuses more on character development that is relevant to the character values of the Indonesian nation.

Policies carried out in the independent learning programme include: 1) the policy of eliminating the national standardised school exam (USBN); 2) replacing the national exam with a minimum competency assessment and character survey; c) lesson plans (RPP); and d) new student admission regulations with a zoning system (Sibagariang et al., 2021). Firstly, school examinations were returned to the authority of teachers and schools. Schools are given discretion in organising the exams. In this case, the local government will supervise the implementation of the exam to find out that the exam is of the expected quality. Secondly, the national exam was changed to the AKM and character survey with the aim that students have literacy and numeracy skills. In literacy, students are expected not only to be able to understand and memorise material, but also to think critically. The main purpose of AKM is to encourage students to think critically through their cognitive abilities. Furthermore, a character survey is conducted to find out the characteristics of students in terms of knowledge, understanding, and application of the principles of Pancasila in interacting in the surrounding environment. This survey is important so that teachers know the progress of students in applying the attitude of mutual cooperation, tolerance to each other. Third, simplification in the preparation of lesson plans. This is so that teachers are not burdened in terms of learning administration. The components of a simple lesson plan include: 1) learning objectives; 2) learning steps; and 3) cognitive, affective and attitude assessments. Through this simple lesson plan, teachers are expected to be given the flexibility to develop effective and efficient learning tailored to the needs of students at school. Fourth, the regulation of the PPDB system based on zoning. The purpose of zoning is to improve the equitable distribution of school quality so as to produce quality human resources in all regions. With this policy, there is no more mention of favourite schools or bad schools, all have equal opportunities.

Through merdeka belajar, teachers were expected to create creative and innovative learning accordingly because teachers are given freedom in determining the learning system. The learning that was carried out certainly student-centred by providing opportunities for students to be more independent. Teachers must be able to utilise learning models that integrate information technology (Bahar & Herli, Sundi, 2020). Especially in the use of the internet and gadgets so that it can motivate student learning. The knowledge created is achieved through a meaningful learning process. So that it will create smart and characterised students with akhlaqul as a form of national education goals. The learning methods used by teachers in merdeka belajar must be able to lead to industrial revolution 4.0 education (Yamin & Syahrir, 2020). An important aspect to be achieved is the ability in new literacy including data literacy, technology literacy and human literacy. Through mastery of literacy, students are expected to become superior and quality human resources that will benefit Indonesia in the future. The blended learning method can be used in merdeka belajar. This method has the advantage of learning that can be done face-to-face and virtually

The advantages of the independent curriculum according to Aditomo (2022) are 1) simpler and deeper, which means that it focuses on essential material and the development of learner competencies in its phase. Learning becomes more in-depth, meaningful, unhurried, and fun; 2) more relevant and interactive, learning through project activities provides wider opportunities for learners to actively explore actual issues such as environmental, health, and other issues to support the development of character and competence of the Pancasila Learner Profile; 3) more independent, learners choose subjects according to their interests, talents, and aspirations, teachers teach according to the stage of achievement and development of learners, schools have the authority to develop and manage curriculum and learning according to education units and learners.

3.3.2 Guru Penggerak Programme

Guru penggerak is a much-discussed programme that was implemented in Indonesia in early 2020 until now. It is one of the components of the merdeka belajar programme. Guru penggerak was defined as a teacher who has creativity, innovation, is skilled in carrying out learning activities, can be a good facilitator for students, can build good relationships with peers inside and outside school and become an agent of change in education (Mulyasa, 2021). The driving teacher is interpreted as a learning leader who can encourage the growth and development of students as a whole, active and proactive to implement student-centred learning and become role models and agents of educational change (Kusumah & Alawiyah, 2021). The existence of mobilising teachers is expected to be the leader of future education to produce superior human resources.

The difference between guru penggerak and guru biasa was that the guru penggerak has a special task in merdeka belajar, namely having the ability to manage learning using technology by reflecting and improving continuously so as to encourage students to improve learning outcomes independently (Sibagariang et al., 2021). The mentor teacher program aims to improve teachers' leadership and pedagogical competencies so that mentor teachers can have abilities including: developing the abilities of teachers and peers by reflecting, discussing and collaborating, planning, implementing and evaluating student-centred learning activities by including student guardians, developing the vision of the education unit, having mature moral, emotional and spiritual in accordance with the code of ethics (Amiruddin, 2021).

In addition to being required to teach and manage learning activities, lead teachers must be able to foster effective relationships with students and school personnel, utilise technology to improve quality and conduct evaluation and improvement activities in learning activities on an ongoing basis. Master teachers have a lot to do, of course, in changing education in Indonesia. Teachers must be able to become "today's teachers" to keep up with current student trends. This can be done by teachers being able to master media literacy so that they can teach students to be able to choose social media that can benefit students. Independent teachers learn as the spearhead of the success of an education. So that in the midst of the current era, teachers must be able to instil good character values so that students still have guidelines for behaviour even though times have changed. Teachers must be good role models in their daily behaviour. The driving teacher as a teacher today must also be technology literate to support effective learning.

Some of the competencies that teachers must have as a basic capital to become a driving teacher include: 1) having innovations, namely teachers must have innovations in using learning methods in order to increase students' enthusiasm for learning in class so that there is student interest in learning the material presented in more depth; 2) being able to please students, namely the learning provided can attract students' attention so that students are not easily bored and can receive material well; and 3) having a research hobby, namely driving teachers are required to have many sources of knowledge in teaching such as social media, books, YouTube and so on according to student characteristics so that this can attract students to learning (Aditya, 2020).

Several steps can be taken to become guru penggerak. First, teachers must be literate in technological developments. Teachers are required to be able to keep up with rapid technological changes. This is done so that teachers can teach students in accordance with the times and the needs of students. During a pandemic like today, teachers must be able to conduct online learning and give assignments through digital platforms. Second, teachers must update their knowledge on new theories. Teachers can understand students' needs in learning, so teachers must learn about the latest learning methods that can be applied to student learning activities. Students will be interested in participating in learning. Third, teachers must have creativity and innovation. The driving teacher is required to be able to create new things in order to create creative and fun learning. Of course, learning that can encourage students to think critically. Fourth, teachers have a good relationship with students. Students and teachers are expected to have a democratic relationship so that there is closeness between the two. This can increase students' learning motivation and can implement co-operative learning. Fifth, teachers can create a democratic environment. This environment can encourage students to participate in various school activities such as extracurricular activities, scouts and so on. Sixth, teachers can build co-operation with students' guardians and the community. The school as part of the community must have a good relationship. Teachers can communicate with various backgrounds of student guardians in relation to the success of education at school (Mulyasa, 2021).

Kusumah & Alawiyah (2021) explained that the existence of guru penggerak was expected to become a future educational leader to produce superior human resources. The mobilising teacher contributes to education, namely as a driving force for learning communities for fellow teachers in schools and surrounding areas, fostering a sense of student leadership in schools, providing opportunities between teachers to discuss in order to improve the quality of learning and as a practical teacher for peers in developing learning in schools. Guru penggerak was intended for kindergarten, elementary, junior high and high school teachers throughout Indonesia who were registered in dapodik.

Amiruddin (2021) suggests that the benefits of guru penggerak were developing active learning according to students' abilities and stages of development, implementing active learning, creating comfortable and enjoyable learning in the classroom, having a positive influence on students' learning so as to improve

learning outcomes, being active in the teacher community continuously, and opening opportunities for teacher mobilisers to become leaders of education units.

In its implementation, the guru penggerak will experience several problems, namely the rejection of some community groups, the unpreparedness of school personnel for the changes that exist to get out of the comfort zone, and the crisis due to the Covid 19 pandemic as it is today. However, the driving teacher must be active and become an agent of change and improve quality in the school where the teacher is assigned, have a high spirit of learning, actively share knowledge with peers both offline and online and actively participate in seminars to increase knowledge. Teachers must be diligent in reading in order to obtain information and be able to provide changes in schools in accordance with the times.

3.3.3 Profil Pelajar Pancasila Programme

Merdeka Belajar was a programme that can solve problems for the education system in Indonesia. Merdeka Belajar encourages students to be brave, independent, think critically, polite, civilised and noble. (Kahfi, 2022). Students will be active in seeking new information that can improve the quality of learning outcomes. Ki Hajar Dewantara explained that this character is the key to paying attention and developing their talents. Students are free to do what they like without coercion. Teachers have a big responsibility in the formation of student character values. So that teachers can set a good example.

The profile of Pancasila students was an effort to improve the quality of education in Indonesia to develop character. (Susilawati et al., 2021). Strengthening the Pancasila profile aims to shape students' character and skills through school culture, internal and external learning. (Rusnaini et al., 2021). Character values can be developed so that good and reasonable behaviour can be possessed. The implementation of P5 can increase students' confidence in their work, increase self-efficacy and interest in certain fields. In this programme, the teacher acts as a supervisor (Dewantara et al., 2023). The implementation of P5 is differentiated learning, as it seeks to develop interests and skills according to their needs. Students will become more active by doing projects and discussing with others.

The six indicators of the Pancasila learner profile include noble character, independence, critical thinking, creativity, mutual cooperation and global diversity. (Rusnaini et al., 2021). The characteristics of the Pancasila student profile are first, faith and devotion to God Almighty. Faith and spirituality are important to be applied to become a guide and a place for humans to lean on to have the strength to live. (Kahfi, 2022). Good behaviour will prevent bad behaviour in the future, such as corruption, theft and so on. Second, bhineka tunggal ika was the ability of students to love differences. Indonesia has many cultures, religions, races, ethnicities and skin colours, so students must respect each other. A generation that has tolerance will make life comfortable, safe and peaceful and prevent division. Third, gotong rotong was the ability to do activities together and collaborate. Through this activity, the work will be light and quickly completed. Fourth, creativity was the ability of students to produce something original, meaningful, useful and impactful. This ability can be realised by producing new ideas, works and actions. Creative becomes an important ability and can support the future. Fifth, critical thinking was the ability to solve problems and process information. Students can process information before it is accepted by their thinking. Through critical thinking, students can have a wise attitude in responding to everything because they have analysed the information. Sixth, independence, namely self-awareness to be responsible for the process and results of learning. Students can be independent in carrying out learning activities and can do what they like. The profile of Pancasila students is expected to become a culture and habit over time in students' daily lives.

4. CONCLUSIONS

Freedom of learning means working on the spirit and method of educating students to be independent in mind, mind and body. It aims to achieve the goals of national education through healthy education to produce a generation that is superior and has character. Merdeka Belajar can create fun learning for students and teachers. It was different from the learning that has been implemented so far, which was based on knowledge and skills. In addition, it also focuses more on character development that was relevant to the character values of the Indonesian nation. This was one of the alternatives in overcoming character problems that occur in Indonesian education.

REFERENCES

- Aditya, A. (2020). *Menjadi Guru Penggerak* (p. 20). CV Jejak.
- Ainia, D. K. (2020). "Merdeka Belajar Dalam Pandangan Ki Hadjar Dewantara Dan Relevansinya Bagi Pengembangan Pendidikan Karakter." *Jurnal Filsafat Indonesia*, 3(3), 95–101.
<http://dx.doi.org/10.23887/jfi.v3i3.24525>

- Amiruddin, Y. A. (2021). *Menatap Guru Penggerak* (p. 48). Guepedia.
- Andriani, W. (2020). Pentingnya Perkembangan Pembaharuan Kurikulum dan Permasalahannya. *Universitas Lambung Mangkurat*, 1–12. <https://doi.org/10.35542/osf.io/rkjsj>
- Astuti, D. A., Haryanto, S., & Prihatni, Y. (2018). Evaluasi implementasi kurikulum 2013. *Wiyata Dharma: Jurnal Penelitian Dan Evaluasi Pendidikan*, 6(1), 7. <https://doi.org/10.30738/wd.v6i1.3353>
- Bahar, H., & Herli, Sudi, V. (2020). Merdeka Belajar Untuk Kembali Pendidikan Pada Khittahnya. *PROSIDING SAMASTA Seminar Nasional Bahasa Dan Sastra Indonesia*, 115–122.
- Chirkina, T., Khavenson, T., Pinskaya, M., & Zvyagintsev, R. (2020). Factors of Student Resilience Obtained from TIMSS and PISA Longitudinal Studies. In *Issues in Educational Research* (Vol. 30, Issue 4, pp. 1245–1263).
- Dewantara, J. A., Sulistyarini, Afandi, Warneri, Efiani, Yumiantika, & Juliansyah, N. (2023). Identitas Nasional : Kontribusi Program P5 dalam Kurikulum Baru Guna Membangun Rasa Nasionalisme di SMP Negeri 16 Pontianak. *Jurnal Kewarganegaraan*, 7(1), 1–18.
- Fanani, M. Z. (2018). Strategi pengembangan soal hots pada kurikulum 2013. *Edudeena: Journal of Islamic Religious*
- Gunindi, Y., Sahin, F. T., & Demircioglu, H. (2012). Functions of the family: Family structure and place of residence. *Energy Education Science and Technology Part B: Social and Educational Studies*, 4(1), 549–556.
- Ikhsan, K. N., & Hadi, S. (2018). Implementasi dan Pengembangan Kurikulum 2013. In *Jurnal Edukasi (Ekonomi, Pendidikan dan Akuntansi)* (Vol. 6, Issue 1, p. 193). <https://doi.org/10.25157/je.v6i1.1682>
- Jenderal, D., Anak, P., Dini, U., Dasar, P., & Menengah, P. (2020). *Rencana strategis*.
- Kahfi, A. (2022). Implementasi Profil Pelajar Pancasila dan Implikasinya terhadap Karakter Siswa di Sekolah. *DIRASAH: Jurnal Pemikiran Dan Pendidikan Dasar Islam*, 5(2), 138–151.
- Kemendikbud. (2017). Panduan Gerakan Literasi Nasional. *Panduan Gerakan Literasi Nasional*, 50.
- Kumalasari, I. (2014). *Hubungan antara self-efficacy dengan kemandirian belajar pada siswa SMPN 2 Randuagung Lumajang*. Universitas Islam Negeri Maulana Malik Ibrahim.
- Kusumah, W., & Alawiyah, T. (2021). *Guru Penggerak*. ANDI.
- Mulyasa. (2021). *Menjadi Guru Penggerak Merdeka Belajar*. Bumi Aksara.
- Muslikh. (2020). Landasan Filosofis dan Analisis Terhadap Kebijakan Merdeka Belajar Dan Kampus Merdeka. *Jurnal Syntax Transformation*, 1(3), 40–46.
- Mustagfiroh, S. (2020). Konsep “ Merdeka Belajar ” Perspektif Aliran Progresivisme di Perguruan Tinggi. *Jurnal Studi Guru Dan Pembelajaran*, 3(1), 141–147.
- Ochayi, A., Aderogba, A., & Aneh, O. A. (2020). Tech-20 the Perfect Epidemic to Covid-19 Pandemic and its Influence on Education: Offensive and Defensive Measures of New Media Technologies. In *Global Media Journal: Pakistan aiou.edu.pk*.
- Oktaviyanti, I., & Pratiwi, K. I. (2021). Pembangunan Karakter Siswa SD Ditinjau Dari Latar Belakang Kebudayaan di Lereng Gunung Slamet. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 13(2), 633–648. <https://doi.org/10.37680/qalamuna.v13i2.1063>
- Potter, W. J. (2014). *Media Literacy* (7th Editio). SAGE Publications.
- Rakhmawati, Y., & Mustadi, A. (2021). Examining the Necessity of Reflective Module: Literacy Numeracy Skill of Students Elementary School. *AL-ISHLAH: Jurnal Pendidikan*, 13(1), 597–609. <https://doi.org/10.35445/alishlah.v13i1.534>
- Rakhmawati, Y., & Mustadi, A. (2022). The circumstances of literacy numeracy skill: Between notion and fact from elementary school students. *Jurnal Prima Edukasia*, 10(1), 9–18. <https://doi.org/10.21831/jpe.v10i1.36427>
- RI, P. (2003). Undang-undang (UU) No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional [JDIH BPK RI]. *JDIH Badan Pemeriksa Keuangan Republik Indonesia*, 37. <https://peraturan.bpk.go.id/Home/Details/43920/uu-no-20-tahun-2003>
- Rusnaini, R., Raharjo, R., Suryaningsih, A., & Noventari, W. (2021). Intensifikasi Profil Pelajar Pancasila dan Implikasinya Terhadap Ketahanan Pribadi Siswa. *Jurnal Ketahanan Nasional*, 27(2), 230. <https://doi.org/10.22146/jkn.67613>
- Santoso, Suyahmo, Maman, R., & Utomo, C. B. (2020). Urgensi Pendidikan Karakter Pada Masa Pandemi Covid 19. *Seminar Nasional Pascasarjana Universitas Negeri Semarang*, 558–563.
- Sibagariang, D., Sihotang, H., Murniarti, E., & Indonesia, U. K. (2021). Peran Guru Penggerak Dalam Pendidikan. *Dinamika Pendidikan*, 14(2), 88–99. doi: <https://doi.org/10.51212/jdp.v14i2.53%0APERAN>
- Sinaga, C. V. R., Tambunan, L. O., & ... (2020). IMPLEMENTASI PEMBELAJARAN BERBASIS KKNI DI ERA REVOLUSI INDUSTRI 4.0 PADA PROGRAM STUDI PENDIDIKAN MATEMATIKA UNIVERSITAS HKBP *MES: Journal of*

- Sumarni. (2017). Evaluation Of The Implementation of 2013 Curriculum in Madrasah. *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 15(3), 387–404.
- Suriadi, H. J., Firman, F., & Ahmad, R. (2021). Analisis Problema Pembelajaran Daring Terhadap Pendidikan Karakter Peserta Didik. *Edukatif: Jurnal Ilmu Pendidikan*, 3(1), 165–173. <https://doi.org/10.31004/edukatif.v3i1.251>
- Susilawati, E., Sarifuddin, S., & Muslim, S. (2021). Internalization of Pancasila Values in Learning through Implementation of Pancasila Student Profile with “ Merdeka Mengajar ” Platform. *Jurnal TEKNODIK*, 25(2), 155–168.
- Syah, R. H. (2020). Dampak Covid-19 pada Pendidikan di Indonesia: Sekolah, Keterampilan, dan Proses Pembelajaran. *SALAM: Jurnal Sosial Dan Budaya Syar-I*, 7(5). <https://doi.org/10.15408/sjsbs.v7i5.15314>
- Talidong, K. J. B., & Toquero, C. M. D. (2020). Philippine Teachers’ Practices to Deal with Anxiety amid COVID-19. *Journal of Loss and Trauma*, 25(6–7), 573–579. <https://doi.org/10.1080/15325024.2020.1759225>
- Yamin, M., & Syahrir, S. (2020). Pembangunan Pendidikan Merdeka Belajar (Telaah Metode Pembelajaran). *Jurnal Ilmiah Mandala Education*, 6(1), 126–136. <https://doi.org/10.36312/jime.v6i1.1121>
- Zulkarnain, W., Setyowati, A. J., & Mahanal, S. (2013). *MASALAH GURU DALAM IMPLEMENTASI KURIKULUM 2013 DAN KERANGKA MODEL SUPERVISI PENGAJARAN*.