



## Implementation of Kurikulum Merdeka at SMA Negeri 1 Pontianak

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### ABSTRACT

The determination of the independent curriculum to become the national curriculum reflects the determination to adopt innovative approaches in teaching and adapt the curriculum to the changing needs of the times, as measured by assessment results, changes in student character, and competence in recent years. This research aims to determine the success of schools in adopting an independent curriculum. The research method used is a descriptive qualitative type to explore the curriculum implementation in the school environment and the intracurricular and co-curricular processes of SMA Negeri 1 Pontianak. Data collection techniques include observation of lessons and assessments, interviews with one sociology teacher and two teaching staff, and documentation. The research results on intracurricular and co-curricular activities regarding learning differentiation and assessment were well conducted—measurable learning process activities from start to finish, and assessment. Meanwhile, P5 activities are planned and carried out in detail to trigger students to develop their talents and potential in work and future challenges. Implementing differentiated learning and assessment, and P5 went according to plan, and students at all levels achieved the P5 strengthening project.

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### ABSTRAK

Penetapan Kurikulum Merdeka, menjadi kurikulum nasional mencerminkan tekad untuk mengadopsi pendekatan inovatif dalam pengajaran, serta menyesuaikan kurikulum dengan kebutuhan zaman yang terus berubah, terukur dari hasil asesmen, perubahan karakter dan kompetensi peserta didik beberapa tahun ini. Penelitian ini bertujuan untuk mengetahui keberhasilan sekolah mengadopsi Kurikulum Merdeka. Metode penelitian yang digunakan ialah kualitatif jenis deskriptif untuk mendalami penerapan kurikulum di lingkungan sekolah dan proses intrakurikuler dan kokurikuler SMA Negeri 1 Pontianak. Teknik pengumpulan data melalui observasi pada pembelajaran dan asesmen, wawancara 1 guru Sosiologi dan 2 tenaga pendidik, serta dokumentasi. Hasil penelitian pada intrakurikuler dan kokurikuler, Intrakurikuler menyangkut diferensiasi pembelajaran dan asesmen terlaksana sangat baik. Terukur dari aktivitas proses pembelajaran dari awal hingga akhir dan asesmen. Sedangkan kegiatan P5, terencana dan terlaksana secara detail sehingga memicu peserta didik mengembangkan bakat dan potensi yang dimiliki dalam dunia kerja dan tantangan ke depannya. Penerapan pembelajaran serta asesmen berdiferensiasi dan P5 berjalan sesuai rancangan dan peserta didik semua jenjang mampu mencapai ketercapaian proyek penguatan P5.

**Kata Kunci:** Implementasi kurikulum; intrakurikuler; kokurikuler; Kurikulum Merdeka

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## INTRODUCTION

On March 27, 2024, Merdeka Curriculum was officially established as a national curriculum that can be applied at the early childhood, primary, and secondary education levels by the regulations contained in the Regulation of the Minister of Education, Culture, Research and Technology Number 12 of 2024 concerning Curriculum in Early Childhood Education, Primary Education Level, and Secondary Education Level (see: [https://jdih.kemdikbud.go.id/detail\\_peraturan?main=3380](https://jdih.kemdikbud.go.id/detail_peraturan?main=3380)). Thus, in 2024, the Merdeka Curriculum will be nationally recognized, and educational institutions throughout Indonesia can register their schools as educational units that implement the Merdeka Curriculum. This policy is part of the broader integration of Indonesia's education system, which aims to enhance the intelligence of Indonesian society in the future. The vision is to build a strong and authoritative education system as a social structure that empowers all Indonesian citizens to grow into qualified individuals, prepared for and actively engaged in facing the ever-evolving changes of the times (Sofyatinigrum et al., 2019). The curriculum is a learning guide in educational institutions, directing the educational process and organizing various learning components to achieve educational goals. (Dwipratama, 2023).

300,000 education units have implemented the Merdeka Curriculum. Regulation of the Minister of Education, Culture, Research and Technology Number 12 of 2024 concerning Curriculum in Early Childhood Education, Basic Education Level, and Secondary Education Level, article 1, states that the Merdeka Curriculum students are lifelong learners with Pancasila character. National education aims to build the character and competence of learners who uphold the principles of Pancasila (Atika et al., 2019). The transformation of the 2013 Curriculum policy to the Merdeka Curriculum has gone through a long process. When the Merdeka Curriculum comes to be implemented by education units, the government provides an opportunity for education units to implement it according to the readiness of schools at various levels. As is the readiness of students with their stage of learning readiness. Teachers and schools must move to take the opportunities provided by the government, such as training and flexibility in implementing the Merdeka Curriculum according to readiness, gradually becoming more proficient in using it. The government provides the widest opportunity for education units to implement the Merdeka Curriculum in every education unit at all early childhood, primary education, and secondary education levels. The Merdeka Curriculum also implies giving educators and learners as much freedom as possible to think freely (Wijayanti et al., 2022).

Implementing the Merdeka Curriculum has stages: the initial category, developing, ready, and advanced stages. Since its launch in 2022, more than 300 thousand education units have voluntarily implemented the Merdeka Curriculum. The National Assessment data for 2021-2023 shows the positive impact of implementing the Merdeka Curriculum. Furthermore, the Education Report Card 2023 results also show that education units that implement the Merdeka Curriculum have improved literacy, numeracy, character, inclusiveness, and learning quality (information via Kemdikbudristek social media). About this, the government has established the Merdeka Curriculum nationally to provide certainty regarding the direction of education policy. The Merdeka Curriculum has shown better effectiveness results in improving literacy and numeracy scores. Proficiency in numeracy literacy is reflected through a sense of comfort with numbers and the ability to function effectively in everyday situations. The increased effectiveness of the Merdeka Curriculum in improving literacy and numeracy shows the positive impact felt by teachers and principals, although various improvements are still needed in its implementation. (Mawarsari & Wardani et al., 2022; Yayuk et al., 2023).

At the beginning of the Merdeka Curriculum, curriculum transformation was caused by several internal school and external factors, such as government policies. Internally, this school has special policies and programs to improve the quality of education. There is a high awareness of the importance of adaptation to the times and the increasingly complex demands of the world of education. Internal factors to change

the Merdeka Curriculum to achieve better education standards. On the other hand, external factors such as government policies influence curriculum changes. With the implementation of the Merdeka Curriculum nationally, the government provides a new direction for education policy and sets standards that all educational units must meet. Government policy has long triggered these schools to adapt their curriculum to suit the demands and direction of national education policy. Thus, curriculum transition is driven by internal school factors and influenced by government policies that regulate the education system as a whole.

Previously, there was a gap in research on how the transformation of the 2013 curriculum to the curriculum affects the competence and character of students (Ramadhan, Firmansyah et al., 2023). The results of the study describe the transformation of the 2013 Curriculum to the Merdeka Curriculum and the impact of implementing the Merdeka Curriculum at SMA Negeri 1 Pontianak, which is still limited to classes X and XI only. More significant success from student achievement and increased learning activity can be seen from the results of this study. Students feel that the Merdeka Curriculum is more in line with the interests, character, and needs of students. Thus, this research provides insight into how positive responses from students and learning outcomes are. Previous research tends to focus more on one aspect: the transformation of the Merdeka Curriculum at SMA Negeri 1 Pontianak. However, with the response to this challenge, new research has emerged that integrates both aspects holistically. The implications of this research are very important for stakeholders in the world of education, including schools, governments, and local communities. The research results explain that there are more significant changes after the concept of Merdeka Belajar is implemented. Indicators of these changes include learning activity, creativity, and interaction that are increasing in X and XI grade students who have implemented the Merdeka Curriculum. Meanwhile, grade XII students at that time had not yet implemented the Merdeka Curriculum, in contrast to this study conducted in 2024 after the Merdeka Curriculum had been fully implemented in grades X, XI, and XII. The advantage of this study compared to previous research is the difference in the implementation of the Merdeka Curriculum, which has been comprehensive both at grade level and in the implementation of intracurricular, co-curricular, and extracurricular activities guided by the implementation of the Merdeka Curriculum, including an explanation of the intracurricular and co-curricular aspects.

The results of previous relevant research have also been conducted on differentiated learning at the high school level, with a study at SMA Negeri 1 Pontianak (Mirzachaerulsyah, 2023). The results show that teachers plan differentiated learning by paying attention to its aspects and utilizing stakeholder networks and information during in-house training activities. The evaluation includes process evaluation, such as observation and evaluation in the form of tests. The research only focused on boundaries and differentiated learning. This research is on the intracurricular, co-curricular, and extracurricular aspects.

Curriculum Change at SMA Negeri 1 Pontianak, this school was the first school to implement the Merdeka Curriculum, so that it became a reference and source of reference for schools in West Kalimantan in exploring knowledge, experience, and the process of forming school policies implemented in implementing the Merdeka Curriculum. This is one of the main considerations for researchers in conducting a study on implementing the Merdeka Curriculum in high schools in Pontianak city, West Kalimantan. The Merdeka Curriculum in this school solves the challenges of achieving better educational standards. The focus on improving the quality of learning and the positive response from educational actors illustrate the importance of adaptation to current needs. Few schools in West Kalimantan have visited to study the Merdeka Curriculum policy, or outside of it.

This study aimed to determine the implementation of Merdeka Curriculum and intracurricular and co-curricular learning, or P5 of Merdeka Curriculum, at SMA Negeri 1 Pontianak. Benefits for other schools. The results of this study can provide new insights into developing a curriculum that combines local values with a global perspective in depth in the Merdeka Curriculum, which aims to improve the competence and

character of Pancasila so that students can have a broader and deeper understanding of the world around them. For the government, this research will serve as a basis for formulating inclusive and globally competitive education policies and ensuring that the education provided to the younger generation can prepare them to face future challenges. As for the local community, this research can provide an understanding of the importance of education that accommodates local values that remain relevant in a global context filled with aspects of the Merdeka Curriculum, so that it can support the development and progress of education in the Pontianak area in particular. Thus, responding to local and global educational challenges through this research has a broad and important impact on all parties involved in the world of education in implementing the Merdeka Curriculum.

## LITERATURE REVIEW

### Merdeka Curriculum

The Merdeka Curriculum in 2024 has been established as the national curriculum. The Merdeka Curriculum has also been largely implemented at the education level of each education unit, starting from the early childhood education, primary, and secondary education levels. Many considerations and survey results show that implementing the Merdeka Curriculum significantly impacts or benefits schools, according to school principals. Merdeka Curriculum as a new color to realize student-centered learning-based learning objectives (Ramadhan, 2023). This shows that implementing the Merdeka Curriculum in schools is based on the needs and characteristics of students. The Merdeka Curriculum applies a project-based learning method where the teacher's role in determining and selecting learning media and tools is very important. However, the selection must be by the material to be conveyed to students and the individual characteristics of students. This aims to make it easier for students to understand the material taught by the teacher (Ledia & Bustam, 2024).

Teachers make differentiated design, implementation, and reflection by paying attention to the level of understanding, process, and learner-centered assignments, so pedagogical and professional competencies are very important for teachers (Umar et al., 2023). The curriculum is the most crucial and essential aspect in implementing learning in schools (Ramadhan, Imran et al., 2023). The integration of technology in learning, the use of appropriate models and methods, is carried out in order to create interesting and enjoyable learning for students, not only according to the needs and achievement of learning objectives based on Pancasila values (Wulandari et al., 2023). Implementing the Merdeka Curriculum means giving freedom to teachers, students, and education units to implement a learning system according to the school ecosystem and answer future educational challenges. The Merdeka Curriculum has much simpler achievement standards than the 2013 curriculum (Ramadhan & Warneri, 2023). Besides being simple, the Merdeka Curriculum aligns with students' goals after completing high school education, working, or opening business opportunities. The existence of P5 activities is a reinforcement for students so that they not only have the competence to face the challenges of the times, but are also ready to work and are good at seeing and utilizing opportunities.

### Differentiated learning

Differentiated learning is one of the steps to increase success in independent learning (Purnawanto, 2023). In the Merdeka Curriculum, learning differentiation involves process, content, and product. Learning implementation is carried out after teachers and schools analyze students' needs, characteristics, initial abilities, and interests. Most teachers are required to apply models, strategies, methods, technology integration, and learner-centered learning to achieve differentiated learning. The role of teachers as providers, conveyors, and facilitators of information and knowledge is crucial, and it is also adjusted to the

characteristics of learners (Rafik et al., 2022). This is where teacher skills become very important because of the variations and differences in the classroom. Based on this statement, the use of varied learning media, grouping students' level of understanding, variations in learning style techniques, and assignments that match students' interests are indicators of differentiated learning.

### **Merdeka Curriculum Assessment**

The term assessment has something in common with assessment; the Merdeka Curriculum assessment consists of diagnostic assessments (cognitive and non-cognitive), formative assessments, and summative assessments. The Merdeka Curriculum recognizes the term assessment, which is the same as assessment (Ramadhan, 2024). Formative assessment is carried out after one material is completed and is not included in the report card. While summative assessment is carried out at the end of learning, semester, or year, it is used for graduation and grade promotion exams. Assessment and the learning process are related to each other. Assessment is an activity during the learning process to find evidence of achieving learning objectives (Ramadhan, 2023). The cognitive diagnostic assessment is implemented to determine the initial understanding of students. The information obtained is useful for teachers to develop learning strategies. However, not even a few teachers modify the teaching modules that have been prepared if they do not suit the needs and characteristics of their students. Formative assessment is carried out during learning, and teachers use observation sheets provided by the government or design their own. This assessment aims to measure and evaluate the learning process carried out at that time, so that further learning is better. While summative assessment is carried out at the end of learning, it is used to measure the achievement of students' learning objectives. Reflection and feedback are also important for teachers and learners (Ramadhani, 2021).

### **Proyek Penguatan Profil Pelajar Pancasila (P5)**

The Pancasila learner profile has competencies formulated into six key dimensions. The six dimensions include sustainable lifestyles, local wisdom, unity in diversity, building the soul and body, democratic voice, engineering and technology, entrepreneurship, and employment. P5 activities can optimize students' potential in working and finding talents in certain fields. Furthermore, in practice, the role of the teacher is as a facilitator, so the learning process becomes more dynamic because students can discuss with classmates about the project plan they will do (Irsyad & Fitri, 2023). Based on this statement, the competence and character of learners have been stimulated. The dimensions of Pancasila learners are holistic and an integral part of efforts to shape learners as lifelong learners with competence, character, and behavior based on Pancasila values (Astuti & Krismawanto, 2023).

## **METHODS**

Research on implementing Merdeka Curriculum at SMA Negeri 1 Pontianak was conducted through a descriptive qualitative research method. The approach used to explore how the curriculum is implemented in the school environment and the intracurricular and co-curricular processes. The descriptive approach can help to understand the context, process, and results of implementing the Merdeka Curriculum in detail. Using qualitative methods, research on implementing the Merdeka Curriculum can provide an in-depth and comprehensive understanding of how the curriculum is implemented, the challenges faced, and its impact on the learning process and student achievement at school.

Data collection techniques used in this research include observation, interviews, and direct documentation at school to see the teaching and learning practices carried out. In particular, observations were carried

out in classes XG, XI H Sos TL 3 and XII F. Observation of learning and assessment was carried out with the Sociology teacher in class XG, while the implementation of P5 activities in the classroom was also in classes X phase E, XI and XII or phase F. Interviews were conducted with 1 Sociology teacher. Two educators to get their views on the implemented Merdeka Curriculum. Document analysis examines teaching tools, lesson plans (teaching modules), lesson materials, and evaluation of learning outcomes. Direct interaction with educational actors is also a valuable source of information for understanding the holistic implementation of the Merdeka Curriculum.

According to Miles and Huberman, the data analysis technique includes reduction, data presentation, and verification (Muyassaroh & Nurpadilah, 2021). Data reduction is done by grouping data into several categories. Before presenting the data, it was verified using the triangulation technique to obtain the truth of the data. The triangulation technique was carried out by asking the Sociology teacher, as the key informant, for the truth of the data. Regarding teaching tools, the learning process according to the Merdeka Curriculum and the implementation of P5. After that, the data is presented as direct quotes and pictures of observation results.

## RESULTS AND DISCUSSION

### Learning and Assessment

Learning and assessment in the Merdeka Curriculum as an educational process at SMA Negeri 1 Pontianak has a more positive and significant impact. Implementing the Merdeka Curriculum is carried out thoroughly, replacing the previous curriculum for grades X and XI. This school has pioneered the Merdeka Curriculum, with an approach that allows differentiated learning to be the main focus. Teachers assess learners' learning readiness and prior achievement at the beginning of the school year, enabling them to customize learning more effectively. A teaching module is a guide, containing information on learners' learning ability levels and styles. The Sociology teacher directs the learning process. Informants provided information that learning is learner-centered and differentiated, implemented in process, content, and product. The following is a statement from the informant.

*“Saya biasanya menerapkan diferensiasi pembelajaran dengan menayangkan video dan gambar yang relevan dengan pembelajaran, walaupun terkadang sedikit menantang atau sulit dalam mencari video yang sesuai materi dan pas”* TW, Senin, 22 Januari 2024 di ruang perpustakaan SMA Negeri 1 Pontianak.

From the observation of the design (teaching module) and implementation of learning in the classroom, implementing learner-centered learning at SMA Negeri 1 Pontianak proved very relevant to students' interests and background, using the discovery learning model. In addition, differentiated learning is carried out by dividing groups based on students' level of understanding or learning readiness. Various learning styles, such as visual, auditory, and kinesthetic, are accommodated in learning. Furthermore, it is related to the learning environment of learners, the quality of learning, reflection and improvement, gender equality, and a climate of inclusiveness, and involves (intracurricular) learning. The following is the informant's statement:

*“Kualitas pembelajaran di kelas baik/bagus hal ini tercermin dari evaluasi pembelajaran yang dapat mencapai tujuan pembelajaran, refleksi yang biasa digunakan seperti emoticon gambaran perasaan peserta didik, dan refleksi melalui Gform terkait pembelajaran, menuliskan selembar kertas atau anonim terkait tanggapan pembelajaran, inklusivitas sangat baik, terukur dari sikap peserta didik-siswi terhadap peserta didik disabilitas”* TW, Senin, 15 Januari 2024, di ruang guru SMA Negeri 1 Pontianak.

Differentiated learning is implemented in the form of learning products, tailored to the interests and abilities of each group, such as making pop-ups, comic strips, or infographics. Teachers emphasize the importance of differentiated learning in creating meaningful student learning experiences. They also realize the need for a well-planned, continuous, and good assessment system in supporting the differentiated learning process. The results of this study show that differentiated learning programs, whether in process, product, or content, have contributed positively to improving the quality of education.

### **Proyek Penguatan Profil Pelajar Pancasila Activities (P5)**

The implementation of P5 at SMA Negeri 1 Pontianak refers to the Decree of the Minister of Education, Culture, Research, and Technology No. 56/M/2022 on Guidelines for Curriculum Implementation in the Framework of Learning Recovery, which emphasizes the importance of forming a student profile that is strong in Pancasila values. P5 activities at SMA Negeri 1 Pontianak start from the planning stage, where the school forms a P5 facilitator team and designs the dimensions, themes, and time allocation. Furthermore, at the implementation stage, the school sets three themes for each grade level: entrepreneurship, creativity, and sustainable lifestyle. The implementation was carried out through a series of activities ranging from orientation, workshops by outside practitioners, discussions, preparation, to implementation and reflection.

In the context of P5, it is important to emphasize that this project is a compendium of competencies that focuses on achieving the competency standards of graduates at each level of education. The preparation of P5 activities is based on the P5 implementation guidelines, which emphasize the important role of learners, educators, and the educational environment in carrying out these activities. Documentation of the planning and implementation of P5 activities shows that P5 modules contain module profiles, objectives, activities, and assessments. Each class has a team of facilitators responsible for implementing the activities and developing the module. The class coordinator is important in managing the project in the education unit, while the facilitator facilitates learners' learning needs according to their interests and learning styles.

Implementing P5 involves various activities, such as workshops, preparation, implementation, and harvest. Each theme is adopted by different classes, with class X carrying the entrepreneurship theme, class XI the creative theme, and class XII the sustainable lifestyle theme. Workshops by outside practitioners and student preparation are important to the implementation process. The results of the P5 activities are displayed in a harvest event, where each class displays its creativity according to the theme. Through the implementation of P5, SMA Negeri 1 Pontianak has shown its commitment to developing a strong learner profile in Pancasila values. The involvement of learners, educators, and outside practitioners, as well as their active role in every stage of the activity, is the key to achieving P5 goals. Thus, P5 is an additional project and an integral part of the school's efforts to shape the next generation with character and competence by the nation's values.

## **Discussion**

### **Implementasi Pembelajaran dan Asesmen Kurikulum Merdeka**

The Merdeka Curriculum Guidelines, prepared by the government, explain that learning and assessment are inseparable. Assessment in learning is needed to develop differentiated learning, according to the needs and characteristics of students. Learning means the flow of activities or the process of learning outcomes that become learning objectives, and how to achieve these learning objectives. Meanwhile, assessment is an activity during the learning process to find evidence of achieving learning objectives and improving the learning process. In the Merdeka Curriculum, learning designs are known as teaching

modules (Muharrom et al., 2023). Teaching modules are a learning process plan that is more complete than lesson plans in the 2013 curriculum. Implementing the Merdeka Curriculum and its elements and dimensions has a clear and significant impact on teachers, students, and educators (Maryono et al., 2023). Administratively, the teaching module design includes learning objectives, steps, and assessments, compiled as flexible, simple, and contextual documents. Meanwhile, the assessment consists of diagnostic (cognitive and non-cognitive), formative, and summative assessments.

At SMA Negeri 1 Pontianak, as a driving school and the first school to have implemented the Merdeka Curriculum as a whole, compared to several years ago, it was only implemented in grades X and XI. In implementing the Merdeka Curriculum, the teaching design is a teaching module to carry out learning that is not generally designed, considering that differentiated learning is the main benchmark in the Merdeka Curriculum. At the beginning of the school year, this school seeks information about students' learning readiness and prior achievement through assessment. Through this information, teachers can have maximum readiness to implement differentiated learning, including both aspects of the process, content, and differentiated products. Based on interviews with informants, each teaching module contains information on students' learning abilities and learning styles in the form of percentages. Documentation studies through teaching tools also prove that teachers get this information, based on school assessments at the beginning of the school year. Teachers often do Reflection and feedback in various ways, such as through emoticons as a description of students' expression after learning, and so on. Phase E is for grade X, and Phase F is for grades XI and XII, especially for class X students who have not yet chosen specialization subjects.

Based on the results of observations in class XG on Friday, January 19, 2024, when Sociology learning took place, researchers got a lot of insight into how the implementation of differentiated learning, other than through observation, namely interviews in the office and library. Starting from preparing teaching tools from CP, ATP, and learning objectives, to modules and assessments. As a Sociology teacher, Teacher TW implements learner-centered and differentiated learning (process, content, and product differentiation). At the end of the lesson, the teacher reflects on the learning process that took place at that time. Based on these observations, reviewed from the implementation of learner-centered learning, differentiated (differentiation of process, content, and product), and formative and summative assessment, to reflection. In teaching sociology, learning strategies support the application of socio-culturally relevant values around students, one of which is through the application of cooperative learning strategies, which can also support differentiated learning (Ulmi, 2022). As applied by the Sociology teacher in class XG, through the discovery learning model. The following describes how the implementation of the Merdeka Curriculum in class XG.

First, the implementation of learner-centered learning is measured from the results of observations and interviews of teaching tools and teaching processes, as the learning material in the process is very relevant to the background of students and can make students interested. This is characterized by enthusiasm and curiosity, and it appears that students in the class have studied the material before the TW teacher (Sociology teacher) explains. In addition, learners are also active during the learning process, as the informant stated that learners are very inclusive and adaptable. Given that this school also accepts learners with disabilities, the school facilities also provide access for learners with disabilities. In the XG class, the TW teacher uses the discovery learning model through group discussion; the TW teacher acts as a facilitator who guides and encourages learners to explore new concepts.

The utilization of technology has also provided more dynamic, collaborative, and relevant learning content, especially about the social interaction material at that time. From the observations made by teachers, implementing learner-centered learning has proven to be effective. The learning materials presented are relevant to the learners' backgrounds, so they can generate high interest in learning and enthusiasm. In addition, using the cooperative learning model through group discussion and group presentation has

proven its success in facilitating learners' exploration of new concepts. This shows that a learner-centered learning approach can improve the overall quality of learning.

Second, differentiated learning (process, content, and product differentiation). Differentiated learning in the observation on Friday, January 19, 2024, starts with the teacher dividing the group of students in class XG based on students' level of understanding or learning readiness. The group division is based on process differentiation. Furthermore, in the early core stage, the Sociology teacher presents learning content through pictures and videos so that these activities include content differentiation through visual and auditory learning style accommodation. In addition, at several stages, the teacher accommodates kinesthetic learning styles through a matching test by placing his partner in the corner of the class on the material of social interaction, sub-social driving factors. Meanwhile, product differentiation is measured by the assignment to make products of social interaction factors according to the interests of each group (pop-ups, comic strips, puppets, 3D making, infographics, poems, videos, PPT, articles, and others). The assignment was delivered in the closing activity.

Related to this concept, differentiated learning is not new in education (Zarkasyi, 2023). This indicates that before it was known as it is now, differentiated learning existed, but it was less optimized and less applied by teachers. Informants also said that the programs at this school, before the Merdeka Curriculum, appeared to liberate students. Differentiated learning, both product, process, and content. A meaningful learning process requires a planned, continuous, and good assessment system (Rosidah, 2021). As an illustration, you can see the implementation of observations in classes X G and XI H Sociology TL 3 through **Figure 1**.



**Figure 1.** Process Differentiation (accommodating kinesthetic learning styles) in class X G  
*Source: Author Documentation 2024*

In **Figure 1**, Sociology teachers accommodate kinesthetic learning styles or process differentiation through matching and pasting tests to the corners of class X G. In addition to content differentiation, teachers also accommodate visual and auditory learning styles through video shows and inspirational images at the beginning of learning in class X G. They also accommodate content differentiation during observations in class XI H Sociology TL 3 on Monday, January 29, 2024, which can be seen through **Figure 2**.



**Figure 2.** Content Differentiation (accommodating visual and video learning styles) in class XI H Sociology TL 3  
*Source: Author Documentation 2024*

Third, the formative and summative assessment section to reflection, namely on Friday observation, January 19, 2024, class XI on group division, previously the Sociology teacher had conducted a cognitive diagnostic assessment to obtain information on the students' level of understanding in class XG. Students already have group members at this meeting, and each group is filled with category members who will become peer tutors (Scaffolding method). Assessment is also found in the learning process, namely formative assessment. In this assessment, Sociology teachers observe group discussions and presentations in core activities. At this stage, the observation by the teacher uses the instrument of the discussion and presentation observation sheet checklist with the categories "Adequate" and "Inadequate". There are four criteria that teachers observe. More clearly, the implementation can be seen through [Figure 3](#) regarding the assessment in class XI H Sociology TL 3 on Monday, February 5 and 12, 2024.



**Figure 3.** Formative assessment of discussion and presentation, and summative assessment of connecting random words  
*Source: Author Documentation 2024*

In the formative assessment process, Sociology teachers utilize LKPD as a medium for each group to share their discussion results. Furthermore, the last assessment used is summative, aiming to measure the achievement of learning objectives. The form of summative assessment is a matching test in the closing activity, and the product of the driving factors of social interaction. In this assessment, teachers also apply enrichment and remediation. As in KKTP (Criteria for Achievement of Learning Objectives).

Sociology teachers also use reflection, which includes three questions. The questions are: 1) What difficulties are experienced in learning activities? 2) What difficulties are experienced in conducting learning activities? Moreover, 3) How can these mistakes be fixed? Some of these questions serve as a reflection for the teacher on the learning that has been carried out—the importance of reflection for learning progress and evaluating learners' final achievement. Formative and summative assessment that is well integrated in the learning process is also an important factor in improving the quality of education. This shows that the thematic approach to learning can provide students with various learning experiences.

### **Implementation of Proyek Penguatan Profil Pelajar Pancasila (P5)**

P5 activities are designed separately from intracurricular activities or do not have to be associated with learning material objectives. P5 activities are an answer to the challenges of education in Indonesia, namely producing Pancasila-competent students as SKL at every level in school. The implementation of P5 activities has been formulated in the Decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022 of 2022 concerning Guidelines for Curriculum Implementation in the Framework of Learning Recovery emphasizes that the Curriculum at the PAUD and Primary and Secondary Education levels consists of learning activities in the curriculum and projects to strengthen the learner profile in Pancasila values. This is due to the importance of learner profile competencies in Pancasila values as the identity, ideology, and aspirations of the Indonesian nation, which are relevant to the challenges faced by the Indonesian nation in the era of the industrial revolution 4.0 and the context of life in the 21st century. The implementation of P5 activities at SMA Negeri 1 Pontianak starts from the planning stage, in the planning stage the school forms a P5 facilitator team, identifies the level of school readiness that has been carried out jointly, designs the dimensions, themes and time allocations of P5, prepares project modules and designs strategies for reporting P5 results. Figure 4 shows the discussion and planning of P5 activities on Friday, February 16, 2024, in the teachers' room.



**Gambar 4.** P5 coordinator and facilitator team meeting in the teacher's room  
*Source: Author Documentation 2024*

As for the implementation, the school carries three different themes for each grade level. These themes are entrepreneurship, creativity, and sustainable lifestyle. The implementation time starts Monday, February 19, 2024, and continues until February 23, 2024. On Friday, February 23, the P5 harvest or celebration of learning profile projects of all phases. Related to this context, P5 is a summary of competencies that emphasize the achievement of graduate competency standards at each level of education, especially in developing character by the values of Pancasila (Maruti, 2023). The design of P5 activities at the SMA/equivalent level was developed based on the P5 implementation guidelines.

Implementing P5 activities in schools can run optimally if students, educators, and the environment of the education unit optimize their roles (Yuliasuti et al., 2022). Therefore, the curriculum can be a solution to improving the quality of a nation's human resources (Prancisca et al., 2023). As in the Merdeka Curriculum intracurricular, P5 activities also have a team of facilitators from teachers who compile the P5 module.

Based on observation and documentation of the P5 activity design, the P5 module outlines the module profile, objectives, activities, and assessments. The facilitators for each class are two teachers, and class XII has more JPs than classes X and XI. Based on observation and the researcher's involvement in the planning stage, grades X, XI, and XII each have a facilitator team of 3 to 4 teachers. After completing the preparation to compile the module and design a strategy for reporting P5 results, the last stage of preparation is a large meeting with other teachers. The meeting involved deciding on the coordinator and the names of the P5 facilitators. The coordinator serves as the leader in managing the profile project in the education unit. The coordinators of class X are Teacher RFP, class XI Teacher ER, and class XII Teacher YI, most of whom are the driving teachers. These teachers manage the profile project. Meanwhile, the facilitator facilitates the learning needs and interests of each learner in order to provide stimulants or challenges that are diverse (differentiated), according to learning styles, imagination, creation and innovation, and specialization in the profile project theme. Then discussions related to the flow of profile project activities until harvest and reflection on each theme in classes X, XI, and XII invite practitioners who are experts in the field according to the theme.

The implementation of P5 began with an opening by the Principal in the field of SMA Negeri 1 Pontianak. The implementation in class X on the theme of entrepreneurship in each class was facilitated by two teachers or educators, starting with orientation, which consisted of introductions, attendance, initial assessment, and implementation (introducing product branding and product marketing) from TikTok or YouTube videos. Then continued on the next day at the X grade level to gain knowledge from the experience of outside practitioners as speakers in the workshop by Perdana Nandy Putra "Product Branding", from the owner of Jacobs Apparel "Promotion of a Product". After all grade X students gain knowledge through workshops, the next day is discussion, consultation, preparation, promotion, and reflection as contextual, action, and reflection stages. The Great Harvest at grade X level is that students not only sell on the school field, but also develop promotional strategies and do product branding before the Great Harvest. **Figure 5** shows P5 in class XII J on the theme of sustainable lifestyles, on Tuesday, February 20, 2024.



**Figure 5.** Presentation of nutritious food processing (vegetables)  
*Source: Author Documentation 2024*

Furthermore, in class XI, the theme carried is creative. The implementation is not much different from the theme of class XI. The difference lies in the workshop practitioners by the speakers and the preparation and implementation by students and facilitators that are relevant to the theme. On Friday, February 23, 2023, all XI classes displayed their creative actions, such as makeover, outfit design, musical drama, and the compactness of each class with various subs. Finally, P5 in class XII carried the theme of a sustainable lifestyle. In this activity, as is generally the case in classes X, XI, and XII. However, class XII students have more JPs, and the activities hold workshops and training from expert practitioners of healthy and nutritious food with vegetable sub-themes. The P5 activity approach can increase students' interest and motivation to learn and broaden their horizons on various aspects of life that are relevant to the values of Pancasila. The role of the teacher facilitator team involved in developing the P5 module. The different number of facilitator teams between grades X, XI, and XII indicates an adjustment in terms of learners' need for assistance and guidance according to their grade level.

## **CONCLUSION**

The implementation of Merdeka Curriculum at SMA Negeri 1 Pontianak has improved overall, especially in implementing learner-centered learning, differentiation in the learning process, and well-integrated formative and summative assessments. In addition, differentiation in learning processes, content, and products contributed positively to learners' achievement. Group division based on process differentiation, presentation of learning content through various media, and accommodating different learning styles has created an inclusive learning environment that supports individual learner development. With product differentiation, learners can express their understanding through various creative forms, according to their interests and potential. In addition, cognitive diagnostic assessment, formative assessment through group discussions and presentations, and summative assessment have been successfully implemented through matching tests and products of factors driving social interaction. Appropriate assessment instruments and the application of scaffolding methods also support a comprehensive and sustainable assessment process. In implementing P5 activities, there are different themes for each grade level, namely entrepreneurship, creativity, and sustainable lifestyles. The involvement of a team of competent and experienced teacher facilitators can provide effective support in implementing P5 activities. P5 activities can improve the effectiveness and outcomes of the program. The scheduled implementation time of P5 activities from Monday to Friday, with the culmination of the event on Friday as the P5 harvest, shows careful and structured planning in implementing these activities. This reflects the school's commitment to providing students a comprehensive and sustainable learning experience. Good timing in P5 activities can create a conducive and effective learning atmosphere.

Based on the findings, it is recommended that the learner-centered learning approach, differentiation in the learning process, and formative and summative assessments continue to be improved and developed sustainably. Teachers can continue to develop skills in designing learning that is responsive to the needs of students, and improve their ability to conduct comprehensive and learning-oriented assessments. Thus, it is expected that the quality of education at the senior secondary level can continue to improve and positively impact the development of students. As for the suggestions for implementing P5, periodic evaluation of the program implementation can be carried out, including measurement of effectiveness, learner satisfaction, and the impact of these activities on the character building of learners. In addition, collaboration with practitioners and experts in various thematic areas can enrich learners' learning experience and provide a broader perspective. It is also recommended that the quality of P5 project modules and results reporting strategies be continuously improved to ensure that program objectives are optimally achieved. Thus, the implementation of P5 activities shows a strong commitment to developing learners' potential through diverse thematic approaches, the involvement of a competent team of teacher facilitators, and good timing. Through continuous evaluation and development, it is expected that P5

activities can continue to provide maximum benefits for learners in developing their character and competencies.

### AUTHOR'S NOTE

The author states in writing the publication of this article there is no conflict of interest, the author realizes the contents of the article are free from plagiarism.

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