



Implementation of the teacher's role in implementing the Kurikulum Merdeka in elementary school

Maisy Aprilia¹, Dea Mustika²

^{1,2}Universitas Islam Riau, Pekanbaru, Indonesia

maisyaaprilia78@gmail.com¹, deamustika@edu.uir.ac.id²

ABSTRACT

One of the latest initiatives from the Kementerian Pendidikan, Kebudayaan, Riset, dan Dikti (Kemendikbudristek) is the Merdeka Curriculum to improve the quality of students who have competitiveness in facing future developments. To implement a Merdeka Curriculum, the role of teachers is very crucial. This research aims to determine the implementation of the teacher's role in implementing the Kurikulum Merdeka using descriptive qualitative methods. The research was conducted at SDIT Fadhilah Pekanbaru by collecting data through observation, interviews, and documentation. The results of this research indicate that the Kurikulum Merdeka has been implemented by teachers, who play a role in (1) planning a learning program, starting from creating an ATP and being able to formulate specific learning objectives according to student needs; (2) implementing the program that has been created, namely by using varied learning methods and media and involving students in active learning; and (3) carry out regular evaluations and reflections to assess learning outcomes. In this study, researchers found several difficulties faced by teachers in implementing the Kurikulum Merdeka, including difficulties in time management and limited facilities and infrastructure. However, as professional educators, teachers still try to optimize existing facilities to implement a Kurikulum Merdeka with innovative and flexible learning according to the needs and demands of the Industrial Revolution 4.0.

ARTICLE INFO

Article History:

Received: 10 Dec 2023

Revised: 23 Feb 2024

Accepted: 27 Feb 2024

Available online: 3 Mar 2024

Publish: 22 May 2024

Keyword:

Kurikulum merdeka; primary school; teacher's role

Open access

Inovasi Kurikulum is a peer-reviewed open-access journal.

ABSTRAK

Salah satu inisiasi terbaru dari Kementerian Pendidikan, Kebudayaan, Riset, dan Dikti (Kemendikbudristek) adanya Kurikulum Merdeka untuk meningkatkan kualitas peserta didik yang memiliki daya saing dalam menghadapi perkembangan zaman di masa depan. Untuk menerapkan Kurikulum Merdeka, peran guru sangat krusial. Penelitian ini bertujuan untuk mengetahui implementasi peran guru dalam penerapan Kurikulum Merdeka Belajar, dengan metode kualitatif deskriptif. Penelitian dilakukan di SDIT Fadhilah Pekanbaru dengan pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa Kurikulum Merdeka telah diimplementasikan oleh guru, yang berperan dalam; (1) merencanakan program belajar, mulai dari pembuatan ATP dan dapat merumuskan tujuan spesifik pembelajaran sesuai dengan kebutuhan siswa (2) melaksanakan program yang telah dibuat, yaitu dengan menggunakan metode dan media pembelajaran yang variatif dan melibatkan siswa untuk belajar aktif; dan (3) melakukan evaluasi dan refleksi secara berkala untuk menilai hasil pembelajaran. Dalam studi ini peneliti menemukan beberapa kesulitan yang dihadapi guru dalam implementasi kurikulum merdeka, di antaranya adalah kesulitan dalam manajemen waktu, serta sarana dan prasarana yang terbatas. Namun sebagai seorang pendidik profesional, guru tetap berusaha mengoptimalkan fasilitas yang ada untuk menerapkan kurikulum merdeka dengan pembelajaran inovatif dan fleksibel sesuai kebutuhan dan tuntutan revolusi industri 4.0.

Kata Kunci: Kurikulum merdeka; peran guru; sekolah dasar

How to cite (APA 7)

Aprilia, M. & Mustika, D. (2024). Implementation of the teacher's role in implementing the Kurikulum Merdeka in elementary school. *Inovasi Kurikulum*, 21(2), 583-594.

Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.

Copyright

2024, Maisy Aprilia, Dea Mustika. This an open-access is article distributed under the terms of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) <https://creativecommons.org/licenses/by-sa/4.0/>, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author, and source are credited. *Corresponding author: maisyaaprilia78@gmail.com

INTRODUCTION

Indonesia believes education is the primary foundation for preparing a resilient and innovative generation to face global challenges and future developments. To that end, adaptive and sustainable education must be developed, starting with the curriculum. The introduction of Kurikulum Merdeka is one of the innovative initiatives by the Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (Kemendikbudristek). The concept of Kurikulum Merdeka Belajar is an educational approach that provides freedom in learning, is contextually relevant, and is implemented innovatively (Febrianningsih & Ramadan, 2023).

The Kurikulum Merdeka Belajar is designed to be enjoyable, pressure-free, and relaxed for teachers and students (Ainia, 2020). The Kurikulum Merdeka Belajar aims to overcome the learning crisis (Aryanti & Saputra, 2023; Nugraha, 2022). The government developed the Kurikulum Merdeka Belajar to enable education in Indonesia to progress like other countries that provide freedom of choice according to one's interests. Although initiated by policymakers, educational institutions and teachers are responsible for operating and implementing the Kurikulum Merdeka Belajar. According to Anggraini et al., (2022) teachers also play an important role in developing the Kurikulum Merdeka Belajar, such as in 1) developing learning objectives that are relevant to the curriculum, subject characteristics, students, and classroom conditions; 2) designing the learning process; 3) implementing the learning process; 4) evaluating the learning results; and 5) evaluating the components of the curriculum that have been implemented.

The implementation of the Kurikulum Merdeka Belajar must foster good relationships and collaboration with teachers to achieve innovative learning by designing learning activities based on the Merdeka Belajar principle (Febrianningsih & Ramadan, 2023; Yamin & Syahrir, 2020). This means that teachers' readiness is highly demanded in its implementation. As key actors in implementing the curriculum for the learning process, innovation and improvisation by teachers are greatly needed. Teachers become facilitators for students to achieve the goals of the Kurikulum Merdeka Belajar (Arviansyah & Sagena, 2022; Sumantri, 2023). In the Kurikulum Merdeka Belajar, teachers must be able to keep up with technological developments that are utilized to improve teaching methods, as well as instill good values amid the rapid pace of the world caused by easy access to and use of technology (Nurdin et al., 2023). Teachers are also expected to collaborate with fellow educators to enhance the quality of students with competitive skills, thereby improving educational quality toward a better direction (Anisah & Qamariah, 2023).

The Kurikulum Merdeka Belajar has been implemented since 2019 and has received much attention in its implementation and development. However, several problems have been found in its implementation. Rawis et al. (2023) found that the lack of interpretation of teachers and parents regarding Kurikulum Merdeka and the lack of facilities and infrastructure hindered teachers in implementing Kurikulum Merdeka. Furthermore, a study by Zulaiha et al. (2022) found that teachers faced difficulties organizing lesson plans. Meanwhile, Rizki & Fakhrunisa (2022) found that teachers still had difficulty finding the proper methods to encourage students to learn independently in the Kurikulum Merdeka. In line with the findings of Sumarsih et al. (2022), the main challenge in implementing Kurikulum Merdeka is the readiness of teachers and school staff. At the beginning of its implementation, teachers and school staff experienced difficulties applying the new teaching paradigm and organizing school administration based on Kurikulum Merdeka's guidelines.

SDIT Fadhilah is one of the elementary schools in Pekanbaru that has implemented Kurikulum Merdeka. This school has been implementing Kurikulum Merdeka since 2022. However, based on observations, there are still challenges in implementing the Kurikulum Merdeka at SDIT Fadhilah Pekanbaru, including limited knowledge and experience of teachers regarding the concept of independent learning in the Kurikulum Merdeka. This lack of knowledge is due to the limited references and training for implementing the Kurikulum Merdeka at the school. This aligns with the studies by Asrifan et al. (2023) and Rawis et al.

(2023), which indicate that insufficient knowledge about the implementation of Kurikulum Merdeka is the primary obstacle in its adoption, as this is a new concept for the school.

Several studies related to the role of teachers in implementing the Kurikulum Merdeka have been conducted previously. Ruaya et al. (2022) examined the role of teacher competence in implementing Kurikulum Merdeka, finding that teachers' competence plays a vital role in implementing Kurikulum Merdeka, especially in achieving educational goals. Professional teacher competence is needed to guide, motivate, and teach students to meet the needs of the times. Furthermore, Musthofa & Agus (2022) raised the implementation of Kurikulum Merdeka in improving the quality of madrasah education by presenting several examples of madrasahs implementing Kurikulum Merdeka. Their study showed that the quality of education in madrasahs is believed to improve by implementing Kurikulum Merdeka if educational staff and teachers are well equipped by the government to implement this curriculum. Another study related to the Kurikulum Merdeka was conducted by Eko et al. (2024), which ensured teachers' understanding of the Profil Pelajar Pancasila and how to implement it through school culture. Based on several issues, it was revealed that the challenges faced in implementing Kurikulum Merdeka were mostly related to teachers, even though teachers play a crucial role as facilitators in implementing Kurikulum Merdeka in the learning process. This has become a concern, making this research necessary.

Unlike previous studies, this study will examine the role of teachers in implementing the Kurikulum Merdeka in schools, from the preparation process to the evaluation of learning. Hence, this study aims to determine teachers' roles in implementing Kurikulum Merdeka at SDIT Fadhilah Pekanbaru. Given that teachers play a crucial role as facilitators who lead the implementation of learning in the classroom, this study is important to conduct. Examining teachers' roles in implementing the Kurikulum Merdeka can serve as a foundation for understanding the implementation of the Kurikulum Merdeka in elementary schools as an educational institution.

LITERATURE REVIEW

The Concept of Kurikulum Merdeka

Kurikulum Merdeka is Indonesia's latest curriculum, replacing the Kurikulum 2013 (K-13). It is designed to be more adaptive and flexible, emphasizing the importance of the studied material, character development, and student skills. This curriculum is one way to recover from Indonesia's learning crisis. Kurikulum Merdeka is structured as a more adaptive curriculum framework emphasizing learning content while accommodating students' adaptation to local situations and demands (Barlian et al., 2022).

According to Hehakaya & Pollatu (2022), Kurikulum Merdeka has a flexible structure, with teaching focused on core material organized in stages rather than by year, giving teachers the freedom to deliver instruction. In Kurikulum Merdeka, the material presented must be tailored to the needs of the students. According to Zulaiha et al. (2022), the core of this curriculum is freedom of thought for educators and students. According to Fauzan et al. (2023), the characteristics of this curriculum are: 1) project-based learning to develop students' skills and character; 2) focus on subject matter; and 3) emphasis on developing students' critical thinking. Based on a statement from the Kemendikbudristek, Kurikulum Merdeka has three main characteristics, namely:

1. Skills and character development

Enhancing skills and developing character is a project-based learning initiative that translates national educational goals into Pancasila, or strengthening the Profil Pelajar Pancasila. It focuses on developing students' character through project-based learning activities with the hope that, in the future, these students will be able to contribute to developing a society that practices the values of Pancasila. The

moral principles embedded in each principle are integrated into extracurricular, co-curricular, and intraschool activities (Asiati & Hasanah, 2022).

2. Focus on essential materials

The learning competencies set out in Kurikulum Merdeka are based on the efficiency and effectiveness of the material. "Essential material" refers to the main knowledge or subject matter students must learn and understand. The material is directed at basic competencies that must be mastered well, focusing on the quality of continuous learning for students. Teacher involvement is crucial in identifying key content, selecting important learning points, and ensuring these are incorporated into basic reading and numeracy skills. Creating learning objectives, curricular frameworks, learning pathways, and projects by teachers strengthens the Profil Pelajar Pancasila. This is because the program ensures that students fully understand each lesson's concepts and how to apply them in practice (Nafi'ah et al., 2023).

3. Flexible learning

As stated in the Kepmendikbudristek Nomor 56/M/2022 Tentang Pedoman Penerapan Kurikulum Dalam Rangka Pemulihan Pembelajaran, the implementation of the Kurikulum Merdeka provides the opportunity to freely design the operational curriculum by the learning objectives and needs of students, which improves the effectiveness of learning activities, thereby improving the quality of learning outcomes. Teachers and students are given freedom in learning activities by the basic skills determined by the educational unit (Kurniati et al., 2022). Students are more receptive to discovering their talents and potential with this freedom.

The Urgency of the Role of Teachers in Kurikulum Merdeka

The Kurikulum Merdeka will be implemented effectively if the school planning is done well, thereby ensuring the successful implementation of Kurikulum Merdeka (Molapo & Pillay, 2018). In the development of Kurikulum Merdeka, good curriculum planning influences decision-making. In the book "*Pengembangan Kurikulum Merdeka*" Khoirurrijal explains that a well-designed curriculum motivates the implementation of educational units, which is expected to achieve optimal results. The implementation stage aims to carry out the plans prepared using various methods and available resources. The types of activities may vary according to the conditions (Syah et al., 2023).

In the implementation of Kurikulum Merdeka, the role of teachers is indispensable. The Kurikulum Merdeka is an integral part of teachers in schools, and teachers must be able to align with changes (Pradesa & Rahma, 2022). Khoirurrijal also explains in his book that Kurikulum Merdeka is flexible, allowing schools to explore and adapt based on their facilities, infrastructure, and feedback. Teachers can choose various learning tools to lead the learning process according to students' interests and talents, enabling teachers to deliver learning materials meaningfully (Anggraeni & Soepriyanti, 2023). As the leading actors, teachers must be able to create enjoyable learning experiences, allowing them to freely determine or apply any teaching methods or learning styles in delivering lesson materials to achieve learning objectives.

METHODS

Qualitative descriptive research methods were used in this study. Sugiyono, in his book "*Metode Penelitian Kualitatif dan R&D*," explains that qualitative research aims to describe the state of one or more variables. Meanwhile, according to Moleong in his book "*Metodologi Penelitian Kualitatif*," qualitative research intends to discover the facts that occur in a subject or participant. Data was sourced from primary and secondary data. The informants in this study were two teachers who had implemented the Kurikulum Merdeka Belajar at SDIT Fadhilah Pekanbaru. Primary data was obtained through observation, interviews,

and documentation. Secondary data was collected through a literature review of documents or previous studies. Interviews were conducted with teachers as the research subjects, specifically fourth-grade teachers at SDIT Fadhilah Pekanbaru who had implemented Kurikulum Merdeka Belajar.

The collected data were analyzed through several stages: 1) Data reduction, which involves sharpening, classifying, accompanying, removing irrelevant information, and organizing data for conclusion and verification. The research objectives are the main guide or reference in the data reduction process. The results are the main objective of qualitative research. In this study, the researcher reduced the data to obtain explanations from fourth-grade teachers about the role of teachers in Kurikulum Merdeka Belajar at SDIT Fadhilah Pekanbaru; 2) Data display, which is the process of presenting data collected from the field in the form of summaries, charts, or other forms to facilitate understanding of what happened; and 3) Conclusion drawing or verification, which is the process of concluding facts in the field about performance in Kurikulum Merdeka Belajar at SDIT Fadhilah Pekanbaru, then supported by appropriate and strong evidence and further adjusted to the theories used as guidelines. This process was carried out to minimize initial data that was invalid or temporary and subject to change.

RESULTS AND DISCUSSION

The Kurikulum Merdeka at SDIT Fadhilah Pekanbaru has been implemented since the odd semester of the 2022/2023 academic year. One way to implement the Merdeka Belajar policy is by strengthening the role of teachers in every educational activity. This follows the results of an interview conducted with Mr. BA, a teacher who implements the Kurikulum Merdeka at SDIT Fadhilah Pekanbaru, regarding the role of teachers in implementing the Merdeka Curriculum at the school.

The interview was conducted in January 2024 with Mr. BA and Mrs. NW. In this context, Mr. BA stated that the role of teachers is vital, especially in implementing Kurikulum Merdeka at the school. Implementing the Kurikulum Merdeka policy encourages teachers to play an active role in curriculum development and learning. Furthermore, Mrs. NW stated that the role of teachers is vital because they act as facilitators who provide education, from preparation, implementation, assessment, and evaluation of learning outcomes. Therefore, in implementing the Kurikulum Merdeka at SDIT Fadhilah Pekanbaru, there are three strategic roles of teachers, namely: 1) planning learning programs; 2) implementing the programs that have been created; and 3) conducting evaluations after the programs are completed to assess students' competency achievements in line with expectations.

Planning a Learning Program

The learning program must be well planned, considering all components influencing learning outcomes. Based on the interview with Mr. BA, the role of teachers in developing the Kurikulum Merdeka is to prepare or develop learning strategies that are appropriate to the needs of students. In this case, teachers must understand the objectives of the Kurikulum Merdeka and the needs and challenges students face so that the curriculum is designed under the conditions and needs of students and global demands. This is in line with the opinion of [Putrianingsih et al. \(2021\)](#) that learning planning is a guideline in designing learning that contains a collection of activities that must be carried out per the needs compiled in the Kurikulum Merdeka. One of the roles of teachers in implementing Kurikulum Merdeka in the learning planning process is to be able to formulate specific learning objectives. The formulation of learning objectives is part of learning planning. According to [Sahjat & Buaja \(2022\)](#), through the learning planning process, teachers will decide which methods should be used to achieve learning objectives.

Based on interviews conducted with two teachers and supported by observation and documentation data, teachers at SDIT Fadhilah Pekanbaru formulate learning outcomes that will become learning objectives

before planning learning. The government determines learning outcomes as targeted competencies (Anggraeni & Soepriyanti, 2023). Meanwhile, learning objectives are what students want to achieve through learning activities (Aulia et al., 2023). Before formulating learning objectives, teachers must understand the learning outcomes and deeply understand the topics to be delivered in the learning process.

Based on interviews and observations, teachers at SDIT Fadhilah Pekanbaru usually prepare themselves by studying teaching materials from textbooks and various literature sources from the internet. Teachers analyze the material and competencies in the learning outcomes by formulating competency statements that students must achieve. The learning objectives formulated from the learning outcomes are then compiled into a Learning Objective Sequence or *Alur Tujuan Pembelajaran* (ATP). In this case, teachers are equipped with knowledge related to Kurikulum Merdeka through training usually held twice a year, so that teachers have sufficient understanding in preparing ATP in the Kurikulum Merdeka. Teachers' understanding of the Kurikulum Merdeka is the foundation for successfully implementing Kurikulum Merdeka in schools. According to Syarifudin (2023), the success of this curriculum greatly depends on teachers' understanding and implementation.

The ATP based on the Kurikulum Merdeka must be tailored to students' needs. ATP is created by identifying tasks or activities that students must complete to achieve learning objectives. According to Aryanti & Saputra (2023), ATP can help schools and teachers develop learning steps based on learning outcomes set by the government and adapted to students' needs. Therefore, to develop ATP, teachers need to understand their students' needs.

In developing ATP, teachers at SDIT Fadhilah Pekanbaru follow the examples provided by the Kemendikbudristek, which can be modified or used directly. In line with the research by Nurmawita & Ain (2023), in developing ATP, teachers review references or supporting materials such as teachers' books and students' books obtained from the government (Kemendikbudristek). In addition to using references, teachers can discuss in groups through KKG forums to develop ATP (Januarti et al., 2023). ATP is developed to facilitate teachers in designing the learning process or planning lessons so that teachers can prepare teaching materials and media to be used beforehand, as stated by the informant. Based on the results of the documentation study, the ATP that has been developed is incorporated into teaching modules, as shown in **Figure 1**.

MODUL AJAR KURIKULUM MERDEKA
IPAS SD KELAS 4

INFORMASI UMUM

A. IDENTITAS MODUL

Instansi	: SDIT FADHILAH
Nama Penyusun	: Benny Akmal, S.Pd.I
Tahun Penyusunan	: Tahun 2023
Jenjang Sekolah	: SD
Mata Pelajaran	: Ilmu Pengetahuan Alam dan Sosial (IPAS)
Fase / Kelas	: B / 4
Materi	: Wujud Zat dan Perubahannya
Sub materi	: Macam-macam wujud benda dan perubahannya
Alokasi Waktu	: 1 Pertemuan (2 x 35 menit)

B. KOMPETENSI AWAL

1. Peserta didik mampu membaca dengan lancar
2. Peserta didik sudah memahami definisi materi, massa dan volume

C. PROFIL PELAJAR PANCASILA

1. Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia dengan cara melatih peserta didik berdoa sebelum dan sesudah belajar.
2. Berkebinekaan global dengan cara melatih peserta didik tidak membeda-bedakan teman ketika pembentukan kelompok diskusi atau praktikum.
3. Mandiri dengan cara sadar diri dan tidak ketergantungan pada teman saat melaksanakan kegiatan pembelajaran.
4. Bergotong royong dengan cara melatih peserta didik untuk saling membantu bekerjasama dalam kelompok saat melaksanakan kegiatan praktikum, diskusi, maupun presentasi hasil kerja kelompok.
5. Bernalar kritis dengan cara melatih peserta didik dengan pertanyaan-pertanyaan dalam peristiwa kehidupan sehari-hari yang berhubungan dengan topik materi.

MODUL AJAR IPAS

1. INFORMASI UMUM

A. IDENTITAS SEKOLAH

Penyusun	: Nefli Wahyuni, S.Pd., Gr
Instansi	: SDIT FADHILAH
Tahun Penyusunan	: 2023/2024
Mata Pelajaran	: IPAS
Fase / Kelas	: B/ IV
Materi	: Bentang Alam di Lingkungan Sekitarku
Alokasi Waktu	: 1 Pertemuan (2x35 menit)

B. KOMPETENSI AWAL

Peserta didik dapat Menganalisis kegiatan ekonomi dan hubungannya dengan berbagai bidang pekerjaan.

C. PROFIL PELAJAR PANCASILA

Diskusi, Kreatif dan Bernalar Kritis.

D. SARANA DAN PRASARANA / ALAT DAN BAHAN Sarana dan Prasarana :

- Anita Nungki Ernawati.2022. Ilmu Pengetahuan Alam dan Sosial,SD/MIKelas IV_Bandung : Masmedia
- Gambar
- Alat Tulis
- LKPD
- Video
- Laptop
- Proyektor

Alat dan bahan.

1. Kertas Manila / Buffalo
2. Lem
3. Gunting
4. Spidol

E. TARGET PESERTA DIDIK

Peserta didik,regular (Bukan berkebutuhan khusus)

F. MODEL PEMBELAJARAN

Model Pembelajaran: Project Based Learning (PjBl)

Figure 1. Example of a teaching module developed by teachers at SDIT Fadhilah Pekanbaru
Source: Author's Documentation 2023

According to Ruspa et al. (2022), ATP is designed to help teachers design effective learning processes, including allocating learning time. Based on the interview results, teachers at SDIT Fadhilah Pekanbaru still have difficulties managing time due to unexpected activities during the school year, such as meetings and other activities. However, teachers still try to allocate time as much as possible by estimating the number of hours and paying attention to the total time allocation in a year and the components of the subject. In addition to determining the allocation of lesson time, teachers also need to choose the learning methods or models to be used.

Teachers at SDIT Fadhilah Pekanbaru choose learning methods tailored to students' characteristics. Teachers' teaching methods are pretty diverse, such as project-based learning and simulation methods like games, to keep students enthusiastic during the learning process. Teachers also frequently conduct ice-breaking activities to prevent students from getting bored during the learning process. These activities are essential to ensure students do not feel bored and remain motivated in their learning; hence, teachers employ a variety of teaching methods (Dewi, 2022).

Implementing Programs That Have Been Developed During the Learning Process

In the learning process with the implementation of the Kurikulum Merdeka, students are required to be more independent, but this does not mean that the role of teachers is neglected. In the learning process, teachers guide students, create a comfortable learning atmosphere and environment, and motivate students to achieve good results (Arviansyah & Shagena, 2022). To create a comfortable learning atmosphere, teachers at SDIT Fadhilah Pekanbaru often arrange the seating plan in a 'U' shape, also

known as the group presentation model, where the students' desks and chairs are arranged in a 'U' shape and in the middle or directly in front of the 'U' the teacher or group uses a table to demonstrate learning media. Based on interviews and observations, this seating arrangement can stimulate students' enthusiasm for learning, especially at the elementary school level, where students enjoy learning through play. The U-shaped seating arrangement also facilitates teachers in monitoring all students during the learning process and demonstrating teaching materials or props, as the seating position keeps students focused directly on the teacher. In line with [Munawar \(2020\)](#), findings, the U-shaped layout effectively improves student motivation and learning outcomes. The U-shaped layout supports the creation of a discussion space and facilitates teachers in demonstrating the learning media used.

Usually, teachers at SDIT Fadhilah Pekanbaru use learning media or tools such as images, educational videos downloaded from the internet, and teaching aids to help students better understand the material presented. The media and learning methods used are adapted to the material and the development of the students. One of the competencies required of teachers in Kurikulum Merdeka is the ability to design and implement innovative, active, effective, and efficient learning strategies using technology. However, based on the study results, teachers still need complete facilities and infrastructure, such as computers for students and laboratories to support the learning process, especially in Natural and Social Sciences or Ilmu Pengetahuan Alam dan Sosial (IPAS). In line with the results of previous research conducted by [Rahayu et al. \(2022\)](#), the availability of infrastructure, particularly IT facilities, greatly supports the implementation of the Kurikulum Merdeka in schools.

Teachers at SDIT Fadhilah Pekanbaru strive to optimally implement Kurikulum Merdeka through various methods and media, including the selection of classroom layouts. In line with the findings of [Januarti et al. \(2023\)](#), teachers employ varied methods tailored to the material and characteristics of the students, such as using concrete learning media for lower-grade students. Furthermore, [Suhartoyo et al. \(2020\)](#) found that contextual learning can be applied to achieve *Merdeka Belajar* in elementary schools. Through contextual learning, students become more active, collaborative, and communicative, as well as interactive in discussions and accessing learning resources. This will help students master the material and learning objectives and understand their peers' characteristics. By implementing appropriate learning strategies, teaching tools, methods, and learning media, it is hoped that learning targets or outcomes and objectives can be achieved, which can be measured through process and outcome evaluations.

Conducting Learning Evaluations

The learning process and outcomes are evaluated to identify students' strengths and weaknesses in learning so that they can be reviewed to assess the appropriateness of the learning strategies used. Teachers at SDIT Fadhilah Pekanbaru conduct this evaluation by providing feedback through questions or assignments at the end of the lesson. This allows teachers to determine the level of understanding achieved by students.

According to Anizar and Sardin in the book "*Evaluasi pada Kurikulum Merdeka dan Pemanfaatan pada Hasil Penilaiannya*" to measure the achievement of learning objectives, teachers must carry out evaluations or assessments by creating measurement tools in the form of tests or non-tests. The results of these assessments will reflect the quality of learning outcomes. Based on these various assessment results, teachers will evaluate the quality of the learning program implemented within a specific period. These decisions form the basis for improvements to the next learning program. In addition, based on the research results, from interview data and a study of teacher modules, teachers also evaluate curriculum elements to measure the success of learning objectives. Teachers and students carry this out by allowing students to present their projects, work, or assignments in front of the class, and then the teacher and other students provide feedback on the projects presented.

Based on the research results, teachers also reflected on subsequent learning activities. Allowing students to ask questions is also a form of evaluation, so they can reflect on the previous material in the next meeting by asking related questions. Through evaluation and reflection, teachers can assess the success of learning. The evaluations conducted by teachers at SDIT Fadhilah Pekanbaru are formative, diagnostic, and summative tests.

Diagnostic tests determine students' readiness to receive learning or material (Maut, 2022). Diagnostic tests or assessments consist of non-cognitive and cognitive diagnostics. Cognitive diagnostics are given at the beginning of learning to explore aspects such as students' psychological well-being, social emotions, activities during home learning, family conditions, social interactions, learning styles, character, and interests. Cognitive diagnostics can be administered at the beginning of learning, when the teacher introduces a new learning topic, at the end, when the teacher has finished explaining and discussing a topic, and at other times during the semester. Cognitive diagnostics are conducted to enable teachers to identify students' competency achievements, adjust learning to the average competency level, and provide remedial assistance to students below the average level. Therefore, cognitive diagnostic tests aim to determine students' abilities so that teachers can adjust the learning material according to students' abilities.

Formative evaluation aims to improve the learning process. It is carried out to determine whether there is any material that is unclear or difficult for students to understand, or what problems students face, so that changes can be made according to their needs (Gaspersz et al., 2023). Meanwhile, a summative assessment is conducted at the end of a learning program and is considered complete. It serves as a tool to measure the achievement of one or more learning objectives, to obtain a Learning Achievement Score or *Capaian Pembelajaran* (CP) to be compared with the predetermined achievement criteria, and to determine the continuation of the learning process for students in the same phase or other phases (Adinda et al., 2021). The teachers' assessment provides an overview of students' understanding, which evaluates teachers in implementing learning. Evaluation is important as a means to improve the quality of education through the information used as feedback and improvement for educational programs.

CONCLUSION

The role of teachers is crucial in implementing the Kurikulum Merdeka Belajar. Teachers become facilitators and creators to implement the Kurikulum Merdeka, requiring them to be creative in designing learning strategies. Teachers play an important role starting from 1) planning learning programs, which are outlined in the ATP and Teaching Modules; 2) implementing the programs that have been created by applying various methods and media as well as interactive seating arrangements; and 3) conducting evaluations after the programs have been implemented to see the students' competency achievements following expectations through diagnostic, formative, and summative assessments. It is essential to provide adequate facilities and infrastructure, such as laboratories or other technologies, to support teachers in implementing Kurikulum Merdeka and to enhance the implementation of teachers' roles in the application of Kurikulum Merdeka.

AUTHOR'S NOTE

The author declares that there are no conflicts of interest related to the publication of this article and confirms that the data and content of the article are free from plagiarism.

REFERENCES

- Adinda, A. H., Siahaan, H. E., Raihani, I. F., Aprida, N., Fitri, N., & Suryanda, A. (2021). Penilaian sumatif dan penilaian formatif pembelajaran online. *Report of Biology Education*, 2(1), 1-10.
- Ainia, D. K. (2020). Merdeka Belajar dalam pandangan Ki Hadjar Dewantara dan relevasinya bagi pengembangan pendidikan karakter. *Jurnal Filsafat Indonesia*, 3(3), 95-101.
- Anggraeni, A., & Soepriyanti, H. (2023). How teachers interpret and implement independent curriculum: lesson learn from the field. *Bhinneka: Jurnal Bintang Pendidikan dan Bahasa*, 1(3), 48-59.
- Anggraini, D. L., Yulianti, M., Faizah, S. N., Putri, A., & Pandiangan, B. (2022). Peran guru dalam mengembangkan Kurikulum Merdeka. *Jurnal Ilmu Pendidikan dan Sosial (JIPSI)*, 1(3), 2829-2723.
- Anisah, S., & Qamariah, Z. (2023). Teacher's role in the implementation of kurikulum merdeka in English classroom. *Jurnal Ilmu Pendidikan Nasional*, 1(3), 111-117.
- Arviansyah, M. R., & Shagena, A. (2022). Tantangan dan peran guru dalam kurikulum merdeka belajar. *Lentera: Jurnal Ilmiah Kependidikan*, 15(1), 219-232.
- Aryanti, D., & Saputra, M.I. (2023). Penerapan Kurikulum Merdeka sebagai upaya dalam mengatasi krisis pembelajaran (learning loss). *Educatio: Jurnal Ilmu Kependidikan*, 18(1), 17-31.
- Asrifan, A., Seraj, P. M. I., Sadappoto, A., & Nurhumairah, N. & Vargheese, K. J. (2023). The implementation of kurikulum merdeka as the newest curriculum applied at sekolah penggerak in indonesia. *International Journal of Education and Humanities*, 2(1), 62-74.
- Asiati, S., & Hasanah, U. (2022). Implementasi proyek penguatan profil pelajar pancasila di sekolah penggerak. *Jurnal Lingkar Mutu Pendidikan*, 19(2), 61-72.
- Aulia, N., Sarinah, S., & Juanda, J. (2023). Analisis kurikulum merdeka dan kurikulum 2013. *Jurnal Literasi dan Pembelajaran Indonesia*, 3(1), 14-20.
- Barlian, U. C., Solekah, S., & Rahayu, P. (2022). Implementasi kurikulum merdeka dalam meningkatkan mutu pendidikan. *JOEL: Journal of Education and Language Research*, 1(12), 2105-2118
- Dewi, F. S. (2022). The role of teachers in implementing an independent learning system for lower grade students. *Jurnal Ilmiah Sekolah Dasar*, 6(2), 220-227.
- Eko, R., Setiawan, D., & Yus, A. (2024). Analysis of the implementation of profil pelajar pancasila through school culture. *Inovasi Kurikulum*, 21(1), 481-500.
- Fauzan, F., Ansori, R. A. M., Dannur, M., Pratama, A., & Hairit, A. (2023). The implementation of the merdeka curriculum (independent curriculum) in strengthening students' character in Indonesia. *Aqlamuna: Journal of Educational Studies*, 1(1), 136-155.
- Febrianningsih, R., & Ramadan, Z. H. R. (2023). Kesiapan guru dalam pelaksanaan kurikulum merdeka belajar di sekolah dasar. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(3), 3335-3344.
- Gaspersz, M., Suranto, A. W., & Gaspersz, N. (2023). Model evaluasi formatif-sumatif terhadap hasil belajar matematika melalui pembelajaran berdiferensiasi pada peserta didik SMA. *Jurnal Magister Pendidikan Matematika (Jumadika)*, 5(1), 1-7.
- Hehakaya, E., & Pollatu, D. (2022). Problematika guru dalam mengimplementasikan kurikulum merdeka. *Jurnal Pendidikan Didaxeie*, 3(2), 394-408

- Januarti, V., Marmoah, S., & Sriyanto, M.I. (2023). Perencanaan pembelajaran fase a dalam implementasi kurikulum merdeka di sekolah dasar. *Didaktika Dwija Indria: Jurnal Ilmiah Pendidikan*, 11(3), 1-4.
- Kurniati, P., Kelmaskouw, A. L., Deing, A., Bonin, B., & Haryanto, B. A. (2022). Model proses inovasi kurikulum merdeka implikasinya bagi siswa dan guru abad 21. *Jurnal Citizenship Virtues*, 2(2), 408-423.
- Maut, W. O. A. (2022). Asesmen diagnostik dalam Implementasi Kurikulum Merdeka (IKM) di SD Negeri 1 Tongkuno Kecamatan Tongkuno Kabupaten Muna Sulawesi Tenggara. *Jurnal Pendidikan Masyarakat dan Pengabdian*, 2(4), 1305-1312.
- Molapo, M. R., & Pilley, V. (2018). Politicising curriculum implementation: The case of primary schools. *South African Journal of Education*, 38(1), 1-9.
- Munawar, M. (2020). Implementasi penataan kelas formasi "U" dalam rangka meningkatkan hasil belajar PKN pada materi sikap patuh pada tata tertib siswa kelas III MIN Baet. *Jurnal Pendidikan dan Pengabdian Vokasi (JP2V)*, 2(2), 249-257.
- Musthofa, M. D., & Agus, A. H. (2022). The implementation of an independent curriculum in improving the quality of madrasah education. *International Journal for Studies on Children, Women, Elderly and Disabled*, 17, 187-192.
- Nafi'ah, J., Jauhari Faruq, D., & Mutmainah, S. (2023). Karakteristik pembelajaran pada kurikulum merdeka belajar di Madrasah Ibtidaiyah. *Auladuna: Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah*, 5(1), 1-12.
- Nugraha, T. S. (2022). Kurikulum merdeka untuk pemulihan krisis pembelajaran. *Inovasi Kurikulum*, 19(2), 251-262.
- Nurdin, S. M., Azizah, V., & Veronika, Z. (2023). Hubungan antara kompetensi guru sekolah dasar dengan implementasinya pada penerapan kurikulum merdeka belajar di sekolah dasar dan sekolah penggerak. *Jurnal Ilmiah Ilmu Pendidikan*, 6(6), 4077-4084.
- Nurmawita, N., & Ain, S. Q. (2023). Kemampuan guru dalam menyusun perangkat pembelajaran pada kurikulum merdeka belajar di kelas rendah sekolah dasar. *Jurnal Obsesi (Jurnal Pendidikan Anak Usia Dini)*, 7(6), 6777-6786.
- Putrianingsih, S., Muchsan, A., & Syarif, M. (2021). Peran perencanaan pembelajaran terhadap kualitas pengajaran. *Inovatif*, 7(1), 206-231.
- Pradesa, K., & Rahma, A. (2022). Urgency of implementation of the independent curriculum in elementary school. *ASSEHR*, 763, 131-139.
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini, P. (2022). Implementation of independent learning curriculum in mobilization schools. *Basicedu Journal*, 6(4), 6313-6319.
- Rawis, J. A. M., Lengkong, J. S. J., Hayun, S., Rompis, N., Omkarsba, H., & Takumalang, L. (2023). Peran guru dalam implementasi kurikulum merdeka belajar di SD Negeri Unggulan I Kabupaten Pulau Morotai. *Jurnal Ilmiah Wahana Pendidikan*, 9(23), 993-1000.
- Rizki, R.A., & Fakhrunisa, L. (2022). Evaluation of implementation of independent curriculum. *Journal of Curriculum and Pedagogic Studies (JCPS)*, 1(4), 32-41.
- Ruaya, P. P., Kang, H. X., Reader, S., & Hidayat, T. (2022). Teacher of role competence to implement the independent curriculum. *International Journal of Science Education and Cultural Studies*, 1(2), 94-108.

- Ruspa, A. R., Nirwana, N., Jusrianto, J., Bumbungan, B., Nur, H., & Parubang, D. (2022). Bimbingan teknis pemahaman CP, penyusunan TP/ATP, dan modul ajar di SD Negeri 7 Ponjalae Palopo. *Abdimas Langkanae: Jurnal Pengabdian kepada Masyarakat*, 2(2), 140-144.
- Sahjat, S., & Buaja, T. (2022). The Role of principals in excellent school learning management: A case study at SD Negeri 2 Kota Ternate. *International Journal of Elementary Education*, 11(4), 108-116.
- Suhartoyo, E., Wailissa, S. A., Jalarwati, S., Samsia, S., Wati, S., Qomariah, N., ... & Amin, I. M. (2020). Pembelajaran kontekstual dalam mewujudkan merdeka belajar. *Jurnal Pembelajaran Pemberdayaan Masyarakat (JP2M)*, 1(3), 161-164.
- Sumantri, A. K. (2023). The effectiveness and role of educators in the implementation of the independent learning curriculum. *Journal of Curriculum and Pedagogic Studies (JCPS)*, 2(1), 32-39.
- Sumarsih, I., Marliyani, T., Hadiyansah, Y., Hernawan, A. H., & Prihantini, P. (2022). Analisis implementasi kurikulum merdeka di sekolah penggerak sekolah dasar. *Jurnal Basicedu*, 6(5), 8248-8258.
- Syah, H. F., Wardani, S., & Suminar, T. (2023). Analysis of the implementation of the independent curriculum in the Bina Insani Integrated Islamic Elementary School in Semarang City. *Innovative Journal of Curriculum and Educational Technology*, 12(1), 27-36
- Syarifudin, S. (2023). Analisis pemahaman guru terhadap kurikulum merdeka belajar, studi kasus 5 madrasah ibtidaiyah (MIN & MIS) Manggarai Barat. *Jurnal Edunet*, 1(1), 32-41.
- Yamin, M. & Syahrir, S. (2020). Pembangunan pendidikan merdeka belajar (telaah metode pembelajaran). *Jurnal Ilmiah Mandala Education*, 6(1), 126-136.
- Zulaiha, S., Meisin, M., & Meldina, T. (2023). Problematika guru dalam menerapkan kurikulum merdeka belajar. *Terampil: Jurnal Pendidikan dan Pembelajaran Dasar*, 9(2), 163-177.