



Analysis of the Implementation of the Merdeka Curriculum in Enhancing the Pancasila Student Profile

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ARTICLE INFORMATION

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ABSTRACT

The Merdeka Curriculum is an educational policy designed to address the challenges of 21st-century learning by emphasizing the strengthening of character and student competencies. One of the main focuses of the Merdeka Curriculum is the strengthening of the Pancasila Student Profile as a reflection of Indonesian students who are faithful, devoted to God Almighty, noble in character, independent, critical thinkers, creative, cooperative, and globally diverse. This research aims to analyse the implementation of the Merdeka Curriculum in enhancing the Pancasila Student Profile in educational units. The research method used is descriptive qualitative with data collection techniques through observation, interviews, and documentation. The research results show that the implementation of the Merdeka Curriculum through project-based learning, differentiated instruction, and strengthening school culture can encourage the development of students' character and competencies in accordance with the dimensions of the Pancasila Student Profile. However, several obstacles are still found, such as teacher readiness, limited facilities, and uneven understanding of the concept. Therefore, continuous support and improvement of educators' competencies are needed to ensure the optimal implementation of the Merdeka Curriculum.

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1. INTRODUCTION

Education is the main foundation in national development because it plays a strategic role in shaping the quality of human resources. Through education, character values, knowledge, and skills of students are developed in a planned and sustainable manner. ([Handayani et al., 2022](#)) Amid the increasingly complex global developments, the world of education is faced with significant challenges in the form of social changes, technological advancements, and the demands of 21st-century competencies that emphasise critical thinking, creativity, collaboration,

and communication skills. This condition demands an update to the education system that can adapt to the dynamics of the times without neglecting the nation's identity. ([A. F. Nasution et al., 2024](#))

The curriculum, as the heart of the education system, plays an important role in determining the direction and quality of learning in schools. A relevant and adaptive curriculum is expected to meet the needs of students as well as the demands of society. ([Ariesanti et al., 2023](#)) In response to these various challenges, the Indonesian government, through the Ministry of Education, Culture, Research, and Technology, launched the Merdeka Curriculum. This curriculum is designed to provide flexibility to educational units and educators in developing a learning process that is student-centered, contextual, and meaningful. ([I. A. Nasution et al., 2024](#))

The Merdeka Curriculum emphasises the concept of independent learning, which provides space for students to learn according to their interests, talents, and developmental stages. This approach is expected to reduce uniform learning and rote memorisation, replacing it with learning that encourages deep understanding and competency development. ([Ningsih et al., 2025](#)) In its implementation, the Merdeka Curriculum prioritises differentiated learning, formative assessment, and project-based learning as the main strategies in developing students' potential holistically. ([Khoiriah et al., n.d.](#))

One of the main objectives of the Merdeka Curriculum is the strengthening of the Pancasila Student Profile. The Pancasila Student Profile is formulated as an ideal depiction of Indonesian students who possess global competencies and behave in accordance with the values of Pancasila. The six dimensions of the Pancasila Student Profile, namely being devout and pious to God Almighty and having noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity, serve as the foundation for designing all learning activities and school culture. Thus, education is not only orientated towards academic achievement but also towards the formation of character and national identity of the students. ([Lathif & Suprpto, 2023](#))

In the context of implementation in educational units, the strengthening of the Pancasila Student Profile is realised through the Pancasila Student Profile Strengthening Project (P5). The P5 activities are designed to provide contextual and relevant learning experiences for students' real lives. Through thematic projects, students are trained to collaborate, solve problems, think critically, and express their creativity. P5 also serves as a strategic means to instill values of diversity, social concern, and responsibility as citizens. ([Saleh, n.d.](#))

Although the Merdeka Curriculum offers innovative concepts and learning approaches, its implementation in the field is not without various challenges. Differences in teachers' readiness levels, limited understanding of the curriculum concept, and the availability of facilities and infrastructure are factors that influence the success of implementing the Merdeka Curriculum. In addition, the shift in the learning paradigm from teacher-centered to student-centered requires an adaptation process that is not easy for both educators and students. ([Martatiyana et al., 2023](#))

Starting from that condition, an in-depth study and analysis are needed regarding the implementation of the Merdeka Curriculum in educational units, particularly in relation to the enhancement of the Pancasila Student Profile. ([Raysa & Mustika, 2024](#)) This analysis is important to determine the extent to which the Merdeka Curriculum has been implemented in accordance with the expected goals and how it impacts the formation of character and competencies of students. The research results are expected to contribute to the development of educational policies, the improvement of learning quality, and to serve as evaluation material for schools and stakeholders in optimising the implementation of the Merdeka Curriculum. ([Pratiwi et al., 2024](#))

a. The Concept of Curriculum in Education

The curriculum is a set of plans and arrangements regarding objectives, content, teaching materials, and methods used as guidelines in the implementation of learning activities. The curriculum serves as the main direction and reference in the educational process, so the quality of the curriculum greatly determines the quality of student learning outcomes. ([Khairiyah et al.,](#)

2023) In its development, the curriculum is not only understood as a written document but also as a dynamic and contextual process that must be adjusted to the needs of learners, the advancement of science, technology, and societal demands. (Susilo & Sihite, 2022)

Education experts state that an ideal curriculum must be flexible, relevant, and orientated towards competency development. The curriculum must also be able to integrate aspects of knowledge, skills, and attitudes in a balanced manner. Therefore, curriculum renewal has become an inseparable necessity from efforts to improve the quality of national education. (Anjeliani et al., 2024)

b. Merdeka Curriculum

The Merdeka Curriculum is the latest curriculum policy developed as an effort to transform education in Indonesia. This curriculum was born from the idea of Merdeka Belajar, which emphasises freedom of thought, freedom of creativity, and freedom of learning for students and educators. (Sumarsih et al., 2022) The Merdeka Curriculum provides greater autonomy to educational units in designing and developing learning according to the characteristics of students and the school environment. (Siregar & Munthe, 2024)

The main features of the Merdeka Curriculum are the simplification of the curriculum structure, focus on essential materials, and strengthening of competency-based learning. (Istianah et al., 2023) With a focus on essential materials, students are expected to have a deep understanding (deep learning), not just a superficial mastery of the material. Additionally, the Merdeka Curriculum encourages the implementation of differentiated learning, which is learning that adjusts to the readiness, interests, and learning styles of students. (Hidayat & Putro, 2024)

In its implementation, the Merdeka Curriculum also emphasises the importance of formative assessment as a tool to monitor students' learning progress continuously. Assessment no longer solely functions as a final evaluation tool, but as an integral part of the learning process aimed at improving the quality of students' learning. (Setiawan et al., 2023)

c. Pancasila Student Profile

The Pancasila Student Profile is an ideal depiction of the character and competencies of Indonesian students that is expected to be realised through the educational process. This profile is formulated based on the values of Pancasila as the foundation of the state and the worldview of the Indonesian nation. (Albar, 2022) The Pancasila Student Profile is the ultimate goal of the entire learning process in the Merdeka Curriculum. The Pancasila Student Profile consists of six main dimensions, namely:

1. Faithful, devout to God Almighty, and possessing noble character, which reflects religious, moral, and ethical attitudes in daily life.
2. Global diversity, which is the ability to appreciate cultural, ethnic, religious, and ideological differences, and to have an open attitude towards global diversity.
3. Gotong royong, which emphasises the ability to cooperate, social concern, and solidarity.
4. Independent, which is the ability to manage oneself, be responsible, and have intrinsic motivation in learning.
5. Critical thinking, which includes the ability to analyse information, evaluate arguments, and make rational decisions.
6. Creative, which is the ability to generate ideas, works, and innovative solutions in various situations.

These six dimensions are interconnected and form the character of students in a holistic and sustainable manner. (Alfina & Hasanah, 2024)

d. Project to Strengthen the Pancasila Student Profile (P5)

The Pancasila Student Profile Strengthening Project (P5) is one of the main strategies in the Independent Curriculum to instill the values of the Pancasila Student Profile contextually. P5 is designed in the form of cross-disciplinary project activities that provide real learning experiences for students. Through P5, students not only acquire knowledge but also develop attitudes and social skills. ([Munawir et al., 2024](#))

P5 emphasises problem-based learning and project-based learning. These activities encourage students to be active, collaborative, and reflective. The themes of P5 are adjusted to the local context and current issues, such as sustainable lifestyles, local wisdom, entrepreneurship, and global diversity. Thus, P5 becomes an effective means of internalising the values of Pancasila in the lives of students. (Handayani et al., 2022)

e. Curriculum Implementation

Curriculum implementation is the process of applying the curriculum in classroom learning practices and the school environment. Effective implementation does not only depend on the curriculum documents but also on the readiness and competence of teachers, the leadership of the school principal, the support of facilities and infrastructure, and a conducive school culture. ([Nugroho et al., 2024](#))

The success of implementing the Merdeka Curriculum requires a shift in the learning paradigm from being teacher-centered to being student-centered. Teachers act as facilitators and learning companions, while students become active subjects in the learning process. In addition, collaboration among educators and parental involvement are also important factors in supporting the successful implementation of the curriculum. ([Lestari, n.d.](#))

f. The Relationship between the Merdeka Curriculum and the Pancasila Student Profile

The Merdeka Curriculum and the Pancasila Student Profile have a very close and complementary relationship. The Merdeka Curriculum serves as a means, while the Pancasila Student Profile is the ultimate goal to be achieved. All learning strategies, assessments, and school activities in the Merdeka Curriculum are directed towards developing the six dimensions of the Pancasila Student Profile. ([Cahyaningrum & Diana, 2023](#))

Through differentiated learning, P5, and the strengthening of school culture, the Merdeka Curriculum provides space for students to optimally develop their character and competencies. Thus, the effective implementation of the Merdeka Curriculum is expected to produce a generation of Indonesian students who excel academically, embody Pancasila values, and are ready to face global challenges. ([Nurbani et al., 2024](#))

2. RESEARCH METHOD

This research uses a descriptive qualitative approach with the aim of gaining an in-depth understanding of the implementation of the Merdeka Curriculum in enhancing the Pancasila Student Profile in educational units. This approach was chosen because the research focuses on the processes, meanings, and phenomena that occur naturally within the school environment without manipulating the research variables. Descriptive qualitative research allows researchers to systematically and factually describe the implementation practices of the Merdeka Curriculum and its impact on strengthening the character and competencies of students.

The research was conducted at one of the educational institutions that have implemented the Merdeka Curriculum. The selection of the research location was based on the consideration that the school had gradually implemented the Merdeka Curriculum and had a Pancasila Student Profile Strengthening Project (P5) program. The research subjects include the school principal, teachers, and students who were selected using purposive sampling techniques, which involve choosing informants based on their direct involvement and relevance to the research focus. The

principal was chosen as the key informant due to their role in curriculum planning and policy-making, teachers as the main implementers of learning, and students as the ones who directly experience the implementation of the Merdeka Curriculum.

Data collection was carried out through observation, interviews, and documentation. Observations were conducted non-participatively to observe the learning process in the classroom, the implementation of the Pancasila Student Profile Strengthening Project, and the school culture that supports the character development of students. Semi-structured interviews were conducted with the principal, teachers, and students to gather information related to their understanding, experiences, and challenges in the implementation of the Merdeka Curriculum. Documentation was used as supporting data, including curriculum documents, teaching modules, learning tools, P5 activity reports, and school activity archives.

Data analysis was conducted qualitatively using an interactive model that included the processes of data reduction, data presentation, and conclusion drawing. Data obtained from various sources were selected and focused on information relevant to the research objectives, then presented in the form of descriptive narratives for easy understanding. Conclusion drawing is carried out in stages by considering the interrelation between data and field findings. To ensure the validity of the data, this research uses source triangulation and technique triangulation, which involves comparing data obtained from various informants and through various data collection techniques.

3. RESULTS AND DISCUSSION

The research results show that the implementation of the Merdeka Curriculum in educational units has been progressing gradually and quite systematically. Schools have made adjustments to the curriculum structure, learning tools, and teaching strategies in line with the principles of the Merdeka Curriculum. Teachers are given the freedom to design teaching modules that focus on learning outcomes and the needs of students. This flexibility encourages the creation of more contextual and student-centered learning.

In classroom learning practices, teachers have implemented differentiated instruction by adjusting strategies, methods, and assessments based on the readiness levels and characteristics of the students. Differentiation of content, process, and learning products is evident in group discussion activities, project assignments, and the use of varied learning media. These findings indicate that the Merdeka Curriculum provides space for teachers to develop creativity in managing learning, while also encouraging students to be more active and independent in their studies.

The implementation of the Pancasila Student Profile Strengthening Project (P5) has become one of the main findings in this research. The P5 activities are carried out through various themes relevant to the students' life contexts, such as global diversity, sustainable lifestyles, and local wisdom. Through project activities, students are trained to collaborate, take responsibility, and solve problems creatively. Observation results show that students are more enthusiastic and actively involved in P5 activities compared to conventional learning, because projects provide real and meaningful learning experiences.

From the aspect of strengthening the Pancasila Student Profile, the research results show positive developments in several dimensions. The dimension of mutual cooperation is evident from the increased ability of students to work together and help each other in completing group tasks. The independent dimension is reflected in the increased responsibility of students towards their own tasks and learning processes. In addition, the dimensions of critical and creative thinking are also beginning to develop through discussion activities, presentations, and problem-solving in project-based learning.

Strengthening the dimension of faith and noble character is carried out through the habituation of religious activities, the instillation of moral values in learning, and the exemplary behaviour of teachers. Meanwhile, the dimension of global diversity is developed through

activities that encourage attitudes of tolerance, mutual respect, and understanding of cultural diversity. The results of interviews with teachers and students show that these values are beginning to be internalised in the attitudes and behaviours of students, both in the school environment and in everyday social interactions.

Nevertheless, this study also found several obstacles in the implementation of the Merdeka Curriculum. One of the main obstacles is the difference in teachers' levels of understanding and readiness in implementing differentiated learning and P5. Some teachers still face difficulties in developing teaching modules and designing assessments that align with the principles of the Merdeka Curriculum. In addition, the limitations of facilities and infrastructure, such as learning media and project implementation time, pose a unique challenge in the optimal implementation of P5.

Another constraint is the administrative burden felt by teachers in the process of adapting to the new curriculum. Teachers must adjust the learning tools and assessment systems that differ from the previous curriculum. This requires time and ongoing support so that teachers can perform their roles to the fullest. These findings are in line with various previous studies that state that the success of curriculum implementation is greatly influenced by the readiness of human resources and school management support.

As an effort to overcome these obstacles, the school has implemented various strategies, such as internal training, teacher learning community activities, and supervision by school inspectors. The principal plays an active role in encouraging collaboration among teachers and creating a school climate that supports the implementation of the Merdeka Curriculum. These efforts demonstrate that school leadership plays a crucial role in the successful implementation of the curriculum and the strengthening of the Pancasila Student Profile.

Overall, the research findings and discussion indicate that the implementation of the Merdeka Curriculum contributes positively to the enhancement of the Pancasila Student Profile. Flexible, contextual, and project-based learning can encourage the holistic development of students' character and competencies. However, this success needs to be supported by the improvement of teacher competencies, the provision of adequate facilities and infrastructure, and continuous mentoring so that the goals of the Merdeka Curriculum can be optimally achieved.

4. CONCLUSION

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