

## The Influence of Implementing the Merdeka Curriculum Learning System on Student Learning Outcomes

Asri Pujiati<sup>1</sup>, Muhammad Firman<sup>2</sup>, M. Bahrul Helmi<sup>3</sup>, Arini Wigita Yulistiana<sup>4</sup>, Apuanor<sup>5</sup>

<sup>1</sup>Universitas Muhammadiyah Sampit, Pendidikan Ekonomi

### Article Info

#### Article history:

Received: 31 January 2025

Publish: 1 March 2025

#### Keywords:

Implementing;

Merdeka;

Curriculum;

Student;

Learning.

### Abstract

*This study analyzes the effect of Merdeka Curriculum implementation on student learning outcomes, particularly at the secondary education level. The Merdeka Curriculum, introduced in 2022, aims to provide flexibility and freedom in the learning process, with an emphasis on project-based approaches and holistic development of student competencies. This study uses a qualitative method with data collection through questionnaires distributed to teachers and students at MTsN 1 Kotim. The results showed that the implementation of Merdeka Curriculum increased students' engagement, motivation, and learning achievement. In addition, teachers are required to be more creative in designing fun learning methods. However, challenges such as limited resources, student workload, and adaptation to curriculum changes are still obstacles. This study concludes that Merdeka Curriculum has great potential to improve the quality of education in Indonesia, with a note that it needs support in the form of teacher training, supporting facilities, and continuous evaluation.*

*This is an open access article under the [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)*



### Corresponding Author:

Asri Pujiati

Universitas Muhammadiyah Sampit, Pendidikan Ekonomi

email: [pujiatiasri559@gmail.com](mailto:pujiatiasri559@gmail.com)

## 1. INTRODUCTION

In education, the learning system implemented in schools plays an important role in influencing student learning outcomes. Student learning outcomes are not only measured in terms of the knowledge gained, but also in terms of students' skills, attitudes and abilities in dealing with everyday life problems. One of the factors that influences learning outcomes is the learning system implemented. The learning system includes various elements, such as the teaching methods used by teachers, the use of media and technology in learning, classroom management, and interactions between teachers and students.

An effective and efficient learning system is expected to improve students' understanding and skills, which in the end will have a direct effect on student learning outcomes. Learning outcomes are the achievements obtained by students after following the learning process, which includes cognitive (knowledge), affective (values and attitudes), and psychomotor (skills) aspects. Therefore, the quality of the learning system greatly influences student learning outcomes, both in the form of academic grades and the development of other competencies. A good learning system can increase student motivation and involvement in the learning process, facilitate good understanding of the material, and develop critical and creative skills.

In an effort to improve the quality of education in Indonesia, the government through the Ministry of Education, Culture, Research and Technology (Kemdikbudristek) launched the Merdeka Curriculum in 2022. This curriculum is an approach that gives educators and

students the freedom to adapt learning to their individual needs and characteristics. -each. The Merdeka Curriculum prioritizes the principles of freedom to learn, holistic development of student potential, as well as an emphasis on project-based learning and strengthening basic competencies. This curriculum is designed to provide freedom and flexibility for students in choosing material that suits their interests and talents. This is expected to increase student involvement and motivation in the learning process, as well as produce graduates who are better prepared to face various challenges.

The Merdeka Curriculum is present as a response to various challenges and shortcomings found in the previous curriculum, especially the 2013 Curriculum. Several main points to be considered in this transition are:

1. High Learning Load: The previous curriculum was often considered too dense and burdened students with a lot of material and assignments. This can reduce interest in learning and cause stress in students.
2. Lack of Flexibility: The previous curriculum tended to be rigid and did not provide enough space for teachers to be creative in the learning process. As a result, learning becomes less interesting and does not suit the needs of diverse students.
3. Less Student-Centered: Assessment focuses more on the end result rather than the learning process. This makes students tend to memorize material without understanding in-depth concepts.
4. Lack of Relevance: The material taught is often considered less relevant to current developments and the needs of the world of work.
5. Too Many Tests: Having too many tests and exams makes students feel stressed and reduces time that could be spent on deeper learning.

The main difference between the 2013 Curriculum and the Merdeka Curriculum lies in the more flexible and autonomous approach in the Merdeka Curriculum, which provides more space for teachers and schools to develop learning that suits students' needs and characteristics. This curriculum change aims to overcome existing weaknesses in K-13 implementation and respond to the development of educational needs that are more adaptive and relevant in the future.

#### Problem Formulation

- a. Are there differences in student learning outcomes before and after the implementation of the Merdeka Curriculum?
- b. What are the factors that influence the successful implementation of the Merdeka Curriculum in improving student learning outcomes?
- c. To what extent does the Merdeka Curriculum increase student motivation and involvement in the learning process?

#### Writing purpose

The purpose of writing this research is to analyze the effect of implementing the Merdeka Curriculum learning system on student learning outcomes, both in terms of increasing academic abilities, learning motivation, and critical and creative thinking skills. This research aims to explore how the implementation of the Merdeka Curriculum can influence student academic achievement, as well as the factors that support or hinder the successful implementation of the curriculum. Apart from that, this research also aims to identify student and teacher perceptions regarding the effectiveness of this learning system in creating a more relevant and enjoyable learning experience, as well as to provide recommendations for more optimal learning development in the future.

### Scope

The scope of influence of the implementation of the Merdeka Curriculum on student learning achievement in Indonesia covers various aspects, starting from teaching methods, student involvement, to support from the school and community. The Merdeka Curriculum, introduced by the government, aims to provide freedom in the learning process, allowing teachers to innovate and adapt teaching materials to students' needs. This research can show that implementing a Merdeka Curriculum can improve the quality of education by providing a more flexible and responsive approach to student characteristics.

However, the implementation of the Merdeka Curriculum also faces challenges, such as a lack of socialization and adequate support for teachers in understanding and implementing this curriculum. Without sufficient training, teachers may have difficulty implementing learning methods that are in accordance with the principles of the Merdeka Curriculum, which can result in low achievement. student learning. Therefore, it is important for schools to provide technical guidance and the necessary resources so that teachers can implement the curriculum effectively.

Overall, the implementation of the Merdeka Curriculum has great potential to improve student learning achievement in Indonesia, as long as it is balanced with adequate training for teachers, support from parents, and community involvement. With the right approach, the Merdeka Curriculum can be a step forward in creating higher quality education that is relevant to the needs of the times

## 2. RESEARCH METHOD

The research method used is research using qualitative descriptive methods. The school used as a source was MTsN 1 Kotim. The researchers used teachers and students at MTsN as subjects in this research. Researchers get answers from conducting interviews with subjects. There were 6 subjects interviewed, including 2 teachers and 4 students. These answers will later be used to gather information about the influence of the Merdeka curriculum on teaching and learning activities at the school. By conducting these interviews, researchers received answers from teachers and students directly. These answers are very useful for researchers because they are concrete facts that will help in processing data results regarding the influence of the Merdeka Curriculum in the school.

## 3. RESULTS AND DISCUSSION

Researchers use several indicators which will be used as references in collecting data and writing this article. The indicators are: How do teachers understand the Merdeka curriculum, how do teachers implement the Merdeka curriculum, does the Merdeka Curriculum have an influence on student learning outcomes, as well as the obstacles that exist in implementing the Merdeka Curriculum system for teachers and students. From the interviews that researchers conducted at school, the following is a further explanation regarding the results of the answers from the subjects:

### 1. The Influence of the Merdeka Curriculum for Teachers

From the interviews that researchers have conducted, from a teacher's point of view, student participation and involvement in the learning process when using the Merdeka Curriculum has increased, students are more enthusiastic to take part in learning when using the Merdeka Curriculum. This also requires teachers to be able to create more enjoyable learning methods so that students can play a more active role and be enthusiastic in learning. In this Merdeka Curriculum, students can also freely explore

their interests and talents so that students can learn more easily. However, for a teacher, there are still main challenges that must be faced, namely when there are students who are less active and have limitations in understanding some material. This can be handled by the teacher by explaining again while continuing to provide encouragement so that students can successfully understand the material. A teacher can implement the Merdeka Curriculum in daily learning by first understanding the principles in the Merdeka Curriculum. If you understand these principles, then making learning more fun and interactive is not a difficult thing for a teacher.

## 2. The Influence of the Merdeka Curriculum for Students

From interviews conducted by researchers, students answered that the Merdeka Curriculum had a positive impact on them. This can be seen from the students' scores which increased when the Merdeka Curriculum began to be implemented. In this Merdeka Curriculum, students can be freer to explore themselves, their interests and talents, as well as the freedom to think critically. Most students experience an increase in their learning outcomes because there are so many learning media that can be used, such as cellphones, books, computers, etc. Merdeka Curriculum learning is also more flexible because students can focus on their interests and abilities. With the Merdeka Curriculum, students can have more freedom to process their interests and talents as well as character development.

However, there were several students who answered that some of them were still having difficulty adapting to the changes that occurred between K13 and the Merdeka Curriculum. Students also feel burdened if there are a lot of presentation assignments, group assignments and P5 project assignments. This should be an input for teachers not to impose too much homework and group assignments on students. Differences in interests and abilities also become obstacles for students to complete their assignments. And limited resources in schools such as books or learning support facilities are also one of the causes of students experiencing difficulties in learning at school.

This matter should can be used as an evaluation by the school, especially teachers, so that they can improve and improve the quality of their learning. If the quality of learning is good, then students will be happier and can experience an increase in their learning achievement at school.

## 3. CONCLUSION

The Merdeka Curriculum implemented in Indonesia aims to provide learning freedom to students and teachers through a more flexible and student-centered approach. This curriculum is designed to improve learning outcomes by prioritizing students' interests, talents and holistic potential development through project-based learning methods.

The research results show that the implementation of the Merdeka Curriculum has a positive impact, such as increasing student engagement, learning motivation, and academic results. Teachers are also required to be more creative and innovative in delivering material. However, challenges still exist, such as lack of resources, adaptation difficulties for some students, and high workloads.

Overall, the Merdeka Curriculum has great potential to improve the quality of education in Indonesia, as long as it is supported by adequate training for teachers, provision of supporting facilities, and ongoing evaluation to resolve existing obstacles.

## 4. BIBLIOGRAPHY

- [1] D. S. Firmansyah, R., Prafitasari, A. N., & Ningrum, "Fleksibilitas Kurikulum Merdeka Belajar dalam Mempersiapkan Peserta Didik menjadi Komunitas Masyarakat sains dan Digital.," *Natl. Multidiscip. Sci.* 464-472., 2023.
- [2] & S. Hapsan, A., "Kurikulum Merdeka Belajar Untuk Guru Merdeka. Preprint, 1-8.," 2023.
- [3] N. H. Indarta, Y., Jalinus, N., Waskito, Samara, A. D., Riyanda, A. R., & Adi, "Relevansi Kurikulum Merdeka Belajar dengan Model Pembelajaran Abad 21 dalam Perkembangan Era Society 5.0. Edukatif :," *J. Pendidikan*, 3011-3024., 2022.
- [4] B. M. Ledia, S., & Bustam, "Implementasi Kurikulum Merdeka dalam Meningkatkan Mutu Pendidikan.," *Relig. Educ. Soc. Laa Roiba Journal*, 14-30., 2024.
- [5] A. Rijal, A., & Valen, "In House Training Kurikulum Merdeka Menumbuhkan Budaya Demokrasi, Kreatif, dan Inovatif Guru dan Siswa Madrasah Aliyah Negeri 2 Lubuklinggau.," *Madaniya*, 491-498., 2024.
- [6] I. A. Susanti, H., Fadriati, & B.S., "Problematisasi Implementasi Kurikulum Merdeka di SMP Negeri 5 Padang Panjang.," *J. AISys*, 54-65., 2023.
- [7] N. Sutriningsih, Ikhlas, A., Huriyah, L., Sari, I. W., Vanchapo, & Thalib, "ANALISIS PERSEPSI MAHASISWA TERHADAP FLEKSIBILITAS KURIKULUM MERDEKA BELAJAR DALAM MENINGKATKAN KUALITAS PEMBELAJARAN.," *J. Rev. Pendidik. dan Pengajaran*, 2765-2770., 2023.
- [8] R. D. Tunas, K. O., & Pangkey, "Kurikulum Merdeka: Meningkatkan Kualitas Pembelajaran dengan Kebebasan dan Fleksibilitas.," *J. Educ.* 22031-22040., 2024.