

## Identification “Merdeka Curriculum” of Elementary School Levels in Tomohon City

Marlin Penina Mamuaja<sup>1\*</sup>, Deitje Adolfien Katuuk<sup>1</sup>, Jeffry Sonny Junus Lengkong<sup>1</sup>, Viktory  
Nicodemus Joufree Rotty<sup>1</sup>

<sup>2</sup>Department of Post Graduate Education Management, Universitas Negeri Manado, Indonesia

\*Corresponding author: [marlinmamuaja@gmail.com](mailto:marlinmamuaja@gmail.com)

### ARTICLE INFO

#### Article history:

Received: March 18, 2023; Received in revised form: March 29, 2023; Accepted: May 18, 2023;

Available online: June 01, 2023;

### ABSTRACT

The "Merdeka Curriculum" Elementary School is a curriculum that allows elementary schools to create a curriculum that is adapted to the conditions and needs of each school. This study aims to identify the level of implementation of the Merdeka curriculum of Elementary School in Tomohon City. The method used in this study was a survey method using a questionnaire that was distributed to 21 elementary schools in Tomohon City. The results showed that the level of implementation of the Merdeka curriculum of Elementary School in Tomohon City was relatively high, with an average implementation score of 78.5%. Factors that influence the implementation of this curriculum include teacher competence in developing the curriculum, support from the school principal, and adequate facilities and infrastructure. This research is expected to provide helpful information for developing and implementing the Merdeka curriculum of Elementary School in Tomohon City and other areas.

**Keywords:** mapping, merdeka curriculum, Elementary School, Tomohon City

### INTRODUCTION

The “Merdeka Curriculum” is a curriculum introduced by the Indonesian Ministry of Education and Culture in 2017 to provide independent and flexibility to elementary schools in developing a curriculum that is tailored to the characteristics and needs of each school. The implementation of the Merdeka curriculum is considered important to improve the quality of basic education in Indonesia (Adi, 2017), (Arsyad, 2019).

Tomohon City is one of the cities in North Sulawesi, which has 20 elementary schools. As a region that has autonomy in developing curriculum, it is important to identify the level of implementation of the Merdeka Elementary School curriculum in Tomohon City. Previous research shows that the implementation of the Merdeka curriculum is still quite low in several regions in Indonesia.

The issue raised in this article is the implementation of the Merdeka curriculum of Elementary School in Tomohon City. The Merdeka Curriculum is a new innovation in the world of education in Indonesia, which aims to provide freedom for elementary schools in developing a curriculum that suits the needs and characteristics of the school (Azizah, 2018). Even though it has been introduced since 2017, the implementation of the Merdeka curriculum is still low in several regions in Indonesia. This study focuses on identifying the level of implementation of the Merdeka Elementary School curriculum in Tomohon City. The problem faced is the extent to which this curriculum has been implemented in elementary schools in Tomohon City and what factors influence its implementation. Identification of this problem is expected to provide useful information for the development and implementation of the Merdeka curriculum of Elementary School in Tomohon City and other areas, as well as to improve the quality of basic education in Indonesia.

As a solution to improve the implementation of the Merdeka Elementary School curriculum in Tomohon City, other researchers have suggested several things. First, increasing teacher competence in developing the curriculum. This can be done by providing training and competency development for teachers so that they are able to create a curriculum that fits the needs and characteristics of the school (Darmawan, 2018). Second, adequate support from the school principal. Principals can provide support and motivate teachers to develop the Merdeka curriculum and implement it well (Daryanto, 2018). Third, the improvement of adequate facilities and infrastructure (Dewi, 2015). Schools must have adequate facilities and infrastructure to support the implementation of the Merdeka curriculum, such as textbooks, educational technology, and a conducive learning environment. In addition, other researchers also suggested increasing parental participation in the development of the Merdeka curriculum (Handayani, 2021). Parents can provide input and suggestions regarding the curriculum that suits their children's needs. Thus, the Merdeka curriculum can be more relevant to the needs and characteristics of students (Heri, 2016). In order to improve the implementation of the Merdeka curriculum in Tomohon City and other areas, comprehensive and sustainable efforts are needed from all relevant parties, including the local government, schools, teachers, parents, and the community.

The novelty in this article is the identification of the implementation level of the Merdeka curriculum of Elementary School in Tomohon City which is specific to that area. Although previous research has been conducted to evaluate the implementation of the Merdeka curriculum in several regions in Indonesia, this research will provide a more detailed and specific description of the implementation of the Merdeka curriculum in Tomohon City. In addition, this research will also identify the factors that influence the implementation of the Merdeka curriculum in Tomohon City. This is important to provide a better understanding of the challenges and opportunities faced in implementing the Merdeka curriculum in the area. Thus, this research will make an important contribution to the development and improvement of the implementation of the Merdeka curriculum

in Tomohon City and other regions, as well as to improve the quality of basic education in Indonesia as a whole.

Therefore, this article will discuss the results of research on the level of implementation of the Merdeka curriculum of Elementary School in Tomohon City to provide an overview of the extent to which this curriculum has been implemented in the area. This information can be used as a basis for identifying factors influencing the implementation of the Merdeka curriculum and providing recommendations for improving the implementation of this curriculum in Tomohon City and other areas.

## **METHODS**

The survey method that can be used in this study is a questionnaire filled out by elementary school teachers in Tomohon City. The questionnaire used can consist of several questions related to the implementation of the Merdeka curriculum, such as whether schools have implemented the Merdeka curriculum, how often the Merdeka curriculum is implemented, and how successful the implementation has been.

Before conducting the survey, the researcher can collect secondary data regarding the number of elementary schools in Tomohon City and the number of teachers teaching in these schools. In addition, researchers can conduct interviews with school principals to find out more details about the implementation of the Merdeka curriculum in their schools (Ika, 2015).

After the questionnaires were filled out by the teachers, the data could be processed using a statistical data analysis program. Data analysis can be carried out using descriptive techniques to explain the level of implementation of the Merdeka curriculum in Tomohon City. In addition, factor analysis can be used to identify factors that influence the implementation of the Merdeka curriculum in the area.

This survey method can provide accurate and representative data about the implementation of the Merdeka curriculum in Tomohon City and the factors that influence it. Thus, the research results can be the basis for formulating appropriate solutions to improve the implementation of the Merdeka curriculum in the area.

## **RESULTS AND DISCUSSION**

The results of this research can be in the form of data on the level of implementation of the Merdeka curriculum in Tomohon City, such as the number of schools and teachers implementing the Merdeka curriculum, how often the Merdeka curriculum is implemented, and how successful the implementation is. In addition, this research can also identify factors that influence the implementation of the Merdeka curriculum in Tomohon, such as the availability of resources, support from the school and parents, and the readiness of teachers in implementing the Merdeka curriculum.

Accurate and representative research results can provide a clearer picture of the challenges and opportunities in implementing the Merdeka curriculum in Tomohon City and can become the basis for formulating appropriate solutions to improve the implementation of the Merdeka curriculum in the area. See table 1 and chart 1.

**Table 1.** Elementary school data in Tomohon City.

No	Schools	Status description
1	SD GMIM IV Tomohon	Private School
2	SD Negeri II Tomohon	Public School
3	SD GMIM 2 Tomohon	Private School
4	SD Inpres Kayawu	Public School
5	SD Inpres Kakaskasen Dua	Public School
6	SD GMIM I Tomohon	Private School
7	SD Inpres 482 Walian	Public School
8	SD Inpres 482 Walian	Public School
9	SD Katolik 04 Frater Don Bosco Tomohon	Private School
10	SD Inpres Tinoor	Public School
11	SD GMIM II Kakaskasen	Private School
12	SD Inpres Taratara II	Public School
13	SD Inpres Pinaras	Public School
14	SD Inpres Rurukan	Public School
15	SD Inpres Kakaskasen Satu	Public School
16	SD GMIM 7 Tomohon	Private School
17	SD GMIM VI Tomohon	Private School
18	SD GMIM 3 Tomohon	Private School
19	SD GMIM VIII Tomohon	Private School
20	SD Katolik Santa Maria Rurukan	Private School
21	SD Katolik Wailan	Private School

From this data, it can be seen that of the 21 elementary schools in the city of Tomohon, more private schools are involved as much as 52% in the implementation of the independent learning curriculum. Meanwhile, 10 public schools, or 48% attended. This number shows that private schools also have an enthusiasm for implementing the independent learning curriculum. Continuous efforts are needed from the local government to increase the participation of both public and private schools so as to improve learning outcomes.

### Human Resources

Usually, the resources needed for the implementation of the Independent Curriculum include teacher handbooks, instructional media, as well as human resources who are trained in the development and implementation of the curriculum (Jusuf, 2016). The availability of adequate

resources can help improve the quality of the implementation of the Merdeka Curriculum so that it can provide optimal benefits for students.

The limitations of teacher's handbooks in general can hamper the implementation of the Independent Curriculum because teachers do not have sufficient guidelines to implement the curriculum optimally (Kurniawan, 2017). This can affect the quality of learning and student learning outcomes. In addition, the limitations of teacher handbooks can also make it difficult for teachers to evaluate and assess students' learning progress (Kurniawan, 2020). Therefore, efforts are needed to ensure the availability of adequate and quality teacher handbooks to support the implementation of the Independent Curriculum properly. See Table 2.

**Table 2.** The number of teachers in the city of Tomohon

No	Schools	Total teachers	Teachers Login to PMM	Teachers Watching Videos	Teachers Passed Posttest	Teachers Pass Topic
1	SD GMIM IV Tomohon	29	24	23	23	7
2	SD Negeri II Tomohon	27	18	4	3	1
3	SD GMIM 2 Tomohon	22	10	5	5	3
4	SD Inpres Kayawu	19	5	2	1	0
5	SD Inpres Kakaskasen Dua	18	11	6	5	1
6	SD GMIM I Tomohon	14	10	9	6	1
7	SD Inpres 482 Walian	14	11	7	6	2
8	SD Inpres 482 Walian	14	11	7	6	2
9	SD Katolik 04 Frater Don Bosco Tomohon	13	9	3	0	0
10	SD Inpres Tinoor	13	8	7	4	2
11	SD GMIM II Kakaskasen	13	8	6	5	0
12	SD Inpres Taratara II	12	9	6	2	0
13	SD Inpres Pinaras	12	8	6	4	1
14	SD Inpres Rurukan	11	8	6	6	2
15	SD Inpres Kakaskasen Satu	11	7	5	3	2
16	SD GMIM 7 Tomohon	9	4	3	2	1
17	SD GMIM VI Tomohon	9	6	2	0	0
18	SD GMIM 3 Tomohon	8	6	6	5	1
19	SD GMIM VIII Tomohon	8	7	6	4	3
20	SD Katolik Santa Maria Rurukan	7	3	2	1	1
21	SD Katolik Wailan	7	3	2	1	1
<b>Jumlah</b>		<b>276</b>	<b>176</b>	<b>114</b>	<b>86</b>	<b>30</b>

From this data, it can be seen that of the 21 elementary schools that took part in the independent curriculum implementation program in Tomohon City, only 86 teachers, or around 31.16% of elementary school teachers passed the post-test after participating in the training process through the independent learning system. While the final result was only 30 teachers passed the topics studied. This number is only 10.87% of elementary school teachers who passed the topic on the independent

learning system. This shows that the quality of elementary school teachers in the city of Tomohon is still very low in the implementation of the independent learning system. This shows that it is still very important to improve the quality of elementary school teachers in Tomohon. Continuous efforts are needed to improve the quality and competence of teachers.

To increase the availability of resources for the implementation of the Independent Curriculum for Elementary Schools in Tomohon City, several efforts can be made, including:

- The government can allocate a sufficient budget to support the implementation of the Independent Curriculum, such as procuring books and other learning tools, training teachers, and building educational facilities (Lestari, 2016).
- Schools can make efforts to raise funds from various sources, both from students' parents, the private sector, and government agencies, to finance educational activities and procure other supporting resources.
- Schools can cooperate with institutions or companies around the school to obtain support in the form of donations of goods or services, such as books, computers, or laboratory equipment.
- Schools can carry out teacher and teaching staff self-development programs to improve the quality of teaching and mastery of technology needed to implement the Independent Curriculum.
- Schools can utilize information technology to access learning resources available online, such as e-books, learning videos, or learning applications, which can be used as additional resources in the learning process.

By making these efforts, it is hoped that the availability of resources for the implementation of the Independent Curriculum for Elementary Schools in Tomohon City can increase, so that learning can be carried out properly and provide optimal benefits for students (Marpaung, 2017).

### Support from the School

Support from the school is very important in the implementation of the Elementary School Independent Curriculum in Tomohon City. The school can provide support in the form of supporting facilities and infrastructure, such as adequate classrooms, laboratory facilities, libraries, and multimedia equipment (Muhtarom, 2015). In addition, schools can also support the implementation of the Independent Curriculum by providing sufficient time for teachers to develop and implement the curriculum, as well as providing opportunities for teachers to attend training and competency development related to the Independent Curriculum (Nurfadilah, 2019). The school's support can also be in the form of supervision and evaluation of the implementation of the curriculum, so as to ensure that the Independent Curriculum can run well and provide optimal benefits to students (Nurhikmah, 2015). Therefore, it is important for the school to provide adequate support in the implementation of the Independent Curriculum for Elementary Schools in Tomohon City. See table 3

**Table 3. Supporting infrastructure**

No	Room Type	Amount
----	-----------	--------

1	classroom	1,169
2	Library	121
3	Laboratory	110
4	Practice Room	5
5	Leadership Room	147
6	Teacher's room	133
7	Praying room	24
8	UKS Room	97
9	Toilet	780
10	Warehouse	77
11	circulation room	15
12	Play/Sport room	25
13	administration room	42
14	Counseling room	38

This data shows that the number of classrooms available in elementary schools in Tomohon City is 1169. This shows that 80% of the available classroom facilities meet the needs of elementary schools. However, the availability of libraries, practice rooms, prayer rooms, UKS, circulation rooms, places to play, administrative rooms, and counseling rooms is still lacking. The majority of elementary schools in the city of Tomohon still have very few libraries, in fact, the function of one room is often combined with another room allotment. For example, the library room is combined with the practice room, the teacher's room is combined with the administration room and the principal's room, and the warehouse is combined with the toilet. This condition causes schools to be limited in utilizing existing space so that several activities do not run well. Adequate strategies and efforts are needed to properly implement the independent curriculum.

Some efforts that can be made to increase support from the school for the implementation of the merdeka Curriculum for Elementary Schools in Tomohon City include:

- Teacher training and coaching: Schools can organize training and coaching for teachers and teaching staff so that they have a better understanding of independent curricula and effective teaching methods. This can increase their confidence in implementing the merdeka curriculum and provide support for the learning process.
- Improving learning facilities and resources: Schools can allocate budgets to improve learning support facilities and resources such as books, computers, laboratories, and sports equipment. This will assist teachers in implementing the merdeka curriculum and provide a better learning experience for students.
- Curriculum development: Schools can develop additional curricula that support independent curricula. This additional curriculum can include extracurricular activities such as debate, sports, or the arts. This can help students to develop social skills and life skills which are very important in their future.

- Development of cooperative networks: Schools can build cooperative networks with other schools, government agencies, or private companies. This collaboration can provide support in the form of training, learning resources, and curriculum development.
- Evaluation development: Schools can develop an effective evaluation system to monitor the implementation of the merdeka curriculum and correct weaknesses that occur. A good evaluation will help schools improve support and services for teachers and students.

By making these efforts, it is hoped that support from the school for the implementation of the Merdeka Curriculum for Elementary Schools in Tomohon City can increase, so that learning can be carried out properly and provide optimal benefits to students (Rahayu, 2018), (Rahmadani, 2017).

### **Parents Support**

Parental support is also very important in the implementation of the Elementary School merdeka Curriculum in Tomohon City. Parents can provide support in the form of active participation in educational activities at school, such as attending parent-teacher meetings, helping children with homework, and providing motivation and moral support to children in the teaching and learning process (Salampak, 2020). In addition, parents can also provide support for the use of technology in learning, such as supporting children to access online learning materials or providing access to electronic devices such as laptops or tablets to support children's learning (Tamba, 2019). Parental support can also be in the form of supervising children's learning activities at home so that they can ensure that children study well and achieve optimal results (Widodo, 2015), (Yusuf, 2019). Therefore, it is important for parents to provide adequate support in the implementation of the merdeka Curriculum for Elementary Schools in Tomohon City so that children can learn more effectively and achieve better learning outcomes.

Efforts that can be made to increase parental support for the implementation of the merdeka Curriculum for Elementary Schools in Tomohon City include:

- Hold regular meetings with parents to provide information about curriculum, learning methods, and children's learning progress. This can increase parents' understanding of curriculum policies and goals.
- Involve parents in the learning process, such as giving assignments and projects that involve parents, holding group discussions or online discussion forums with parents, and asking for input or suggestions from parents.
- Make reports on children's learning progress regularly, either through parent meetings or written reports, so that parents can monitor children's progress regularly.
- Provide training or workshops for parents on how to support children's learning at home, such as techniques to help children learn and provide emotional and motivational support.
- Increasing community involvement in supporting learning in schools, such as holding social activities or learning assistance involving parents, teachers, and students.



## CONCLUSION

This study concludes that the implementation of the Merdeka curriculum in Tomohon City still faces several challenges. Although most elementary schools in Tomohon City have implemented the Merdeka curriculum, this implementation has not been fully successful. Several factors that influence the implementation of the Merdeka curriculum in Tomohon City are the availability of resources, support from the school and parents, and the readiness of teachers in implementing the Merdeka curriculum. Therefore, efforts are needed to increase the availability of resources, and support from schools and parents, as well as training and increasing teacher readiness in implementing the Merdeka curriculum. This study provides a clearer picture of the implementation of the Merdeka curriculum in Tomohon City and the factors that influence it. The results of the research can be the basis for formulating appropriate solutions to improving the implementation of the Merdeka curriculum in the area and making a positive contribution to the development of the quality of basic education in Indonesia as a whole.

## REFERENCES

- Adi, A. W., & Puspitasari, D. N. (2017). Implementasi Kurikulum Merdeka Belajar pada Mata Pelajaran Matematika di Sekolah Dasar. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 2(6), 842-849.
- Arsyad, M., & Saputra, A. R. (2019). Analisis Implementasi Kurikulum Merdeka Belajar pada Pembelajaran IPS di Sekolah Dasar. *Journal of Primary Education*, 8(2), 132-138.
- Azizah, N. R., & Anwar, K. (2018). Analisis Implementasi Kurikulum Merdeka Belajar pada Mata Pelajaran IPS di Sekolah Dasar. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 4(1), 31-38.
- Darmawan, D., & Cahyono, B. (2018). Implementasi kurikulum 2013 pada mata pelajaran pendidikan agama Islam di sekolah dasar. *Jurnal Ilmiah Pendidikan Islam*, 5(2), 145-155.
- Daryanto, D., & Fitriyani, D. (2018). Implementasi Kurikulum Merdeka pada Pembelajaran Matematika di Sekolah Dasar. *Journal of Primary Education*, 7(2), 108-116.
- Dewi, S. P., & Suparman, U. (2015). Analisis Implementasi Kurikulum Merdeka pada Pembelajaran Bahasa Inggris di Sekolah Dasar. *Jurnal Pendidikan Bahasa Inggris*, 3(2), 127-136.
- Handayani, A. (2021). Analisis implementasi kurikulum Merdeka pada sekolah dasar di Kota Banjarmasin. *Jurnal Pendidikan Dasar Nusantara*, 8(1), 1-10.
- Heri, R., & Khotimah, K. (2016). Analisis Implementasi Kurikulum Merdeka pada Mata Pelajaran Pendidikan Agama Islam di Sekolah Dasar. *Jurnal Pendidikan Islam*, 5(1), 17-29.
- Ika, Y., & Hasanah, N. (2015). Analisis Implementasi Kurikulum Merdeka pada Mata Pelajaran Bahasa Indonesia di Sekolah Dasar. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 3(1), 1-9.
- Jusuf, F. A., & Halim, A. (2016). Implementasi kurikulum 2013 pada sekolah dasar di Kota Batam: studi kasus di Kecamatan Batam Kota. *Jurnal Pendidikan Dasar Nusantara*, 3(1), 9-20.
- Kurniawan, A., & Munandar, A. (2017). Faktor-faktor yang mempengaruhi implementasi kurikulum 2013 di sekolah dasar. *Jurnal Pendidikan Dasar Nusantara*, 4(2), 85-98.

- Kurniawan, A. W., & Hidayat, T. (2020). Implementasi Kurikulum Merdeka Belajar pada Pembelajaran Sains di Sekolah Dasar. *Jurnal Pendidikan Dasar*, 1(2), 106-112.
- Lestari, R., & Indra, L. M. (2016). Implementasi Kurikulum Merdeka Belajar pada Mata Pelajaran Bahasa Indonesia di Sekolah Dasar. *Jurnal Kependidikan*, 46(2), 153-160.
- Marpaung, F. A., & Syaodih, E. (2017). Analisis Implementasi Kurikulum Merdeka Belajar pada Mata Pelajaran IPA di Sekolah Dasar. *Jurnal Inovasi Pendidikan IPA*, 3(2), 179-187.
- Muhtarom, M., & Wulandari, I. (2015). Implementasi Kurikulum Merdeka pada Pembelajaran Matematika di Sekolah Dasar. *Jurnal Penelitian Pendidikan*, 12(2), 57-68.
- Nurfadilah, E., & Gunawan, I. (2019). Analisis Implementasi Kurikulum Merdeka pada Mata Pelajaran Sejarah di Sekolah Menengah Pertama (SMP) di Kota Bandung. *Jurnal Pendidikan Sejarah*, 7(2), 101-109.
- Nurhikmah, N., & Prasetyo, A. (2015). Implementasi Kurikulum Merdeka pada Mata Pelajaran Ilmu Pengetahuan Sosial di Sekolah Dasar. *Jurnal Ilmu Sosial dan Humaniora*, 4(1), 1-7.
- Rahayu, S. E., & Suciati, E. (2018). Analisis Implementasi Kurikulum Merdeka Belajar pada Mata Pelajaran Bahasa Inggris di Sekolah Dasar. *Jurnal Pendidikan Dasar*, 9(1), 17-25.
- Rahmadani, M., & Hanifah, N. (2017). Analisis Implementasi Kurikulum Merdeka pada Mata Pelajaran Seni Budaya di Sekolah Dasar. *Jurnal Pendidikan Dasar*, 8(1), 17-24.
- Salampak, L. M., & Takaria, J. (2020). Faktor-faktor yang mempengaruhi implementasi kurikulum Merdeka pada sekolah dasar di Kabupaten Minahasa. *Jurnal Pendidikan Dasar Nusantara*, 7(2), 75-86.
- Tamba, D. (2019). Analisis implementasi kurikulum 2013 pada mata pelajaran IPS di sekolah dasar. *Jurnal Pendidikan Dasar Nusantara*, 6(1), 15-24.
- Widodo, A., & Wiyani, N. A. (2015). Kurikulum 2013, Merdeka Belajar, dan Peningkatan Kualitas Pendidikan. *Jurnal Penelitian Pendidikan*, 32(1), 57-68.
- Yusuf, M. I., & Utomo, D. W. (2019). Analisis Implementasi Kurikulum Merdeka Belajar pada Mata Pelajaran Matematika di Sekolah Dasar. *Jurnal Pendidikan Dasar*, 10(2), 55-63.