



The Implementation of Merdeka Curriculum Towards Early Childhood Education

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Abstract

The issues faced by early childhood education or PAUD dealing with the implementation of the Merdeka curriculum is the teachers' readiness in implementing the Merdeka curriculum. The purpose of this research is to assist PAUD teachers in preparing for the implementation of the Merdeka curriculum. The research method used in this study was qualitative descriptive, that is, concerning the real condition of six teachers at one PAUD school in Surabaya. The data were gathered by using interviews and observations of the head of school, curriculum representatives, and all teachers for guidelines for interviews that have been validated by three validators. The data analysis was done using an interactive model by Miles and Huberman, which consists of four stages: data collection, data reduction, data presentation, and conclusion. The results of this study showed that the Merdeka curriculum has already been implemented in PAUD, but it requires some improvement and development since the Merdeka curriculum only begins the first year at PAUD. Therefore, there is little research on the implementation of the Merdeka curriculum, so it is recommended to undertake further in-depth research into the application of the Merdeka curriculum at the next level of school.

Keyword: *Merdeka Curriculum Implementation, Curriculum Schools, PAUD*

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INTRODUCTION

Early childhood education (PAUD) is guidance and training for children from 0 to 6 years old with the aim of helping their development and growth so that they are ready to continue further education. PAUD were previously given as primary schools in order, ranging from formal education to non-formal education to informal education. Schools, RA, or other similar programs are formal paths for PAUD (Rohmat, 2017).

The curriculum is an essential part of education. There is no education without a curriculum. The curriculum serves as a basis for learning in schools. Not only has a function as a document but also acts as a reference and tool for teachers to maximize the educational process in order to achieve the goals of current national education (Febrianningsih & Ramadan, 2023).

The evolution of education in Indonesia cannot be separated from the changing curriculum that has been changing all the time. Many people believe that the curriculum has changed due to the change of government, that is, the policymaker. Since independence, Indonesia has made a lot of curriculum policy changes, with at least twelve curricular changes. Such changes occurred in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (curriculum revision 1994), 2004 (competence-based curriculum or KBK), 2006 (School-

Based curriculum or KTSP), and 2013 (Kurtilas). It continues the tradition of Indonesian curriculum innovation (Mukhibat et al., 2018).

The curriculum consists of a plan, a goal, and a learning resource and includes an educational plan, which can help teachers achieve their learning goals effectively and efficiently. The meaning of this curriculum comes from the Greek word "curir," which means "place to run." The concept of a curriculum is a device for learning that a student must learn in order to have a degree or other educational charter.

The Indonesian Great Dictionary says that independence means one of three things: liberation is free from oppression, colonization, and slavery; it is free from the dependence of others and special organizations (Nofia, 2020). Hamka argues (Setiawan, 2017) that there are three aspects of "freedom": 1) freedom, which means willingness to use, recommend, and arrange good things for others; 2) freedom to assume or reveal views, belonging to avoiding, withholding, commenting, and supporting violations; and 3) freedom in spirituality with no anxiety. According to Hamka, self-learning is dealing with anxiety, acquiring independence to generate new ideas, and enhancing impulses and desires. As a result, Ki Hajar Dewantara said that the school is a pleasant and environmentally friendly place, as well as a student park and a children's playground. Therefore, the teacher is the first person to talk about the concept of independent learning. This child learns to be responsive, creative, qualitative, receptive, thorough, perceptive, factual, and actual.

Self-reliant students must have creativity, enthusiasm, and the desire to try new things. Reading a useful book is just as enjoyable for this group of students. These students always wanted to be able, and they had to face learning difficulties (Irawati et al., 2022). They become fun, influential, and helpful people wherever they go. Each teacher is asked to undertake various activities in order to fulfill his duties and responsibilities. The activities prepared by teachers include teaching at school, engaging in learning, participating in the development of their profession, and always fully supporting the entire school activity. Developing this profession involves the activities of teachers who use art, science, and skills to enhance learning. Making the educational environment and education as a whole better is primarily the aim of the event (Ulumudin, 2020).

The success of teachers and students, who can work together to achieve learning success, shows how important it is to implement an independent curriculum. Research conducted by Djadmiko Hermanu in the journal entitled "The Importance of Early Learning Applications to Our Early Age Education (Art Perspective)" in 2003 affirms that the development of an Merdeka curriculum in the classroom should pay attention to the growth of student characteristics. rather than providing material that does not match the needs of the student. For instance, children from 0 to 6 years require extensive education and training on the basics of life, self-discovery, and the environment (Hermanu, 2020).

Furthermore, a previous study entitled Implementation of the Merdeka Curriculum at the scratch school showed that the curriculum in the scratch school was well done and worked (Rahayu et al., 2022). However, there are still many shortcomings and difficulties in its implementation. Since students do not have sufficient skills, the program is essential to be applied in a scratch school. To successfully implement an Merdeka curriculum, the head of school must be able to change their SDM perspective to accept change. Further research is needed on the impact of the independent learning curriculum and the preparation of the head of school on the adjustment of learning in the school. If the findings of this study describe that the curriculum on the subject matter is a useful component for educational success.

The development of the curriculum will be of paramount importance to the world of education in order to improve the process and learning outcomes of the pupils (Widayanti et al., 2023). It can be seen from previous research that education at an early age is found to be useful in the development of a child's character and behavior and can indicate his future. More importantly, the freedom of learning also includes everyday activities such as applying good elements in later life, such as being good, speaking well, developing a good and loving employee, carrying out responsibilities guided by rules to develop good behavior and character, and being able to apply good employee manners.

According to the researchers, the findings are consistent with previous research that stated that the implementation of curricula is crucial to the success of learning in schools. Here, researchers find the fact that some early childhood education continues to implement a long-standing curriculum. If this is allowed to continue and there is no change, the learning process is not going to develop. At Islamic School Pluz Az Zahra, teachers teach in a way that matches the character and abilities of students. In terms of literacy, no two children are the same; some only know letters and numbers, while others are already starting to read.

Because of this, this Merdeka curriculum is freely used by the teacher of the Islamic school, Pluz Az Zahra, which greatly facilitates learning.

The Merdeka curriculum has been implemented in Islamic School Pluz Az Zahra Pakal Surabaya since the first class in Pakal. The research I did is aimed at helping the teachers of the Islamic school Pluze Az Zahra Pakal Surabhavian with evaluation and innovation so that they can develop further . With its innovations, Pluz Az Zahra Islamic School has become one of the favorite schools in Kelurahan Pakal. Researchers conducted research at Pluz Az Zahra Pakal Surabaya Islamic School because I had relatives who enrolled their children in the school. Furthermore, my relatives and a student guardian said that the results at Islamic School Pluz Az Zahra were very good and significant.

So, Pluz Az Zahra Islamic School is one of the favorite schools in Kelurahan Pakal. And the fact that a learning Merdeka curriculum has been implemented after I've done observations suggests that that's what motivates me to do this research. Minister Nadiem stated that the Merdeka curriculum has many advantages. This curriculum will be more in-depth and simple, as it will focus on the basic material and the stages of student competence development. After the teacher assesses the progress and achievement of the student, the school can create and process the curriculum as well as this learning based on the instructions of the educational unit and the student participants.

The Merdeka curriculum at Islamic School Pluz Az Zahra Pakal Surabaya has the advantages of being more relevant and interactive. Project-based learning gives students the opportunity to actively study real-world issues such as health and the environment. It helps them develop character. The teacher hopes that with this revised Merdeka Curriculum, she will be able to provide facilities and education to suit the needs of the students so that they can develop in the future. The researcher did not know the name of the teacher. "We must be aware that the teacher is like a farmer while the student is like seed; if the teacher can take care of the seed well, then the seeds planted will grow well and with quality." With the acceleration of the Merdeka Curriculum, we hope to grow a competitive workforce in the future by providing education and services tailored to the needs of students.

The School of Early Childhood Education (PAUD) at Pluz Az Zahra Pakal Surabaya Islamic School applies the concept of learning while playing to meet the needs of students. It is explained that PAUD teachers who implement free curricula have plenty of room to experiment with their students. Freedom to study is a revolution. With freedom, the curriculum can be changed in many ways. As a result of self-learning, teachers are given the freedom to incorporate the local wisdom of their pupils as well as their freedom in thinking, which will enable students to think independently and will not be influenced by irrational ideas. Besides, teachers are also given freedom in determining the level of competence and interests of their students, and schools are given the freedom to try new things.

This effort is being carried out to help the nation's children have thought and economic opportunity as they enter the world of work. RI's Minister declared that "freedom of learning" is the definition of freedom of thought. Nadiem A. Makarim defines self-learning as the freedom to innovate and learn creatively and independently. It shows that students, educators, and schools have the freedom to develop and prepare learning in a unique way. Therefore, the opening of UUD in 1945 required the Indonesian government to provide education on the history and culture of the country. The government is asked to establish and organize a unit of the national education system that instills fear, faith, and noble morality in every WNI to become a whole human being, according to Article 31 Verse. 3 UUD 1945 (Maemunah, 2018).

The mandate was embodied in UUD No. 20 Thn. 2003, which formed the philosophical and legal foundation for implementing the policy of educational independence, freedom in thinking and changing, liberty in self-learning and creativity in the teacher's environment, and the freedom of all students to choose and prepare their own lessons. Modern education bears the burden of bureaucracy, which is too complex. Merdeka Learning revives the education system with the aim of improving competence and making education enjoyable for children. Merdeka learning focuses on students, curriculum, and quality of education; focusing on character soft skills and hard skills; and being able to demonstrate formative assessments (Baharuddin, 2021).

According to Nadiem, the curriculum must be studied by the teacher before it is taught to the student. "There will be no learning if the teacher does not do the process of the curriculum and the evaluation of skills, even though the teacher has superior abilities," said Nadiem. The name "independent," which means "freedom," indicates the concept of independent learning. Currently, there is an independent curriculum. The curriculum is designed to enable students to choose and avoid anxiety and stress while studying.

An merdeka curriculum is intended to teach students to demonstrate their natural talents in a relaxed, enjoyable, and stress-free way (Fauzi, 2022). Besides, the education system will change, with previously taught subjects moved outside the classroom or out of class. This will make learning more enjoyable for students, as they will have the opportunity to talk more about the subject with their teacher. Outdoor learning can build students who are self-reliant, brave, smart, sociable, polite, and humble. This system won't bother parents and children, so this learning doesn't just depend on values.

Since the school is still in the process of implementing a merdeka curriculum, which depends on school readiness, teachers and students face many problems when implementing a merdeka curriculum. However, in the end, the government will force the school to implement an independent curriculum due to the change in previous curricula. The ability to complete tasks physically, mentally, or emotionally is known as preparation.

Preparations for the Merdeka curriculum are going well. The first is the mindset of the educator, the second is the mentality of the student, the third is the skill, the fourth is the resource, and the fifth is the merdeka curriculum. The objective of implementing a merdeka curriculum in schools will be influenced by many things. However, some schools do not implement the merdeka curriculum in the same way; some require more time and attention to detail when implementing the merdeka curriculum.

According to (Anam, 2022), the government gives every school the freedom to choose their own curriculum. However, the problem is whether the school implements this curriculum in accordance with the school's objectives. However, according to Rahmadayanti & Hartoyo research (Rahmadayanti & Hartoyo, 2022), freedom is part of freedom. The consistent habit of restraint is the problem of education that we face today. Teachers and students do not have sufficient freedom in determining the way they learn and teach because they remain governed by binding rules. Independence in learning, school independence, change in national education administration, and change in local education administration require changes in school curriculum and learning.

To achieve the goal of learning in this merdeka curriculum, teachers can identify different forms of teaching, new knowledge, and something important. Students gain the freedom to channel their privileges in the meantime. Every child has an opportunity to grow and develop through a Montessori curriculum, regardless of the background of their family. With this merdeka curriculum, it is hoped that educators can be as keen as possible to get a new incentive to teach students to improve school performance and progress. The researchers wanted to conduct a study with the title "Implementation of a Merdeka Curriculum Against the Preparedness of PAUD Schools." Based on the results of observations at Islamic School Pluz Az Zahra Pakal Surabaya,.

METHODS

This type of research using qualitative descriptive methods (Yuliana et al., 2020) argues that "in qualitatively researched data, it is not searched through statistics only" (Anggito & Setiawan, 2018). Similarly, qualitative descriptive methods, according to (Thabroni, 2022), "are used to explain a concept but not to determine its significance." The qualitative method of description is to analyze, identify, and describe the results of the actual conditions of all data collected in the ongoing research process.

The subjects of this study are the head of the school, the curriculum head, and all the teachers of Islamic School Pluz Az Zahra Pakal Surabaya on May 16, 17, and 18, 2023, through interviews and observations in the technique of data collection used in this study. For the interview guidelines that have been validated by 3 validators, namely Prof. Muhari, M.Pd., Dr. Subaidah, M.Pd, and Sri Nurhidayah, MA, the results of the techniques on data collection are taken through data processing techniques (Fatmawati & Muhammad Abdul Latif, 2019), which are implemented through data collection methods consisting of needs and groupings of similar data. Results on data reduction will be further analyzed with the help of some relevant research.

Results of data analysis to answer questions that arise during the study. It was revealed what steps were taken to succeed in the Merdeka curriculum at PAUD Islamic School Pluz Az Zahra Pakal Surabaya. Consider how effective the Merdeka Curriculum is at Pluz Az Zahra Pakal Surabaya Islamic School. Also, what constraints were used during the implementation of the Merdeka

curriculum. The design process begins with the collection of data, processing of data, and presentation of research data in a format that can be understood by the reader. The subjects of qualitative research using observational technology are places, people, and processes. The research was conducted at the main PAUD school in Surabaya. The head of the school and the teacher are the subjects of this research.

The **Figure 1** is the flowchart of analysis techniques.

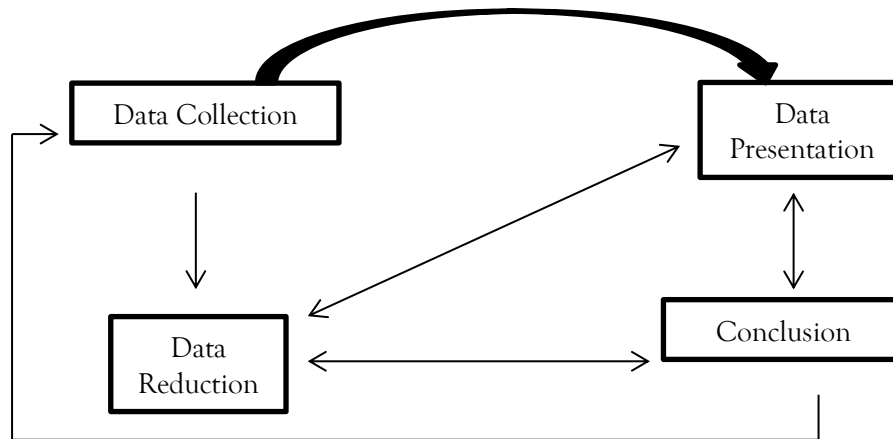


Figure 1. Interactive Model Data Analysis (Miles dan Huberman)

RESULTS AND DISCUSSION

Results

The results of research at Pluz Az Zahra Pakal Surabaya Islamic School show that the application of curriculum is very important to ensure effective learning in the classroom. In the article, the author finds that some educational institutions are continuing to revise long-standing curricula. If this continues and there is no innovation, then education will be stagnant. At Islamic School Pluz Az Zahra, teachers teach according to the age and ability of students. For the guidelines, then, there are no children exactly the same, some who only discuss letters and others who can read. Therefore, this merdeka curriculum implemented by the teacher of Islamic School Pluz Az Zahra Pakal Surabaya greatly facilitates students to study.

This curriculum has been implemented since the first grade at Kelurahan Pakal. It can be seen from the observations carried out at the Islamic School of Pluz Az Zahra on May 16, 2023, that the school administration has drawn up a plan to implement the merdeka curriculum in the Islamic School of Pluz Az Zahra. Preparation for planning the implementation of the Merdeka Curriculum is carried out in the group K3TK (Group of Working Heads of the School). Training in making the KOSP (Curriculum Operational Unit of Education) in the School of Islamic University of Pluz Azzahra is carried out in the Group K3TK. Also, the head of the school delivered socialization on the application of the Merdeka Curriculum to the teachers at the Islamic School of Pluz Az Zahra.

The head of the school prepared the KOSP (Curriculum Operational Unit of Education) with his contribution to the K3TK group. The results of K3PK were presented by the head of school in the framework of a meeting of all the teachers of the Pluz Az Zahra Islamic School. In this forum, the head of school discussed the outcome of the meeting of the K3TK.

The next step on May 17, 2023, in the process of applying the merdeka curriculum is that the teacher at the Islamic School of Pluz Az Zahra registered the merdeka curriculum in the independent part. This issue was implemented in the first year of the implementation of an independent curriculum at the Islamic School of Pluz Az Zahra. Registration is only on the recommendation of the head of the school. However, this issue has also been promoted and recommended by the education and training service of Surabaya. Curriculum representatives conduct intensive consultations and continuity with supervisors of independent learning criteria.

Deputy Curriculum of Islamic School Pluz Az Zahra said that if you want to register the application of the merdeka curriculum in the independent change section, there should have been guidance and construction carried out by the supervisory authority of the Islamic school Pluj Az Zahras along with the education department of the city of Surabaya. All of this was planned and became a leapstone for the Pluz

Az Zahra Islamic School to be able to enroll the school in the autonomous section of change. The guidance and guidance given by the supervisors and educational officers to the Pluz Az Zahra Islamic School is something that needs to be prepared from the facilities of the school, as well as the preparation of teachers in the application of the merdeka curriculum in the Pluz az Zahra. Therefore, the curriculum representative conveyed it to all teachers at Pluz Az Zahra Islamic School, especially teachers who taught at A School, so that they could apply independent curricula in the learning process.

Subsequently, on May 18, 2023, the representative curriculum together with the school conducted an appeal study to Ananda Sememi Surabaya, which is one of the schools that have implemented Merdeka curriculum. The events had an impact on a number of teachers, especially those who taught at TK A. Deputy Curriculum of TK Islam Pluz Az Zahra performed preparedness by direct learning to TK Ananda Sememi Surabaya. The curriculum representatives understood the explanations of the KOSP and the KTSP, as well as the formulation of various administrative procedures to make the textbook open. Science was obtained from Ananda Sememi Surabaya School of Medicine from the curriculum deputies during the implementation of the Merdeka curriculum at Pluz Az Zahra Islam School.

The curriculum representatives also prepared themselves by following the workshop on the application of Merdeka curriculum that was carried out at the Islamic School of Pluz Az Zahra with the arrival of paramedics from the LPMP (Agency of Guarantee of Education Quality), which was implemented not only by the curricular representatives but also in the presence of all the teachers and the tent of the Islamic School of Pluz Az Zahra. Class teachers also carry out preparations for those who will prepare the merdeka curriculum. The reason is to continue the appeal study at Ananda Sememi Surabaya. The results are similar to those obtained by the teacher. The science of comparative studies is more focused on the role of teachers as teachers. Teachers who conduct this comparative study acquire knowledge in the learning process and application of the merdeka curriculum.

Finally, all the teachers study the textbooks in order to join the group of teachers according to the materials being taught to be able to discuss and study the merdeka curriculum. Because all the teachers at Pluz Az Zahra Islamic School also follow a special group that is learning about the implementation of the project, especially teachers in A School. This group was formed so that teachers interested in educating at the level of A in Pluc Az Zahara Islamic School can work together to plan, implement, and evaluate project-based learning activities.

As an art teacher, this work has been carried out to understand the whole Merdeka curriculum, no matter how complicated it is. It is carried out personally by the Master of Arts to prevent the spread of information about the Merdeka curriculum. And therefore, the teachers at the Islamic School of Pluz Az Zahra always use the Internet technology to learn and cover the facts about the merdeka curriculum. Pluz Az Zahra also attended the workshop with the arrival of LPMP practitioners. This workshop was held to learn the basics of the application of the Merdeka curriculum.

In addition, the Art teacher introduced to all the teachers on the merdeka curriculum to hold various workshops and seminars. The art teacher said that a teacher should multiply knowledge through workshops, seminars, or training to prepare for the application of the autonomous curriculum, which is quite changing. The arts teacher is active in discussing the merdeka curriculum and can exchange knowledge with the MGS Art group of the city of Surabaya in preparation for teaching the merdeka curriculum that is implemented at the Islamic School of Pluz Az Zahra. The event has been held several times and was attended by art teachers from all over Surabaya, both national and international.

Discussion

The preparedness of the Pluz Az Zahra Islamic School in the PAUD unit is a very serious problem in the implementation of the Merdeka curriculum (Ihsan, 2022). The preparation of Pluz Az Zahra Islamic School for welcoming the Merdeka curriculum includes quite a few changes. When you look at the surroundings of Pluz Az Zahra Islamic School, you will see the infrastructure that helps implement the merdeka curriculum. The presence of a center class at Pluz Az Zahra Islamic School can help implement a merdeka curriculum.

Because of the independent curriculum, when learning in the classroom, not only the teacher is always active but also the students' activities. Learning is carried out with the student as the focus of the learning process. Students are encouraged to learn freely and independently to develop according to their capabilities,

skills, and interests. The availability of a center class can improve the implementation of an merdeka curriculum in learning, especially for the entire student.

Based on research that has been carried out at Islamic School Pluz Az Zahra, researchers have found that schools have sufficient preparation for the implementation of the merdeka curriculum. Pluz Az Zahra Islamic School has a center class to carry out the learning of the center class. And at Pluze Az Zahrah Islamic School, there is also a reading room to improve the learning process that guides the profiles of Pancasila students.

The preparation of Pluz Az Zahra Islamic Gymnasium began with the participation of the head of the Islamic gymnasium, Pluzi Azzahra, in following the MKKS for the discussion of the KOSP. The results of this MKKS were socialized by the head of Islamic TK Pluzin az Zahra to the educational staff and teachers at Islamic School Pluz Az Zahrah in the application of an merdeka curriculum. This socialization relates to the primary purpose of the application of a merdeka curriculum and what it requires in its implementation. There is the desire, the urge, and the spirit of the teachers and the Islamic School of Pluz Az Zahra to continue to deepen the merdeka curriculum through the policy of the merdeka curriculum that has been made by the government. Other activities carried out by school managers, among others, provide socialization opportunities to the guardians of students in grade A who follow the Merdeka curriculum. It is carried out with the intention of promoting cooperation and open relations between the student guardians.

The implementation of the merdeka curriculum in the Islamic school Pluz Az Zahra has been sufficiently successful; the involvement of the head of school is very important. The head of the school is a motivator for the teachers at Pluz Az Zahra Islamic School, who provide financial support to teachers so that they can study a merdeka curriculum (Rahmawati, 2022). The incentive given by the head of this school was given through the provision and socialization of the Head of Islamic School, Pluz Az Zahra, against the class teacher. And also socialization in order to improve the learning motivation of students at Islamic School Pluz Az Zahra. In addition to the training of teachers, socialization is also done for students.

This is done to ensure that, throughout the implementation of the Merdeka curriculum, teachers and students can provide roles as well as cooperation in the smooth implementation. As a rule, the head of Pluz Az Zahra Islamic School has undergone several shifts in order to be able to better prepare themselves, the school, and the pupils in the face of their curriculum. The head of the Islamic Gymnasium also facilitates and assists teachers in following independent curricula. This problem is caused not only by the decisions of the curriculum representatives that are carried out spontaneously, but it also affects the achievement of the whole purpose of the program representatives with increased satisfaction of teachers, students, and teachers.

Alternatives in the enforcement of the application of the Merdeka curriculum in the independent part change in the preparation of the head of school, teachers, and pupils. Representative curriculum preparation is an easy problem in the application of the Merdeka curriculum. This is due to the ability of the curriculum representatives to improve the accuracy of the implementation of curricula. The preparation by curricular representatives who work in cooperation with the head of the school, teachers of subjects, and other educational personnel is not less important in carrying out the appeals study at Ananda Sememi School. This appeal study is very important because Islamic School Pluz Az Zahra obtained real guidance and conditions in the application of merdeka curriculums.

Earlier, the preparations carried out by the Deputy Teachers of Pluz Az Zahra Islamic School have been working as hard as possible to prepare some needs for implementing the merdeka curriculum in the Islamic school. This is seen in the intensive cooperation and communication between the teachers of the Pluz Az Zahras Islamic College and those responsible for the implementation of the Merdeka Curriculum that began before the independent course itself and has now been lasting for several months in the Muslim school in Pluz Azzahra. In addition to the school, the head of school, and the vice curriculum, teachers also have to make a plan for the application of the self-governing curriculum at the Islamical school in Plumz az Zahra, the teacher of the class. It is a form of preparation carried out by the class teacher ranks at the Islamic School of Pluz Az Zahra. Comparative studies are conducted to obtain sufficient experience for teachers at the Islamic School of Pluz az Zahra, in addition to class teachers preparing themselves for the application of the merdeka independent of the learning process in the teaching year 2023-2024.

The research I've done is aimed at helping Pluz Az Zahra's teacher evaluate and develop new ideas. With its innovations, Pluz Az Zahra Islamic School has become one of Pakal's favorite schools. The success of teachers and students who can work together to achieve learning goals suggests that an merdeka curriculum is crucial. The research conducted by Djadmiko Hermanu (Hermanu, 2020), in the journal

entitled "The Importance of the Application of Free Learning from the Early Age of Our Early Ages Education (Art Perspective)" in 2020, affirms that the development of an merdeka curriculum of early age should pay attention to the changes in the characteristics of teachers, not the provision of material; it is inappropriate for students.

Therefore, children from 0 to 6 years of age need education and guidance on the principles of life, self-knowledge, and their environment. It was noticed by teachers and students who were happy with the new curriculum. In this merdeka curriculum, the teacher determines the skills, formats, and materials that are most appropriate to the goals of the learning. The students were given the space to channel their individuality at the moment. Every child has the same opportunity to grow and develop through school, regardless of their family background.

Table 1. Essence of Research

Research Focus	Dimensions	Interview Questions	Data and Information Sources
Mapping Implementation	Curriculum Planning	<ol style="list-style-type: none"> 1. How is the implementation of the Merdeka curriculum in Islamic School Pluz Az Zahra Pakal Surabaya? 2. What efforts are being made in the application of the Merdeka Curriculum in PAUD schools? 3. What teaching materials are used for learning in the PAUD school? 4. What activities can support in the implementation of Mardeka curriculum at PAUD units? 	Head of School & Curriculum Assistant
	Curriculum Implementation	<ol style="list-style-type: none"> 1. How does the application process of the Merdeka curriculum in PAUD school? 2. What teaching materials can be used in the PAUD School? 3. Are there any changes in the Curriculum Merdeka this suddenly? Impressions and messages like "Replacement Minister must Replace Curriculum." 4. Do parents also need preparation in the implementation of the Merdeka curriculum in their children's school? 	Head of School, Curriculum Deputy & Class Teacher
	Evaluation of Planning and Implementation	<ol style="list-style-type: none"> 1. What is the good and bad influence on the Free Curriculum? 2. Why is the Merdeka curriculum used as an alternative? Why don't we make it mandatory for all schools to implement a Merdeka curriculum? 3. Will the Merdeka Curriculum still be implemented continuously? 	Head of School, Curriculum Deputy & Class Teacher

PAUD's educational institutions use a wide range of learning paradigms, including districts, suburbs, and centers. PAUD's education department is still working to improve some aspects of children's growth. So, it's very useful to have an upgrade in education that can deal with children's developmental problems.

Adults are not the same as children in primary school, so new teaching methods are designed to help young children learn even better.

If compared to the previous curriculum, Access to Learning has a similar position to Core Competence and Basic Competence. In general, CP improves insight, understanding, and performance. There are a few things to note about PAUD: CP refers to the final stage from the beginning of school B, having passed the study at one PAUD. Three important components that have been described earlier, namely moral values and character, literacy, self-esteem, science, technology, mathematics, and art, are included in the coverage of PAUD achievements.

The first three components come from the introduction of previous growth elements in the 2013 curriculum. These aspects affect cognitive development, language, physical, motor, socio-emotional, values in Pancasila, and other areas related to the well-being of child development and growth. After a thorough understanding of each element of learning achievement (CP), the PAUD Unit redefines its educational mission (Hamsa Ramadhan et al., 2022). This is realized by expanding the vision and mission of a single PAUD, the current learning profile of Pancasila, the characteristics of pupils, and regional and global cultural characteristics. At this stage, teachers are developing projects that are in line with the goals of sustainable education.

Learning objectives are reduced to the objectives of daily or weekly activities in school operations. Depending on the student's situation and needs, teachers can choose to make a weekly or daily RPP. RPM should be as simple as possible, and educators should have enough time to accompany children while they play while learning. In addition, it should be remembered that the tasks that have been completed are only tasks that can be modified according to the needs of the child. Kids have trouble choosing topics. Even though the subject has changed, they are still able to achieve their educational goals, and these changes will be reflected in the daily schedule.

In an independent curriculum, there are many principles of assessment to be understood, namely: (1) Assessment is an integral part of the learning process, helps learning, and provides comprehensive information to educators, children, and parents to learn feedback and help them find new ways to teach. (2) To meet the learning goals, the planning and implementation of assessments are tailored to their functions so that participants can choose the technique and timing of the assessment execution more efficiently and effectively. (3) Test planning should be proportionate, fair, valid, and reliable when determining the next step. (4) Students' learning progress reports and access can be informative and simple, therefore providing very useful information about the nature and abilities of the child that will be founded on for the plan of further action. (5) The results of the evaluation can also be used by children, teachers, educational staff, and parents to use the assessment results to reflect on themselves and improve the quality of learning (McTighe et al., 2017). Each PAUD unit has a clear structure and process for drawing up a merdeka curriculum. Government Buddhism has given the unit in PAUD the opportunity to implement an independent curriculum in a variety of versions, depending on how prepared the unit is to implement it.

In fact, the 2013 curriculum has not undergone any significant changes directly, and some of its components have been removed from the Merdeka curriculum. Terms such as learning access and learning objectives are still related to K-13. There are changes, and something new and easier is very interesting to use in the learning process. Profile on Student Pancasila is a translation of the purpose of national education (Kemendikbudristek, 2022). In the implementation of the merdeka curriculum, the strengthening of the profile of Pancasila students can be combined with the three elements of development in early childhood education: religious values and morality, art, science, mathematics, the foundations of technological literacy, and self-esteem.

The concept of freedom plays in early childhood education in line with this merdeka curriculum. By providing a variety of learning activities, this curriculum is able to give educators and pupils the opportunity to develop their creativity and imagination. Switching from an old curriculum to a new one is not an easy thing. However, this change of curriculum is implemented to improve education nationally so that it is equal to the hopes of the nation, that is, to refresh the life of a nation, which is listed in the opening of UUD 1945.

CONCLUSION

The conclusion of this research is that the implementation of the merdeka curriculum affects the readiness of PAUD teachers in Islamic School Pluz Az Zahra Pakal Surabaya. Giving students the opportunity

to demonstrate their talents and encouraging self-reliance and creative thinking, a merdeka curriculum promotes independence and creativity. To implement an merdeka curriculum in early childhood education schools, teachers must be motivated to make changes. The Merdeka curriculum just started in the first year, so there's still some improvement and development. Furthermore, according to studies already conducted, research on the implementation of independent curricula is rarely carried out because the curriculum is considered new and the most important in the context of early schooling. Therefore, it is recommended to undertake more in-depth research on the application of Merdeka curricula to the next level of school.

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