

The Dynamics of Implementing the Merdeka Curriculum at the Elementary School Level in Indonesia

Nunuk Suryanti¹, Sukarni², Nurhuda³

^{1,2,3}Faculty of Teacher Training and Education, Universitas Islam Riau, Riau, Indonesia.

Received: 04 September 2025 Revised: 08 September 2025 Accepted: 10 September 2025 Published: 14 September 2025

Abstract - *The Dynamics of Implementing the Merdeka Curriculum at the Elementary School Level in Pekanbaru City. In Indonesia, the "Merdeka Curriculum" was formed to overcome the shortcomings of the previous curriculum, namely the curriculum 13, which did not adequately meet the needs of literacy and character education. The purpose: to determine the barriers to the implementation of the Merdeka curriculum for primary school teachers. The goal is to provide recommendations to the government regarding the success of the Merdeka curriculum in schools at the basic education level. Methods: This research is qualitative. Data collection using interview and observation techniques. Research informants are elementary school teachers in Pekanbaru, Riau, Indonesia. Data analysis technique uses the Miles & Huberman model, which consists of data reduction, data presentation, and conclusion drawing/verification. Data validity uses method triangulation techniques, namely interviews and observations. Findings: The results showed that the Merdeka Curriculum at the primary school level has not been implemented thoroughly. Some of the obstacles in the implementation in the first year of the Merdeka curriculum are the use of a web-based platform in socializing this curriculum. Teachers have limitations in the use of science and technology; teachers are not ready to learn independently through the web-based Merdeka Belajar platform, so mentors are needed to directly provide training until completion. Conclusion: Merdeka curriculum and teaching platforms will be successful if the parties involved have a proactive attitude in facing progressive and transformative changes. This can be seen from the direction of learning development, which can positively restore productivity in teaching and learning activities.*

Keywords - Merdeka Curriculum, Elementary School, Independent Curriculum.

I. INTRODUCTION

The curriculum is a guide for educators in organizing education from basic education to higher education (Fensham, 2016; Gedviliene et al., 2018). The 21st-century curriculum, as defined by Paige (2009), must include knowledge, innovative skills, Information and Communication Technology (ICT) literacy, thinking, media, and real-life experiences within the context of core academic topics. Engaging learners in the learning environment to achieve authentic learning is crucial. The aim is to develop essential skills such as problem-solving, critical thinking, and collaboration necessary for students to succeed in their future jobs. Lombardi and Oblinger (2007) posit that this approach will equip students with the necessary knowledge and life skills required for their future careers. The development of the Merdeka curriculum in Indonesia was prompted by numerous issues in the field of education, particularly those that pertain to human resources, as noted by Baro'ah (2020). Nadiem Makarim, the architect of the Merdeka Learning Curriculum, drew inspiration from K.H. Dewantara's philosophy of self-reliance, which centers around fostering independence among learners.

According to Fuadi, (2020), To achieve the Graduate Competency Standards, the Merdeka Learning Curriculum promotes project-based co-curricular activities that aim to develop the Pancasila Student Profile (PSP). PSP is a number of character traits and competencies that are expected to be achieved by students, which are based on the noble values of Pancasila. Pancasila is the foundation of the Indonesian state. Furthermore, educators are encouraged to link subject matter with character nurturing, as emphasized by Marisa (2021). The Merdeka curriculum was established to address the shortcomings of the previous 2013 curriculum which did not

sufficiently address the need for literacy and character education, which are deemed important in the current era, as mentioned in Elitasari et al. (2023). According to the Program for International Student Assessment (PISA) 2019 report, Indonesian students ranked sixth from the bottom in the fields of mathematics and literacy among 79 countries assessed.

In the early stages of implementing the Merdeka curriculum, there are still several obstacles, including the lack of socialization and special technical guidance related to the formation of the Pancasila learner profile, so that the implementation has not been carried out optimally. This is characterized by not all elementary school teachers adopting the Merdeka curriculum; not all teachers have information technology skills; and the lack of stable internet access, especially for remote schools that have geographically difficult internet access (Supriatna et al., 2023; Hadi et al., 2023). The obstacles related to the cultivation of character values in the Merdeka curriculum are related to the lack of understanding of the essence of the curriculum. The teachers still difficulties making teaching modules that integrate the Living Values Education Program (LVEP). At the evaluation stage, teachers have difficulty in making assessments related to LVEP integration (Komalasari & Apriani, 2023). The advantages of the Merdeka curriculum based on empirical research are that it is simpler and more in-depth (Hadi et al., 2023). Schools are flexibly and creatively given the freedom to design and implement learning according to student abilities. Teacher evaluation performance in designing learning evaluation instruments is useful for measuring teacher competence, identifying learning barriers, and conducting feedback on classroom needs, thus providing opportunities for schools and teachers to develop themselves (Kasman & Lubis, 2022). This curriculum change will be successful if it is supported by changes in the mindset of educators and education personnel and other education stakeholders (Irawati et al., 2022).

The relevance of the concept of learning independence in elementary school in terms of progressivism can be seen from the impact of its implementation: 1) For educators, the administrative burden will be reduced because the lesson plans are simplified; teachers have free time to improve competency through various platforms; Educators have the freedom to innovate and be creative. 2) Students can experience knowledge in their environment as character strengthening, learning themes, or critical issues related to sustainable lifestyles, culture, entrepreneurship, and technology. Thus students can take real action in answering problems according to the stages of learning and their needs (Yunaini et al., 2022). For “Penggerak Schools” in particular, the Merdeka curriculum has been implemented. Therefore, it can be concluded that the Merdeka curriculum policy has been implemented, although it requires some improvement and development. Research on the implementation of the Merdeka curriculum is still rare, so it is recommended to conduct further research related to analyzing the implementation of the Merdeka curriculum policy, both at the school and university levels (Fadhli, 2022).

Based on this explanation, this research will focus more on examining the barriers to the implementation of the Merdeka curriculum for elementary school teachers in Pekanbaru. The aim is to provide recommendations to the government regarding the success of the Merdeka curriculum in schools at the basic education level. The hope is to accelerate the improvement of the quality of education, especially in improving students' literacy and numeracy skills, as indicated by the increase in PISA scores.

II. MATERIALS AND METHODS

This research is qualitative. Data collection uses interview and observation techniques. The research informants are Pekanbaru elementary school teachers in a province in Indonesia where the school has implemented the Merdeka curriculum. Thus, the sampling technique is purposive sampling. The data analysis technique uses the Miles & Huberman model, consisting of data reduction, data presentation, and conclusion drawing/verification. Data validity uses method triangulation techniques, namely interviews and observations.

The selected research informants were teachers from SDN A, SDN B, SDN C, SDN D, SDN E, and SDN F, in Pekanbaru. The names of these informants' institutions are coded to maintain confidentiality. Essentially, the research informants came from six elementary schools. (The reason for choosing these schools was that they represent elementary schools in Pekanbaru that have implemented the Independent Curriculum). Some questions related to the implementation of the Merdeka curriculum are:

1. When first implementing the Merdeka curriculum, what classes were used as trials? How to implement this curriculum in the classroom?
2. After the trial, what are the advantages and disadvantages of implementing the Merdeka curriculum?
3. What is your message to the government regarding the Merdeka curriculum?

In analyzing the data, the NVIVO 12 program was used. The type of coding used was open coding. The themes that emerged were based on the research objectives related to the implementation of the merdeka curriculum in Pekanbaru city elementary schools. After open coding, followed by axial coding, the themes found in open coding are grouped again by removing unnecessary ones, and making one theme that has something in common, so that the new theme becomes more narrowed. Finally, selective coding is the last data reduction to get the most ideal theme or concept according to the conditions in the field. Finally, a pattern was found that was in accordance with the teacher's perception in implementing the merdeka curriculum.

To clarify the data analysis procedure using NVIVO 12, the following is presented briefly in the figure 1.

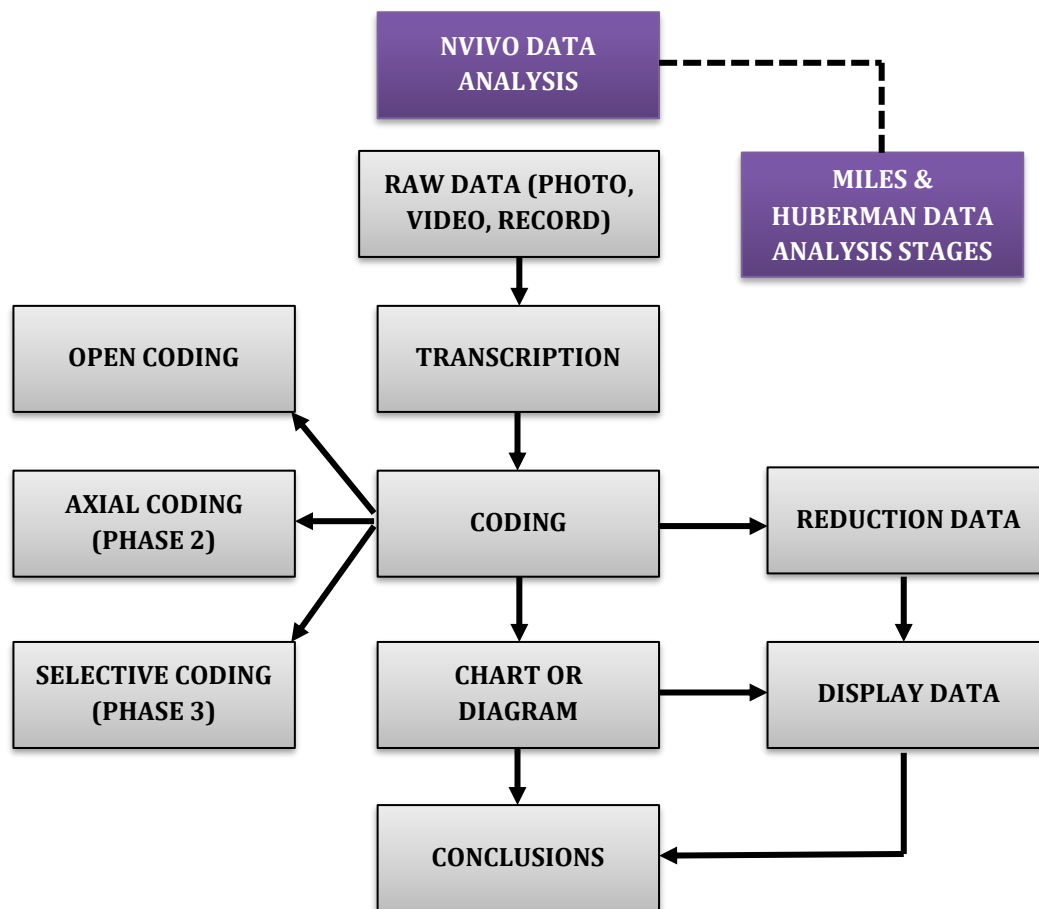


Figure 1. Stage of Data Analysis using NVIVO 12

Based on Figure 1, the steps in analyzing data using NVIVO 12 are as follows.

- a) Transcribe raw data in the form of photos, videos, and recordings into written form.
- b) From the data that has been transcribed, the next step is coding, which is grouping the transcribed data into themes according to the research objectives.
- c) This research uses open coding, then axial coding, and selective coding. Through this coding process, data reduction occurs.
- d) From the themes that have been arranged, the next step is to organize them into tables, charts, or diagrams; from this process, meaning is given. This process is known as data display in the Miles and Huberman analysis stage.
- e) Draw conclusions from the tables, pictures, or diagrams that have been made.

III. RESULTS AND DISCUSSION

Based on the results of in-depth interviews on the trial of the Merdeka curriculum, the analysis shows that in the trial phase, it was carried out in stages, first applied to grades 1 and 4. The basis for this policy is that the conditions in the early stages of learning are easier to condition. If starting from grade 6 is not possible because it is in the final stage, teachers in grade 6 also have to adopt material from grades 4 and 5, and also have to focus on school exams. Meanwhile, grades 2, 3, 5, and 6 are still using curriculum 13.

The first year of implementing the Merdeka curriculum was challenging, particularly for elementary school teachers in Pekanbaru city. Some of the obstacles encountered by these teachers were failure to adhere to lesson plan requirements, ineffective learning processes, and an immature assessment system due to poor understanding of the curriculum. Furthermore, school managers did not provide sufficient information regarding curriculum implementation. Merdeka curriculum socialization was carried out through the Merdeka Learning platform, which is connected to an application, but many teachers at SDN B Pekanbaru failed to participate because of a lack of technological knowledge. The government only provided learning concepts without proper mentoring. Although the Merdeka curriculum requires teachers to be merdeka learners, many are not yet ready, and their lack of IT competency has resulted in suboptimal access to the curriculum.

The following are the results of interviews about the implementation of the Merdeka curriculum in Indonesia for elementary schools in Pekanbaru.

"The mother in charge of the class utilizes the student activity method when implementing the Merdeka curriculum, which emphasizes discussion rather than lecture and encourages increased student participation. In this curriculum, students are expected to take on a more active role. However, educators often encounter difficulty in managing the classroom using active student methods, resulting in a rowdy, noisy, or disengaged learning environment, especially for young students in Grade 1, who require an enjoyable learning approach. To overcome this, ice-breaking activities or rewards for active participation during class discussions are often implemented to increase student enthusiasm and engagement".

In several subsequent conversations, it was mentioned that this obstacle was not a big obstacle because the school often held and attended trainings related to the Merdeka curriculum that was implemented. Confirmation that teachers still do not fully understand the flow and process of implementing the Merdeka curriculum can be seen from the following interview regarding the obstacles felt by teachers. One of the teachers explains this:

There are several changes made to the Merdeka Curriculum compared to the previous curriculum, including: changes in learning hours, character assessment in lesson plans (morals, and character), and school excellence programs. One year after the implementation of the Merdeka Curriculum, a Minimum Competency Assessment (MCA) will be conducted. The results of the MCA will show the school quality report card. These results are used as a mapping of strengths. "Just like the beginning of the implementation of the old curriculum, teachers still feel immature and are still finding out by learning how to properly implement this Merdeka curriculum. The one-time training on the Merdeka curriculum left teachers confused. But in this second semester, teachers began to correct the mistakes made in the last semester". The explanation in the FGD session with elementary school teachers regarding the implementation of the Merdeka curriculum shows that

At the beginning of the school implementing the Merdeka curriculum, schools were given the freedom to choose to use the Merdeka curriculum or Merdeka Mandiri. In Merdeka Mandiri, art lessons are more emphasized, schools can determine what art will be issued on students' report cards. This art subject is adjusted to the artistic talents of each student. However, the obstacle faced is that not all schools have art teachers per field; therefore, SDN F Pekanbaru takes a global approach, namely the field of fine arts. That is the specific application chosen by SDN F Pekanbaru. Of the several obstacles felt by the teachers, there is one teacher who feels that between the Merdeka curriculum and curriculum 13 (the previous curriculum) is not much different in terms of its application in terms of the teaching and learning process, the difference only lies in the level of efficiency in learning outcomes and assessment, because in the Merdeka curriculum no longer finds the basic competencies of skills and knowledge. This Merdeka curriculum, teachers emphasize the Pancasila Student

Profile, in each lesson known as P5. In terms of the advantages of the Merdeka curriculum, it can be described as follows:

Teachers are easier to prepare and learn the knowledge of their respective fields of study because in the Merdeka curriculum, the compulsory subjects are not in thematic form, so that teachers are more focused on learning according to their fields of expertise. This is unlike Curriculum 2013 where the subjects are integrated in the form of a thematic system. The Merdeka curriculum has various advantages, namely that it is simpler and more in-depth because it focuses on essential material and the development of learner competencies at its phase. Teachers teach according to the stage of achievement and development of students, and schools have the authority to develop and manage curriculum and learning according to the characteristics of education units and students. Next, it is more relevant and interactive, because learning through project activities provides wider opportunities for learners to actively explore actual issues. The implementation of the curriculum is also supported by the provision of textbook teaching tools and supporting teaching materials, training and provision of varied learning resources, and guaranteed teaching hours and teacher professional allowances. The implementation of the Merdeka curriculum is supported by the merdeka learning platform, which assists teachers in obtaining references, inspiration and understanding to implement the Merdeka curriculum.

The advantage of the curriculum in implementing learning in one subjects the teacher can relate to other subjects. In the concept of the Merdeka curriculum, learning is more focused on the field of study rather than per lesson theme, making it easier for students to receive lessons in more detail. Teachers have the freedom to direct learning activities to create creative and innovative learning. The learning system is student-centered with the teacher's role as a facilitator.

Thus the positive side of this Merdeka curriculum can be emphasized as follows:

1. The implementation of this curriculum is left to each education unit, so it is not simultaneously forced according to the readiness of the education unit.
2. Learning is required to be student-centered.
3. Learning objectives are left to each teacher according to the characteristics of the students.
4. There are various types of assessments applied.
5. Reflection activities are highly prioritized for both teachers and students.
6. The availability of an merdeka teaching platform. This application is very helpful for teachers in understanding the curriculum and finding inspiration for learning.
7. Teachers are more independently and creative because they are free to determine all forms of learning resources tailored to the needs of their students.

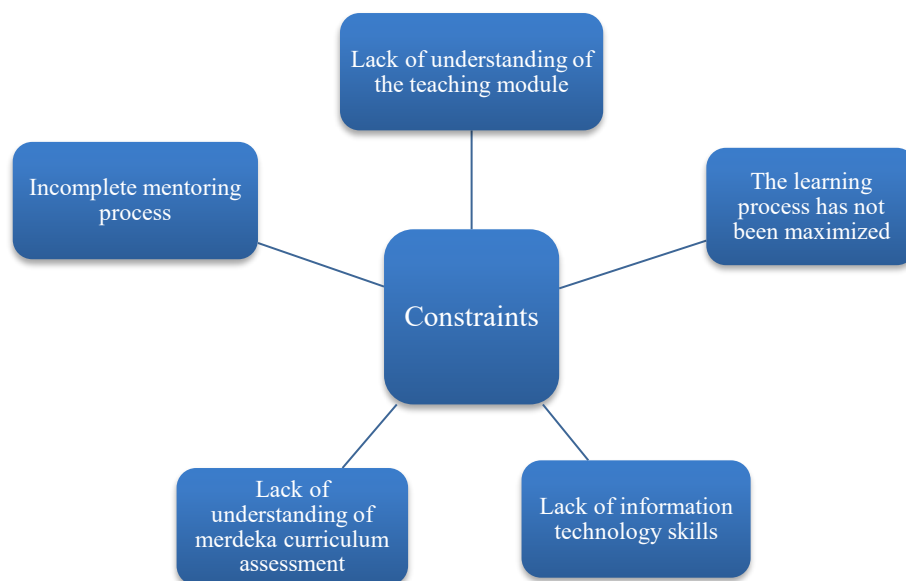


Figure 2. Obstacles to Implementing the Merdeka Curriculum

Based on the results of data processing using NVIVO 12, the barriers to implementing an merdeka curriculum are shown in Figure 2.

Figure 2 shows that the obstacles faced by primary school teachers in Pekanbaru city related to the implementation of the Merdeka curriculum, including starting from the beginning of preparing lesson plans in the form of teaching modules, the learning process to the assessment stage, show a lack of understanding of this. Their understanding is not comprehensive; it is still piecemeal. Coupled with the lack of Information Technology skills, this situation is further exacerbated. Independent learning processes and teacher creativity are needed, considering that the government provides a web-based learning platform to facilitate understanding of this curriculum. When talking about the constraints of the Merdeka curriculum, this curriculum also has advantages as shown in the results of data analysis in Figure 3.

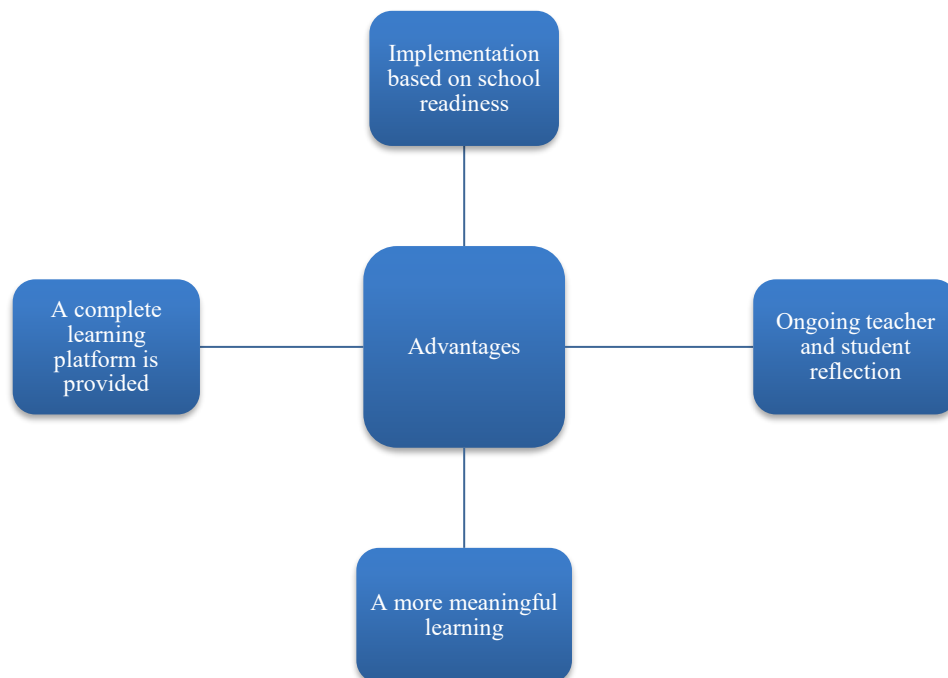


Figure 3. Perceived benefits of implementing Merdeka curriculum

Although teachers do not fully understand the Merdeka curriculum. However, they feel that Merdeka's curriculum is more meaningful with an emphasis on character building as an indicator of the application of the Pancasila student profile. Through continuous reflection, weaknesses during the learning process can be found for solutions. Although they admit that they are still unskilled in using technology, the platform provided for learning already covers the needs for teachers to teach. In this case the government does not necessarily impose the implementation of the curriculum as a whole but depends on the readiness of the school, therefore it is still allowed to use curriculum 13 during the transition process.

Angga et al., (2022) and Firdaus et al., (2023) stated that the Merdeka curriculum is easier to implement than the previous curriculum if teachers understand the essence of the Merdeka curriculum. This is because the curriculum is a modification of the 2013 curriculum, which includes various improvements. The Merdeka curriculum provides flexibility for education units to determine the curriculum according to the conditions of the school (Rachmawati et al., 2022). The results show that the Merdeka curriculum and teaching platform will be successful if the parties involved have a proactive attitude in dealing with change in a progressive and transformative manner. This can be seen from the direction of learning development that can positively restore productivity in teaching and learning activities. Through a project-oriented learning process, the learning process can occur more flexibly, actively, and adaptively. Educators are given the flexibility to apply learning methods that are deemed appropriate for students so that the implementation of teaching and learning activities can run pleasantly, more deeply, and independently (Priantini et al., 2022). However, the obstacle faced is

immature readiness in terms of human resources in schools (Azza et al., 2023). In order to overcome this problem, intensive assistance from the government is needed, not just providing a Merdeka learning platform without a tutor, considering that most educators are still not accustomed to self-learning by using technology.

The Pancasila Learner Profile Strengthening Project (P5) is a co-curricular project-based activity that aims to strengthen the Pancasila learner profile and improve competence and character based on the Graduate Competency Standards. P5 is one of the main focuses in the implementation of the Merdeka Curriculum and is designed to produce a more independent, innovative, and globally competitive education. According to the Guidelines for the 2022 Pancasila Student Profile Strengthening Project (P5) by the Research and Development Agency, Educational Assessment, Ministry of Education and Culture of the Republic of Indonesia, P5 is one of the contents in the implementation of the Merdeka Curriculum and is a development of the 2013 Curriculum.

Research conducted by Prasiska et al., (2023) is one of the learning strategies to internalize Pancasila values to students through narrative text. Where narrative text is a folklore that has high character values. In accordance with research conducted by Piaget, Kohlberg. Alya et al., (2022) shows that stories play a role in moral formation. Narrative texts have character values that can be modeled to students and can be started from an early age. Kurniawaty et al., (2022) used differentiated learning strategies and socio-emotional competence. In differentiated learning, teachers must be able to understand the various conditions of students with different backgrounds. From these differences, teachers must be able to collaborate into a unified whole in the classroom in harmony. The reference is obtained from the theory expressed by Marlina, (2020) that teachers have the responsibility as pioneers in the learning process. Giving examples is also effective in instilling character cultivation (Hakam & Nurdin, 2016; Faiz & Purwati, 2022) which states that by example, giving examples to students so that they can imitate what is exemplified by the teacher both from speech and action. In the context of research results Jennah & Rahmaniati, (2023) show that through learning videos it has proven effective in the process of learning morals from an early age.

Co-curricular activities in the Merdeka curriculum, projects to strengthen the profile of Pancasila students in implementing them require quality human resources as educators so that they can run optimally in their implementation (Santoso et al., 2023). According to the Indonesian Ministry of Education and Culture, the results of P5 activities in the education unit are expected to produce students who demonstrate character and competence according to Pancasila values (Saputra et al., 2023). The existence of P5 activities strengthens the competence of students' interests or talents according to the subjects they choose. Based on previous research findings, the inclusion of character education involves the process of social interaction within society and the incorporation of character values into teaching materials in the classroom. Consequently, teachers must incorporate character values into the materials they deliver to students. It is crucial for teachers to have an in-depth understanding of the subject matter and present it in a manner that leaves a lasting impression on students' memories (Bates, 2019; Pike et al., 2020) When teaching materials are integrated with positive character values, it encourages students to develop a strong moral compass (Berkowitz, 2011; Lovat & Clement, 2008; Narvaez & Lapsley, 2008). Therefore, the teacher's capacity and performance in internalizing character values in the learning process have an impact on students' learning outcomes.

Assignments given to students can be tailored to promote the desired character values. For instance, students can receive daily, weekly, monthly, or semester-long assignments. The teacher provides a general rubric outlining the activities students need to engage in to foster kindness and integrate into society (Osguthorpe, 2005). The success of this program is reliant on the involvement of parents in monitoring their children's activities. Therefore, parents should supervise and support the activities and tasks assigned by the teacher at home. By integrating the efforts of both teachers and parents, the development of students' characters can be positively influenced. It is important for teachers and parents to approach their interactions with children with love rather than judging whether their actions are right or wrong. Character education can be performed in face-to-face or virtual meeting. Aspects of habituation, integration, and imitation can be conveyed through the appreciation of student activity programs and teaching materials used by teachers. Learning conditions are not an obstacle to implement character education as long as the teacher understands the internalization process (Hidayat et al., 2022).

IV. CONCLUSION

There were obstacles in the implementation of the first year of the Merdeka curriculum. The constraints experienced by most elementary school teachers in the city of Pekanbaru are as follows: The majority of teachers have not fully prepared tools for learning, strategies, and assessments for the Merdeka curriculum due to a lack of understanding of how it works. The socialization of the curriculum is based on a web-based learning platform that teachers do not comprehend. The curriculum requires teachers to be merdeka learners, but their mentality is still fixated on following directions from their superiors, leading to a lack of awareness about the importance of independent learning. Additionally, teachers' lack of competency in the IT field is causing suboptimal access to the Merdeka curriculum. Despite this, the curriculum and teaching platform can be successful with a proactive and transformative attitude towards change, leading to productive teaching and learning activities.

Conflicts of Interest

"The authors declare that there is no conflict of interest concerning the publishing of this paper."

Acknowledgements

We would like to thank the primary school teachers for their cooperation during the interviews. We also express our gratitude to the research team for their contributions to data collection, analysis and drawing conclusions.

V. REFERENCES

1. F. Alya, T. Salsabillah, R. A. Putri, and S. Noviyanti, "English Teachers' Difficulties in Building Character Through Narrative Stories in Elementary Schools in Indonesia," *Journal of Education and Counseling*, vol. 4, pp. 272–277, 2022. [Google Scholar](#) | [Publisher Link](#)
2. A. Angga, C. Suryana, I. Nurwahidah, A. H. Hernawan, and P. Prihantini, "Comparison of Implementation of 2013 Curriculum and Merdeka Curriculum in Elementary Schools," *Basicedu Journal*, vol. 6, no. 4, pp. 5877–5889, 2022. [Google Scholar](#) | [Publisher Link](#)
3. Z. Azza, M. Arsanti, and C. Hasanudin, "Dynamics of Learning with the Merdeka Belajar Curriculum," *Proceedings of the National Seminar on Research, Community Service, and Dissemination*, pp. 223–229, 2023. [Google Scholar](#) | [Publisher Link](#)
4. S. Baro'ah, "Merdeka Belajar Policy as a Strategy for Improving Education Quality," vol. 4, no. 1, pp. 1063–1073, 2020. [Google Scholar](#) | [Publisher Link](#)
5. A. Bates, "Character Education and the 'Priority of Recognition'," *Cambridge Journal of Education*, vol. 49, no. 6, pp. 695–710, 2019. [Google Scholar](#) | [Publisher Link](#)
6. M. W. Berkowitz, "What Works in Values Education," *International Journal of Educational Research*, vol. 50, no. 3, pp. 153–158, 2011. [Google Scholar](#) | [Publisher Link](#)
7. H. T. Elitasari, Y. Rakhmawati, Y. B. S. Safitri, and M. Asip, "Alteration: 2013 Curriculum Becomes Merdeka Curriculum in Elementary Schools," *Progres Pendidikan*, vol. 4, no. 2, pp. 122–130, 2023. [Google Scholar](#) | [Publisher Link](#)
8. R. Fadhli, "Implementation of the Merdeka Curriculum Policy in Elementary Schools," vol. 5, no. 2, pp. 147–156, 2022. [Google Scholar](#) | [Publisher Link](#)
9. A. Faiz and P. Purwati, "The Role of Teachers in Moral and Character Education," *Journal of Education and Development*, vol. 10, no. 2, pp. 315–318, 2022. [Google Scholar](#) | [Publisher Link](#)
10. P. J. Fensham, "The Future Curriculum for School Science: What Can Be Learnt from the Past?," *Research in Science Education*, 2016. [Google Scholar](#) | [Publisher Link](#)
11. F. Firdaus, C. Hudaya, and A. Salam, "Effectiveness of Business Incubators in Assisting Business Community," *Owner*, vol. 7, no. 1, pp. 820–828, 2023. [Google Scholar](#) | [Publisher Link](#)
12. T. M. Fuadi, "Merdeka Belajar-Kampus Merdeka (MBKM) Concept: Its Application in Biology Education," *Proceedings of the National Biotic Seminar*, vol. 3, pp. 183–200, 2020. [Google Scholar](#) | [Publisher Link](#)
13. G. Gedviliene, V. Tutlys, V. Lukosuniene, Zuzeviciute, and Vaiva, "Development of the Profession and Qualifications of Adult Educators in Lithuania in the Context of Adult Education Reforms," *International Review of Education*, vol. 64, no. 4, 2018. [Google Scholar](#) | [Publisher Link](#)
14. A. Hadi, R. Ngindana, M. S. Kurdi, and M. Sulaiman, "New Paradigm of Merdeka Belajar Curriculum in Schools," *Alishlah Journal*, vol. 15, pp. 1497–1510, 2023. [Google Scholar](#) | [Publisher Link](#)
15. K. A. Hakam and E. S. Nurdin, "Methods of Internalizing Values to Modify Character Behavior," *CV Maulana Media Grafika*, 2016. [Google Scholar](#) | [Publisher Link](#)

16. M. Hidayat, R. W. A. Rozak, K. A. Hakam, M. D. Kembara, and M. Parhan, "Character Education in Indonesia: How Is It Internalized and Implemented in Virtual Learning?", *Cakrawala Pendidikan*, vol. 41, no. 1, pp. 186–198, 2022. [Google Scholar](#) | [Publisher Link](#)
17. D. Irawati, H. Najili, S. Supiana, and Q. Y. Zaqiah, "Merdeka Belajar Curriculum Innovation and Its Application in Education Units," *Edumaspu Journal*, vol. 6, no. 2, pp. 2506–2514, 2022. [Google Scholar](#) | [Publisher Link](#)
18. R. Jennah and R. Rahmaniati, "Video-Based Moral Learning: An Internalization of Values in Early Childhood," *Obsesi Journal*, vol. 7, no. 3, pp. 2733–2741, 2023. [Google Scholar](#) | [Publisher Link](#)
19. K. Kasman and S. K. Lubis, "Teachers' Performance Evaluation Instrument Designs in the Implementation of the New Learning Paradigm of the Merdeka Curriculum," *Jurnal Kependidikan*, vol. 8, no. 3, pp. 760–775, 2022. [Google Scholar](#) | [Publisher Link](#)
20. M. D. Komalasari and A.-N. Apriani, "Integration of the Living Values Education Program (LVEP) in the Merdeka Curriculum," *Elementary School Journal*, vol. 10, no. 1, pp. 61–69, 2023. [Google Scholar](#) | [Publisher Link](#)
21. I. Kurniawaty, A. Faiz, and P. Purwati, "Strategy to Strengthen the Pancasila Student Profile in Elementary Schools," *Edukatif: Journal of Educational Science*, vol. 4, no. 4, pp. 5170–5175, 2022. [Google Scholar](#) | [Publisher Link](#)
22. B. M. M. Lombardi and D. G. Oblinger, "Authentic Learning for the 21st Century: An Overview," 2007. [Google Scholar](#) | [Publisher Link](#)
23. T. Lovat and N. Clement, "Quality Teaching and Values Education: Coalescing for Effective Learning," *Journal of Moral Education*, vol. 37, no. 1, pp. 1–16, 2008. [Google Scholar](#) | [Publisher Link](#)
24. M. Marisa, "Innovation of the Merdeka Belajar Curriculum in Society 5.0 Era," *Santhet: Journal of History, Education, and Humanities*, vol. 5, no. 1, pp. 66–78, 2021. [Google Scholar](#) | [Publisher Link](#)
25. Marlina, "Differentiated Learning Strategy in Inclusive Schools," 2020. [Google Scholar](#) | [Publisher Link](#)
26. D. Narvaez and D. K. Lapsley, "Teaching Moral Character: Two Alternatives for Teacher Education," *The Teacher Educator*, vol. 43, no. 2, pp. 156–172, 2008. [Google Scholar](#) | [Publisher Link](#)
27. R. D. Osguthorpe, "On the Possible Forms a Relationship Might Take Between the Moral Character of a Teacher and the Moral Development of a Student," *Teachers College Record*, vol. 111, no. 1, pp. 1–26, 2009. [Google Scholar](#) | [Publisher Link](#)
28. J. Paige, "The 21st Century Skills Movement," *Educational Leadership*, vol. 9, no. 67, pp. 1–11, 2009. [Google Scholar](#) | [Publisher Link](#)
29. M. A. Pike, P. Hart, S.-A. S. Paul, T. Lickona, and P. Clarke, "Character Development Through the Curriculum: Teaching and Assessing the Understanding and Practice of Virtue," *Journal of Curriculum Studies*, vol. 53, no. 4, pp. 449–466, 2021. [Google Scholar](#) | [Publisher Link](#)
30. D. W. Prasiska, N. Ngatmini, and Y. Mintarsih, "Strategy to Realize the Pancasila Student Profile in Character Education Through Narrative Texts in SMPN 36 Semarang," *Didaktik Journal*, vol. 9, no. 2, pp. 1450–1458, 2023. [Google Scholar](#) | [Publisher Link](#)
31. D. A. M. M. O. Priantini, N. K. Surani, and I. K. S. Adnyana, "Analysis of Merdeka Curriculum and Merdeka Learning Platform to Realize Quality Education," *Journal of Quality Assurance*, vol. 8, no. 2, pp. 238–244, 2022. [Google Scholar](#) | [Publisher Link](#)
32. N. Rachmawati, A. Marini, M. Nafiah, and I. Nurasiah, "Project to Strengthen Pancasila Student Profile in the Implementation of Prototype Curriculum in Driving Schools at Elementary School Level," *Basicedu Journal*, vol. 6, no. 3, pp. 3613–3625, 2022. [Google Scholar](#) | [Publisher Link](#)
33. G. Santoso, A. Damayanti, M. Murod, S. Imawati, and M. Asbari, "Implementation of Merdeka Curriculum Through Project Literacy to Strengthen Pancasila Student Profile," *Transformative Education Journal (Jupetra)*, vol. 2, no. 1, pp. 84–90, 2023. [Google Scholar](#) | [Publisher Link](#)
34. R. Saputra, S. Rochmiyati, and B. H. C. Khosiyono, "Realizing the Sixth Pancasila Student Profile in Project Activities: Making Simple Pencil Holders from Used Plastic Bottles," *Elementary School Journal*, vol. 10, no. 1, pp. 87–98, 2023. [Google Scholar](#) | [Publisher Link](#)
35. F. F. K. Sari, S. Sukarno, and T. Murwaningsih, "The New Paradigm of Merdeka Curriculum: Implementation of Pancasila Education Subject in Elementary School," *International Journal of Elementary Education*, vol. 7, no. 1, pp. 79–88, 2023. [Google Scholar](#) | [Publisher Link](#)
36. D. Supriatna, S. Nadirah, A. Aniati, A. Rahman, M. Aina, and A. Saefudin, "Implementation of Merdeka Belajar Curriculum in Elementary Schools: How Is Teachers' Perception?," *International Journal of Education, Vocational and Social Science*, vol. 2, no. 2, pp. 30–40, 2023. [Google Scholar](#) | [Publisher Link](#)
37. N. Yunaini, M. Prabowo, N. Md Hassan, and A. K. Hermansyah, "The Concept of the Merdeka Learning Curriculum (Merdeka Belajar) in Elementary Schools Viewed from Progressivism Educational Philosophy," *Scientific Journal of PGMI*, vol. 8, no. 2, pp. 95–105, 2022. [Google Scholar](#) | [Publisher Link](#)