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Examining Teachers' Readiness in the Implementation of the Merdeka Curriculum in Public Elementary Schools: A Case Study in Padangsidimpuan

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Abstract

Implementation of the Independent Curriculum set by the government raises a number of challenges in the field, especially those related to teacher and school readiness. This curriculum demands a comprehensive understanding from educators and school officials, especially at the elementary school level. This research uses a qualitative descriptive approach, with data collection through observation, interviews and document analysis. The data analysis process includes stages of reduction, presentation and drawing conclusions. The research results show that the readiness of teachers in Padangsidimpuan City public elementary schools in implementing the Independent Curriculum is at a fairly good level. This is reflected in the teacher's ability to understand the main components of the curriculum, including lesson planning, implementation of the teaching and learning process, and learning assessment. Teachers also demonstrate adequate understanding of learning tools, such as legal foundations, learning objectives, media, learning models, and supporting facilities and infrastructure. This readiness is supported by teachers' active participation in various professional development programs, such as training through the Merdeka Mengajar Platform (PMM), seminars, webinars, workshops and In House Training (IHT). Apart from that, teachers are able to develop open learning modules, implement differentiated learning in class, and carry out evaluations according to the Independent Curriculum guidelines.

Keywords: *teacher readiness, independent curriculum, and elementary schools*

Abstrak

Implementasi Kurikulum Merdeka yang ditetapkan oleh pemerintah menimbulkan sejumlah tantangan di lapangan, terutama yang berkaitan dengan kesiapan guru dan sekolah. Kurikulum ini menuntut pemahaman yang komprehensif dari para pendidik dan pihak sekolah, khususnya pada jenjang sekolah dasar. Penelitian ini menggunakan pendekatan deskriptif kualitatif, dengan pengumpulan data melalui observasi, wawancara, dan analisis dokumen. Proses analisis data mencakup tahap reduksi, penyajian, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kesiapan guru di sekolah dasar negeri Kota Padangsidimpuan dalam melaksanakan Kurikulum Merdeka berada pada tingkat yang cukup baik. Hal ini tercermin dari kemampuan guru dalam memahami komponen utama kurikulum, meliputi perencanaan pembelajaran, pelaksanaan proses belajar mengajar, serta asesmen pembelajaran. Guru juga menunjukkan pemahaman yang memadai terhadap perangkat pembelajaran, seperti landasan hukum, tujuan pembelajaran, media, model pembelajaran, serta sarana dan prasarana pendukung. Kesiapan ini didukung oleh partisipasi aktif guru dalam berbagai program pengembangan profesional, seperti pelatihan melalui Platform Merdeka Mengajar (PMM), seminar, webinar, workshop, dan In House Training (IHT). Selain itu, guru mampu menyusun modul pembelajaran terbuka, menerapkan pembelajaran berdiferensiasi di kelas, serta melakukan evaluasi sesuai pedoman Kurikulum Merdeka.

Kata kunci: kesiapan guru, kurikulum merdeka, dan sekolah dasar.

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INTRODUCTION

The Merdeka Curriculum was first proposed in early 2021 by Indonesia's Minister of Education, Nadiem Anwar Makarim, through the Ministry of Education, Culture, Research, and Technology. This initiative emerged as a response to the learning loss experienced by students due to the COVID-19 pandemic, which significantly affected the quality of education across Indonesia. The Merdeka Curriculum serves as a strategic effort to improve the quality of education while also becoming an instrument to support the realization of national education goals oriented toward the holistic development of students' potential (MELDIKA PUTRI et al., 2024).

Conceptually, the Merdeka Curriculum is designed with a more inclusive and contextual approach, focusing learning on students' interests and skills. This curriculum is based on the formation of the *Profil Pelajar Pancasila*, which encompasses the dimensions of being faithful, globally diverse, collaborative, independent, critical thinkers, and creative (Muhsin, 2021). Thus, the Merdeka Curriculum is not merely a technical change in learning but also represents a paradigm transformation in national education.

The implementation of the Merdeka Curriculum began simultaneously in early 2021 but was carried out gradually. Educational institutions were given the freedom to determine their readiness based on surveys and internal evaluations related to teachers' competencies as well as the availability of facilities and infrastructure. This underscores that the success of the new curriculum's implementation is not only determined by government policies but also by the preparedness of educational units, which act as the frontline executors (Hutahaean, 2021).

In practice, the successful implementation of the Merdeka Curriculum requires comprehensive readiness. It is not enough to merely have policy documents or teaching modules; active involvement of teachers and educational staff is also necessary. This process demands strong commitment, given that curriculum changes often require deep adjustments in terms of pedagogy, teaching methods, and assessment of learning outcomes. Without sufficient readiness, the goals of the Merdeka Curriculum will be difficult to achieve optimally.

In the city of Padangsidimpuan, most public elementary schools have begun implementing the Merdeka Curriculum. However, its application has not been evenly distributed across all schools. This presents a particular challenge, as the local Department of Education has instructed all educational institutions to promptly adopt the curriculum. This condition reflects a gap between government policy and actual practice in the field (Hutahaean, 2021).

The less-than-optimal implementation of the Merdeka Curriculum in Padangsidimpuan's elementary schools may be due to several factors. One of the main factors is the varying levels of teacher readiness. Teacher readiness is a key requirement for the success of a curriculum, as teachers play the most crucial role in interpreting the curriculum into daily teaching practices. Therefore, understanding teacher readiness is a critical aspect of evaluating the Merdeka Curriculum's implementation.

Teacher readiness can be defined as a teacher's overall condition in responding to changes. This includes the ability to prepare, understand, and apply a new policy effectively. According to Setyawan & Syamsuryawati (2023), teacher readiness is an important part of teacher competence, closely related to mindset, understanding, skills, and attitudes. Without such readiness, achieving the curriculum's learning objectives will be challenging.

Teachers who are prepared to face curriculum changes are not only able to adapt but also show positive responses to new policies. Such responses are manifested in the willingness to learn, openness to innovation, and the ability to adjust teaching methods. This readiness reflects teacher professionalism in addressing evolving challenges in education. Professional teachers are quicker to understand the direction of policies and can integrate them into effective teaching practices (Permana et al., 2021).

Furthermore, teacher professionalism plays a crucial role in determining the success of the Merdeka Curriculum. Professional teachers are expected to possess the ability to manage classrooms, design creative learning strategies, and foster student motivation. This

professionalism is not only reflected in academic competence but also in mental readiness and attitudes toward policy changes. Thus, professionalism and teacher readiness become two mutually reinforcing factors in the implementation of the new curriculum.

Undeniably, the implementation of the Merdeka Curriculum also faces various challenges in practice. Some of these include limited facilities and infrastructure, a lack of in-depth understanding of the curriculum concept, and resistance from some teachers or schools who struggle to adapt (Permana et al., 2021). This reminds us that curriculum implementation is not merely an administrative issue but also a cultural transformation in learning that requires both time and the right strategies.

On the other hand, teachers' understanding of the essence of the Merdeka Curriculum is critically important. Teachers must be able to perceive that this curriculum is not merely an administrative burden but an effort to liberate the learning process. A sound understanding will encourage teachers to apply student-centered learning methods that are more relevant to real-life contexts. Without a comprehensive understanding, the curriculum's implementation risks becoming a mere formality, without providing a significant impact on the quality of learning.

As the primary actors in education, teachers hold a strategic role in determining the success of curriculum implementation. Ulfadilah & Darmiyanti (2023) emphasize that the success of curriculum application is strongly supported by teachers' commitment, creativity, and dedication. Strong commitment enables teachers to continually strive to deliver learning in line with the demands of the times, while creativity and dedication serve as key assets in providing meaningful learning experiences for students.

Anwar (2020) also asserts that teachers need to prepare themselves to face the demands of change, renewal, and the various regulations arising from the new curriculum policy. This is relevant to the strategic position of teachers, who are not only transmitters of knowledge but also facilitators, motivators, and innovators in the learning process. With such readiness, teachers can adopt approaches aligned with the objectives of the Merdeka Curriculum, namely shaping students to be creative, critical, and independent.

Simbolon, Junaidi, Hanani, et al., (2024) further add that teacher readiness is vital to ensuring the effective implementation of the Merdeka Curriculum. Well-prepared teachers are better able to comprehend policy directions and adapt them to classroom conditions, thereby enabling learning to take place effectively. Without sufficient readiness, curriculum implementation risks being limited to administrative compliance, without producing significant improvements in educational quality.

Based on the above discussion, it is essential to conduct further research on the readiness of elementary school teachers in the city of Padangsidimpuan to implement the Merdeka Curriculum. This study aims to identify the extent of teacher readiness and to examine the supporting and inhibiting factors that influence successful implementation. Thus, the results of this research are expected to provide constructive recommendations for improving the quality of the Merdeka Curriculum's implementation, particularly in public elementary schools in Padangsidimpuan.

METHODS

This study employed a qualitative descriptive approach to describe the readiness of public elementary school teachers in Padangsidimpuan to implement the Merdeka Curriculum. This method was chosen because it provides an in-depth portrayal of naturally occurring phenomena, emphasizing processes, meanings, and contextual understanding of the research subjects.(Ulfatin, 2022) ; (Asri et al., 2024). The research subjects included principals and teachers from three elementary schools, namely SD Negeri 200223 Padangsidimpuan, SD Negeri 200105 Padangsidimpuan, and SD Negeri 200310 Padangsidimpuan, selected purposively based on their involvement in the implementation of the Merdeka Curriculum.

Data were collected through observation, in-depth interviews, and document analysis, which included lesson plans (RPP), teaching modules, and school activity reports. To ensure data validity, source and method triangulation were applied by comparing the results of observations, interviews, and official documents. Data analysis was conducted in three stages:

data reduction, data presentation in narrative form, and conclusion drawing. Through this method, the study is expected to provide a comprehensive description of teacher readiness while also identifying supporting and inhibiting factors in the implementation of the Merdeka Curriculum in Padangsidimpuan.

RESULTS AND DISCUSSION

Readiness of Elementary School Teachers in Implementing the Merdeka Curriculum in Padangsidimpuan

The results of data analysis indicate that schools in Padangsidimpuan are generally open and receptive to the implementation of the Merdeka Curriculum, as curriculum development is driven by the need to adapt to the rapidly changing times. A curriculum must remain dynamic to align with current and future developments. Thus, curriculum changes are an inevitability in addressing global challenges and improving the quality of education. However, many aspects still need to be learned and prepared to ensure effective implementation (Syabrina dan Sulistyowati, 2020). The successful implementation of the Merdeka Curriculum depends on the enthusiasm and readiness of all educational stakeholders, particularly schools and teachers.

Based on interviews conducted with principals and teachers from three public elementary schools in Padangsidimpuan, several crucial aspects were identified as necessary for the effective implementation of the Merdeka Curriculum.

First, teachers must adequately prepare themselves to understand the structure of the Merdeka Curriculum. They are expected to actively contribute to the design, development, and implementation processes to ensure that the curriculum content aligns with the needs of their respective schools (Huda, 2017). In line with this(Nurlatifah, 2024) emphasizes that for learning to run smoothly, teachers must be directly involved in curriculum development, observation, and implementation. Hence, teachers need to recognize their responsibility as the frontline agents in achieving educational goals and fully understand how the Merdeka Curriculum should be applied in schools.

Second, schools are required to register as Merdeka Curriculum Implementation Schools (IKM). Every school intending to implement the curriculum must choose one of the three pathways: *mandiri belajar* (independent learning), *mandiri berubah* (independent transformation), or *mandiri berbagi* (independent sharing). The registration process, conducted collaboratively by teachers, principals, and education staff, is carried out through the official government portal at https://kurikulum.gtk.kemendikbud.go.id/. This process serves as the initial step reflecting a school's commitment to implementing the Merdeka Curriculum in accordance with the chosen pathway.

Third, teachers are encouraged to participate in various training sessions and workshops related to the Merdeka Curriculum. Both central and local governments have organized programs in the form of training, seminars, and webinars aimed at sharing best practices and providing up-to-date information for principals, teachers, and education staff. These programs are designed to enhance the quality and competence of educators, ensuring they are capable of implementing the Merdeka Curriculum effectively and in line with existing regulations (Simbolon et al., 2023). Training is conducted through both offline sessions and online platforms such as Zoom, allowing for flexible participation.

Fourth, teachers can utilize the **Merdeka Mengajar Platform (PMM)** as a learning medium to deepen their understanding of the Merdeka Curriculum structure. PMM provides various teaching materials, exercises, and reflection spaces designed to enhance teachers' competencies. This platform can be accessed anytime and anywhere, enabling teachers to engage in independent and continuous learning. More than just a digital tool, PMM serves as an inspirational resource that offers references and relevant insights for the implementation of the new curriculum (Fitriya et al., 2023). With PMM, teachers have broader opportunities to develop their pedagogical skills in line with the demands of the Merdeka Curriculum.

Fifth, schools are required to develop an **Operational Curriculum for Educational Units (KOSP)** as a direct derivative of the Merdeka Curriculum. KOSP contains the school's

profile, vision, mission, objectives, characteristics, issues, and programs tailored to its specific needs. The existence of KOSP ensures that the implementation of the Merdeka Curriculum does not merely remain a formality but is structured, systematic, and oriented toward improving the quality of learning. Through KOSP, the entire learning process in schools can be aligned with the context and needs of students, while also serving as a concrete guideline for teachers in delivering relevant and contextual learning.

In addition, after the completion of KOSP preparation and teacher training related to the Merdeka Curriculum structure, schools conduct **socialization with parents or guardians**. This effort is crucial so that parents understand the curriculum being implemented and can provide support, feedback, and constructive criticism. Parental involvement is a key factor in determining the success of curriculum implementation, as effective learning requires strong synergy between schools and families (M. Nursyaidah, 2015).

However, the study also found that schools' readiness in terms of **facilities and infrastructure** still faces challenges. Although schools are conceptually ready, physical facilities such as libraries, laboratories, computer devices, internet access, and even basic amenities like bathrooms and teachers' rooms are not yet fully adequate. Several schools in Padangsidimpuan still require facility improvements to maximize the implementation of the Merdeka Curriculum. The availability of modern learning tools such as projectors, laptops, and stable internet connections is essential to support the creation of learning that aligns with the principles of the Merdeka Curriculum.

Another effort undertaken is the establishment of **school-based learning communities**. These communities aim to improve the quality of teachers and principals through professional development activities such as training, reflective discussions, sharing best practices, and roles as resource persons or presenters. Learning communities can be established at the school, local, or online levels, functioning as collaborative spaces to broaden knowledge and strengthen teachers' readiness in facing the challenges of implementing the Merdeka Curriculum. The presence of such communities highlights the importance of collective support in creating an adaptive and sustainable learning ecosystem.

To enhance teachers' and principals' understanding of the Merdeka Curriculum, various professional development activities have been carried out. Training programs serve as the primary step in equipping school leaders and teachers with the ability to comprehend the curriculum structure and design appropriate learning tools(Simbolon, Junaidi, Sumarni, et al., 2024). Through these training sessions, teachers not only gain insights into curriculum implementation but also have opportunities to collaborate, support their peers, and disseminate the knowledge they acquire.

In addition to formal training, teachers are encouraged to engage in independent learning through the **Merdeka Mengajar Platform (PMM)**. This platform provides comprehensive content related to the Merdeka Curriculum, including exercises, assignments, and reflective activities, all designed to assist teachers in developing their own teaching materials (N. Nursyaidah et al., 2023). Its flexible and easy access makes PMM an essential medium for expanding teachers' knowledge and improving their pedagogical competencies.

Socialization programs, workshops, seminars, and webinars also play a crucial role in fostering understanding of the Merdeka Curriculum's implementation. These activities are conducted regularly and are followed by serious follow-up actions by schools. Such forums provide teachers with up-to-date information as well as opportunities to discuss challenges encountered in the field, enabling them to identify effective solutions for curriculum implementation.

Another significant step is **knowledge sharing (pengimbasan)**, where teachers who have participated in training or seminars share their insights, experiences, and best practices with colleagues who have not had the same opportunities. This practice has proven effective as a form of internal collaboration within schools, ensuring that all teachers develop a consistent understanding of the Merdeka Curriculum. As a result, curriculum implementation becomes more evenly distributed and does not rely solely on specific teachers.

Overall, the findings of this study indicate that the readiness of elementary schools in Padangsidimpuan to implement the Merdeka Curriculum encompasses not only teachers' understanding and the preparation of learning materials but also aspects of collaboration, facilities, parental support, and teachers' professional development. Therefore, the readiness for implementation must be viewed from three main aspects: **planning, implementation, and evaluation**.

Readiness in Lesson Planning. The study reveals that elementary school teachers in Padangsidimpuan have engaged in collaborative lesson planning with their peers. This preparation begins with understanding and applying the Merdeka Curriculum (Hartatik, 2022). A key factor supporting effective implementation is thorough planning by all school stakeholders, particularly teachers. The findings suggest that teachers analyze students' characteristics, learning styles, and needs through diagnostic assessments, including auditory, visual, and kinesthetic learning preferences. Research participants emphasized that the most critical component of lesson planning is the preparation of teaching modules, as these contain many strategic considerations that directly affect the success of the learning process.

In the first year of curriculum implementation, teachers often employed the **Observe, Imitate, and Modify (ATM)** approach when developing teaching modules—a practice considered reasonable given the need for guidance and reference models (Lusila & Daniel, 2019). Government-provided teaching modules were used as guidelines and then modified to suit students' needs. Interviews revealed that prior to implementation, teachers first designed **Learning Outcomes (Capaian Pembelajaran, CP)**, formulated **Learning Objectives (Tujuan Pembelajaran, TP)**, developed **Learning Objective Sequences (Alur Tujuan Pembelajaran, ATP)**, and prepared teaching modules as the main instructional reference. This approach enabled teachers to map out students' learning needs from the outset and deliver more effective and relevant lessons.

The preparation of teaching modules is regarded as essential because they serve as the primary guide for teachers in designing high-quality lessons that significantly impact students' learning experiences and outcomes. This aligns with Siagian & Nurfitriyanti (2015), who affirm that effective lesson planning positively influences educational quality and student achievement. However, some teachers still find it challenging to identify critical components of the modules, such as developing CP, TP, and ATP, even though these instructional tools are crucial for achieving learning goals. In line with Rick Hunter's perspective, teachers' ability to manage instructional tools is a key determinant of successful teaching and learning processes.

Furthermore, the study found that teachers had developed teaching modules in accordance with official guidelines, which include three essential elements: general information, core components, and appendices. Teachers' understanding of learning sequences and objectives was gained through various channels, such as the **Merdeka Mengajar Platform (PMM)**, training programs, workshops, seminars, webinars, and sharing best practices with fellow teachers (Simanungkalit, 2016). However, teachers also reported ongoing confusion regarding rules and limitations in module preparation, often raising questions about whether the modules they designed fully complied with the established standards.

Nevertheless, teachers demonstrated a strong sense of responsibility by collaborating with peers and utilizing government-issued sample modules through the **Observe, Imitate, and Modify (ATM)** approach. Through these efforts, teachers were able to develop relevant teaching modules, disseminate government-mandated learning outcomes, and design structured Learning Objectives (TP) and Learning Objective Sequences (ATP) that effectively supported meaningful and efficient learning processes for students.

Readiness in Learning Implementation. Classroom observations revealed that some teachers had already applied the principles of the Merdeka Curriculum, focusing on essential content while adapting lessons to students' unique characteristics and needs. The methods employed were varied, tailored to address the differentiated learning needs of students. The Merdeka Curriculum itself is designed through various approaches, such as character-strengthening projects, thematic learning, subject-based instruction, co-curricular activities,

and other models that emphasize students' learning needs (Nugroho & Narawaty, 2022). This aligns with the concept of differentiated learning, which acknowledges the diversity of students' interests, talents, and potentials, placing teachers at the center of integrating these differences through appropriate strategies (Gusteti & Neviyarni, 2022).

Based on the analysis, teachers implemented the Merdeka Curriculum by employing **student-centered methods**, creating meaningful differentiated learning, utilizing diverse media and learning resources, and integrating information and communication technologies to ensure the success of the learning process.

Readiness in Learning Assessment. The findings also revealed that teachers conducted structured and continuous assessments to obtain information on students' learning processes and achievements. The results of these assessments served as the basis for making decisions regarding student performance, guided by specific criteria. **Diagnostic assessment** emerged as one of the key components of the Merdeka Curriculum, conducted prior to module preparation to identify students' strengths, weaknesses, and skills. This evaluation provided teachers with an initial overview to adjust teaching strategies to students' conditions (Uno & Koni, 2024). Diagnostic evaluations are crucial because they help determine the selection of materials, approaches, models, and learning media most suitable for students (Maryani et al., 2018).

In addition to diagnostic assessments, teachers also conducted **formative evaluations** during the learning process to monitor the achievement of objectives, as well as **summative evaluations** at the end of the lessons to measure the attainment of Learning Outcomes (Capaian Pembelajaran/CP). The Merdeka Curriculum applies the **Learning Objectives Achievement Criteria (KKTP)** as the standard for assessment, replacing the previous **Minimum Mastery Criteria (KKM)** (Kemendikbud & Tohir, 2019). Teachers also implemented the concept of **authentic assessment** to evaluate students' attitudes, knowledge, and skills through assessment rubrics designed based on the learning objectives.

The results of these assessments were used to provide feedback in the form of **remedial activities** for students who had not yet achieved the learning objectives, and **enrichment activities** for students who had met the standards. In this way, each student received learning services according to their needs, ensuring a more equitable improvement in the quality of learning.

Supporting and Inhibiting Factors in the Implementation of the Merdeka Curriculum from the Perspective of Public Elementary School Teachers' Readiness in Padangsidimpuan

Based on interviews and classroom observations conducted by the researcher, several factors were identified as supporting the implementation of the Merdeka Curriculum in public elementary schools in Padangsidimpuan. First, there was a strong **willingness and enthusiasm for learning** among the entire school community—including principals, teachers, and students—which was oriented toward the advancement of educational units and positive transformation. This factor served as an essential foundation for fostering a school culture that is open to innovation and curriculum renewal.

Second, effective **collaboration among principals, teachers, students, and parents/guardians** created synergy in enhancing the quality of learning and improving both teacher and student competence. This synergy further strengthened the support for the successful implementation of the curriculum.

In addition, support provided by the **local education office, stakeholders, school supervisors, community leaders, and other related parties** was also a significant contributing factor. This support was realized through the facilitation of programs, provision of technical guidance, and partnerships that expanded schools' networks and resources. The availability of sufficient funding to support various curricular needs further facilitated the implementation of teaching and learning activities. Equally important, the presence of **adequate facilities and infrastructure**—such as proper classrooms, instructional technology, and teaching materials—enhanced the quality of the Merdeka Curriculum's implementation.

The use of **information and communication technology (ICT)** also broadened learning access, allowing teachers to utilize various applications and digital media to support the teaching and learning process.

However, this study also identified several **inhibiting factors** that require serious attention. One such factor was the **less-than-optimal enthusiasm for learning among some teachers**, particularly senior teachers who were relatively older. This condition resulted in slower adaptation to curriculum changes, highlighting the need for intensive peer mentoring and guidance from colleagues who were more accustomed to and familiar with the Merdeka Curriculum. Peer mentoring not only assisted senior teachers in understanding the curriculum but also enriched the knowledge of younger teachers through knowledge-sharing practices.

In addition, the **limited technological proficiency of teachers** has become another obstacle in the implementation of the Merdeka Curriculum. Several teachers still experience difficulties in accessing and utilizing various digital learning applications, such as the Merdeka Mengajar Platform (PMM), Canva, video editing applications, and other digital media. These limitations hinder the optimal application of digital-based learning strategies. Therefore, continuous training programs and technical assistance are needed to help teachers enhance their technological skills and effectively integrate ICT into the learning process.

CONCLUSIONS AND SUGGESTIONS

The readiness of elementary school teachers in Padangsidimpuan to implement the Merdeka Curriculum demonstrates positive and adequate results. This is reflected in the teachers' comprehensive understanding of the curriculum components, ranging from legal foundations, formulation of learning objectives, selection of learning media and models, to the structured and continuous implementation of the learning process and assessments. Teachers have actively participated in various professional development activities such as training through the Merdeka Mengajar Platform (PMM), seminars, webinars, workshops, and In-House Training (IHT), highlighting their strong commitment to continuous learning and adaptation to the demands of the new curriculum.

The implementation of the Merdeka Curriculum in elementary schools in Padangsidimpuan can be considered successful, supported by teachers' high enthusiasm for learning, collaboration among stakeholders, and the availability of educational technology and infrastructure. Nevertheless, several challenges remain to be addressed, including limited technological proficiency among some teachers, unequal internet access, and budget constraints in schools. Therefore, it is recommended that both local and national governments strengthen technology-based training programs focused on improving teachers' digital competence, provide more adequate infrastructure, and expand internet access in elementary schools. Furthermore, future research is needed to examine the effectiveness of digital training programs in enhancing teachers' skills to ensure that the implementation of the Merdeka Curriculum becomes more optimal and sustainable.

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