

Implementation of Merdeka Curriculum Using Learning Management System (LMS)

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Abstract. The purpose of this article is to examine journals about the implementation of the Merdeka Curriculum using (Learning Management System) LMS. This article is discussed qualitatively using a literature study from the perspective of critical discourse analysis by examining several journals that are relevant to the topic. The steps taken are (1) collecting data from relevant journals (2) analyzing reading material from journals and making conclusions from the topic of implementing the Merdeka Curriculum using the (Learning Management System) LMS. The results of the study in this article show that the implementation of the Merdeka Curriculum is related to (Learning Management System) LMS. Implementation of the Merdeka Curriculum is carried out using interrelated (Learning Management System) LMS.

Keywords: Merdeka, Curriculum, Learning Management System (LMS)

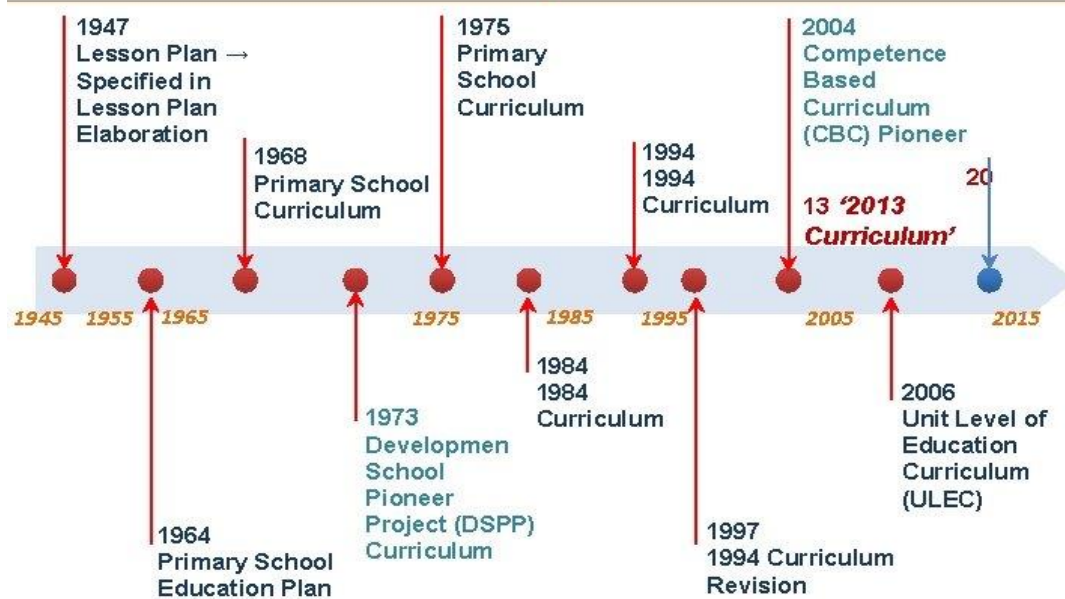
I. INTRODUCTION

Education is one of the important needs for human life. Thus every person who is in the territory of Indonesia has the right to receive educational services. Education considered this is important because with education the fate of a lagging nation can change into a developed country. Advanced education makes the nation progress. The development of human potential can be processed through educational activities which are usually held by the government or private parties. Education can be said as a life process to develop all the potential that exists in individuals to be able to live and be able to carry out life fully so that they become educated individuals, both cognitively, affectively, and psychomotor. Education is a process of educating humans to become human beings who are useful for the homeland, nation and state. In the process of educating it is not easy, it is not easy to feel the results in an instant, because education is one of the long-term investments that will yield results when educated people can carry out their roles in the future for the progress of the nation, nation and state in the field they are involved in.

In the Preamble of the 1945 Constitution it is stated that education is important in educating the life of the nation. We can understand that education is very important, through public education we can improve welfare, build national civilization, preserve culture and so on. The government pays serious attention to education because it is from education that a country's progress begins. The government's attention includes increasing the education budget, making policies related to improving the quality of education, solving educational problems from the most basic, middle, and high levels. This shows that the government is trying to improve the quality of education so that it can compete with other developed countries.

Education is always related to curriculum. The curriculum is a tool used to achieve educational goals so that it can be said that the curriculum is a reference for the process of implementing education in Indonesia (Angga et al., 2022). In this statement it shows that the curriculum certainly cannot be viewed casually as a document but as a tool and also a reference for educational implementers to carry out the best process of teaching and learning activities to achieve goals education. The basis or view of life in education is shown in the curriculum. This certainly describes the educational goals to be achieved in education. The curriculum was created with the aim of facilitating the educational process. In fact, the existing curriculum often changes causing confusion so that the educational process becomes hampered. Since 1947 until now the curriculum has changed frequently (see figure 1). In essence, this change of curriculum changes along with the change of ministers, giving rise to pros and cons.

Curriculum Development in Indonesia



Picture 1. Curriculum Development in Indonesia

The curriculum currently being implemented is the curriculum in the recovery period from the emergency curriculum during the Covid-19 pandemic. Kemendikbudristek Nadiem A. Karim issued a policy on using the curriculum, namely the 2013 Curriculum, Emergency Curriculum, Merdeka Curriculum in Mobilizing Schools. Before the Covid-19 pandemic, Indonesia still used the 2013 curriculum. At the beginning of the pandemic until 2021, Indonesia used the Emergency curriculum (simplified 2013 curriculum) and at the beginning of the 2022 school year the Ministry of Education and Culture issued a policy to use an Merdeka Curriculum. For schools that are not ready to use the Merdeka Curriculum, they can still use the 2013 Curriculum. The Merdeka Curriculum is used as an option for schools that are already able to implement it like a driving school. In 2014, a new national curriculum policy will be determined based on the results of an evaluation of the previously used curriculum (Ministry of Education, Culture, Research and Technology, 2022).

The implementation of the Merdeka Curriculum has not been fully implemented by all schools. This is due to the Ministry of Education and Culture's policy which still gives leeway to education units in implementing the curriculum (Ministry of Education, Culture, Research and Technology, 2022). The implementation of the Merdeka Curriculum offered is adjusted to the readiness of teachers and education staff (Arifa, 2022). The implementation of the Merdeka Curriculum is carried out independently with three alternative choices. The first is the Merdeka Curriculum option, the second is the Merdeka Curriculum Change option and the third is the Independent Sharing.

In the world of education, it is necessary to take advantage of the development of the internet world. E-learning is a term used in the world of online-based education which has been implemented in several formal education institutions. It is for this need that the Learning Management System appears as a form of real product in handling learning activities (Ni'am et al., 2014). Learning Management System (LMS) is a form of software that implements the concept of electronic learning. Learning Management System or commonly known as LMS enables educational units to organize education by implementing e-learning. The development of e-learning in Indonesia has been very developed, many educational institutions have adopted e-learning in their institutions.

According to (Ellis, 2009) the Learning Management System (LMS) has the meaning of a software application that handles the administration, implementation, and reporting of a training activity automatically. LMS Learning Management System has the following functions:

- a. Centralize and automate administration
- b. Able to provide services and guidance that can be done by the user himself, without involving other people
- c. Arranging and presenting learning content on a regular basis
- d. Using the web-bases platform as the application platform
- e. Supports ease of portability and better standardization

f. Regulate learning content that is reused.

Many Learning Management Systems (LMS) have been developed and used to support learning systems in educational institutions. Some Learning Management Systems (LMS) are paid and some are not. From each Learning Management System (LMS) development there are those that are purely independent or depend on other applications. Some Learning Management Systems (LMS) have been commercialized by various vendors and some are purely open source. From previous research conducted by (Muhammad, 2017) stated that the Learning Management System (LMS) has its own characteristics, so that the Learning Management System (LMS) for Higher Education certainly has different characteristics compared to the Middle School Learning Management System (LMS). By knowing these characteristics, it is possible to obtain actors who have separate roles that will be involved with the Learning Management System (LMS). However, this research did not link the Learning Management System (LMS) study with the Merdeka Curriculum.

Meanwhile, the results of research conducted by (Sumarsih et al., 2022) state that the learning concept of the Merdeka Curriculum has a framework for developing continuous learning. Their curriculum includes mapping of competency standards, Merdeka Curriculum and minimal competency assessments so as to ensure more flexible space for educators to formulate learning designs and assessments according to the characteristics and needs of students. In the Merdeka Curriculum, the Pancasila Student Profile plays a role as a guide that guides all policies and reforms in the Indonesian education system, including learning and assessment. However, this discussion does not link the implementation of the Merdeka Curriculum with the Learning Management System (LMS).

Therefore, this article will discuss the Implementation of the Merdeka Curriculum Using the Learning Management System (LMS), by examining several relevant journals to determine the relationship between the Implementation of the Merdeka Curriculum Management System (LMS) Curriculum.

II. METHODS

The writing of this article uses a literature study that focuses on how the implementation of the Merdeka Curriculum is related to using the Learning Management System (LMS), using research methods in the form of literature or literature studies. By reviewing references qualitatively which focus on discussing the theme "implementation of an Merdeka Curriculum in madrasas and its problems from various reading sources or references in the form of journals, books and the internet that are relevant from the results of research on the same topic.

The data collection technique is carried out by identifying and analyzing the literature that has been studied previously. The main sources of data are from international and national journals, policy guidelines for Merdeka Curriculum, state laws and readings on the internet. The steps taken include collecting reading material in this article, namely (1) collecting data relevant to the topic discussed (2) analyzing the reading material that has been obtained and concluding the main topics regarding the implementation of the Merdeka Curriculum.

III. RESULTS AND DISCUSSION

The results of writing this article examine national journals as well as international journals and Merdeka guidebooks as well as several relevant references. Further described and drawn conclusions. The results of studies related to the implementation of the Merdeka Curriculum using the Learning Management System (LMS) can be described as follows. The results of the study (Rahayu et al., 2022) state that driving schools use an Merdeka Curriculum which is a curriculum created by the Minister of Education. In the Merdeka Curriculum students are given the freedom to export their abilities and interests. Teachers in schools are more flexible in teaching their students and know more about the interests, talents and needs of their students. The implementation of the Merdeka Curriculum refers to the profile of Pancasila students where competent graduates who uphold character values are produced. The implementation of the Merdeka Curriculum in driving schools has been optimal and is ongoing even though in the implementation of the Merdeka Curriculum there are still many obstacles and deficiencies. The key to the success of the Merdeka Curriculum is that the ability to make changes is owned by the principal and also the teacher.

The problems and obstacles that occur in the Merdeka Curriculum are explained in the proceedings of the national online seminar results (Susetyo, 2020) implementing government policies or programs that will or are being implemented in 2020. Possible problems that arise in the Merdeka Curriculum include educational objectives, rules or guidelines for implementing the curriculum independence, mindset, cooperation with other institutions and preparation of human resources. The results of (Dini, 2022) another study from (Dini, 2022) stated that during the implementation of learning carried out online using the LMS. The implementation of the Learning Management System (LMS) development uses a model. In the LMS, the

analysis stage is carried out on the content and components of the device, so that the results of learning the Merdeka Curriculum using the LMS are different.

The results of the study (Sulistiyorini & Anistiyasari, 2020) state the advantages and disadvantages of the Learning Management System (LMS), namely accommodating the needs of web-based features that are owned. The results of this study used secondary data that had been obtained by previous studies on LMS Moodle, Edmodo, and Google Classroom. Based on the features available along with the advantages and disadvantages of each LMS, Edmodo is the most suitable LMS for implementing Project-Based Learning in Web Programming Subjects because Edmodo has a feature that allows students to form small groups in online classes, which are not owned by Moodle and Google Classroom.

The results of the study (Hermansyah et al., 2020) mention using online media based on the Learning Management System (LMS). LMS makes it easy to compile and organize materials related to learning materials. In carrying out Merdeka at their respective homes.

Definition of Merdeka Curriculum

Merdeka Learning is a new policy program of the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI) which was proclaimed by the Minister of Education and Culture of the Republic of Indonesia Maju Cabinet Nadiem A Karim. The essence of Merdeka Curriculum of thought according to the Minister must be preceded by teachers before they teach it to students. According to Mr. Nadiem, at any level of teacher competence, without a process of translating the basic competencies and the existing curriculum, learning will never occur. The teaching system will change from being nuanced in the classroom to discussing being outside the classroom in the coming year. Students can have more discussions with the teacher so that the nuances of learning will be more comfortable, learn with outing classes, and not only the teacher explains, but rather forms the character of students who are brave, independent, clever in socializing, adaptable, polite, competent, and not only relying on a ranking system which, according to several surveys, only worries children and parents. Actually, every child has talent and intelligence in their respective fields, so that students who are ready to work and competent, and virtuous in society will be formed (Widya, 2020).

Nadiem A Karim made an Merdeka Curriculum policy not without reason. This is because research by the Program for International Student Assessment (PISA) in 2019 showed that the assessment results for Indonesian students only occupied the sixth position from the bottom in the field of mathematics and literacy, Indonesia was in 74th position out of 79 countries. In response to this, Nadiem also made a breakthrough in assessing the minimum ability, including literacy, numeracy and character curves. Literacy does not only measure the ability to analyze reading content and understand the concepts behind it. For numeracy skills, what is assessed is not mathematics, but an assessment of students' ability to apply numerical concepts in real life. The concept of Merdeka Curriculum by Nadiem A Karim was motivated by his desire to create a happy learning atmosphere without being burdened with achieving a certain score or value. The main points of the Ministry of Education and Culture of the Republic of Indonesia stated in the presentation of the Minister of Education and Culture of the Republic of Indonesia before provincial, district/city education offices throughout Indonesia, Jakarta on December 11, 2019. There are 4 main new policies of the Indonesian Ministry of Education and Culture, namely:

- A. National Examination (UN) will be replaced by Minimum Competency Assessment and Character Survey. This assessment emphasizes literacy and numerical reasoning skills which are based on the best practices of the PISA test. The results are expected to be input for schools to improve the learning process further before students complete their education.
- B. The National Standardized School Examination (USBN) will be handed over to schools. According to the Ministry of Education and Culture, schools are given flexibility in determining the form of assessment, such as portfolios, papers, or other forms of assignments.
- C. Simplification of Learning Implementation Plans (RPP). It is enough to make only one sheet of RPP, according to Nadiem A Karim. Through administrative simplification, it is hoped that teachers' time in making administration can be diverted to learning activities and increasing competence.
- D. In accepting new students (PBDB), the zoning system is expanded (excluding 3T areas). for students who go through the affirmation and achievement pathways, they are given more opportunities from the PPDB system. The local government is given the technical authority to determine this zoning area.

The advantages and disadvantages of the Merdeka Curriculum

A program certainly has advantages and disadvantages in each implementation process. In this discussion, the advantages and disadvantages of the Merdeka Curriculum program will be explained. The results of the literature study state that the advantages of the Merdeka Curriculum are (1) making the world of education more flexible, which means releasing the shackles of the world of education so that it is easier to move (2) providing opportunities for students to explore the lessons taken as needed (3) providing a platform for students to explore general knowledge by plunging into society (4) students can prepare themselves to face the world of work. Then the shortcomings of the Merdeka Curriculum are (1) the preparations made

must be finalized first and then implemented, it requires training that takes a long period of time (2) Planning for education and teaching has not been well structured for now (3) HR in carrying out the Merdeka Curriculum program learning must be equipped with training that requires more budget.

Implementation Merdeka Curriculum

Merdeka Curriculum is the first step initiated by the Ministry of Education and Culture in 2019 to develop the quality of education in Indonesia. The educational curriculum used also adjusts and adapts the policies of the Merdeka Curriculum policy. Teachers have an important role in education in Indonesia, which can drive real change, not only having an impact on themselves but also having an impact on students and also the environment around them. With this role, it facilitates the implementation of the Merdeka Curriculum. The most important thing in implementing the Merdeka Curriculum is knowing in advance the vision of Merdeka. The vision of Merdeka is to create an advanced Indonesia that is sovereign, independent and has personality through the creation of Pancasila Students. There are 6 profiles of Pancasila students that must be known in the Merdeka Curriculum, namely (1) faith, piety to God Almighty and noble (2) independent (3) critical thinking (4) global diversity (5) mutual cooperation (6) creative.

In implementing the Merdeka Curriculum in an educational institution, it is necessary to have the freedom of an education to fill in (flexible), not to refer to the device, and the readiness of human resources must be considered, including that they must program learning activities in advance and the teacher must become a carrier agent (human touch/face to face and technology touch / task collection). Learning activities, both practices and projects, are the result of class agreements that must have outputs, rules and consequences as well as school agreements that include parents, committees, and educators to facilitate learning activities.

Learning Management System (LMS)

So far, learning activities are carried out during school hours. The teacher provides material when face to face with students at school. Learning activities in educational institutions can be continued outside of school hours by using a computer or cellphone connected to the internet. The learning platform is an interactive and integrated online learning service that teachers, students, and parents can use for information, tools and resources to support and improve the quality of learning. Educational platforms are online teaching tools used for learning. Learning platforms can be a combination of in-person and online learning. Learning strategies in schools usually utilize technology platforms including (1) conventional teaching materials (main textbooks, supporting textbooks, audio teaching materials and other printed materials) (2) technology platforms or often referred to as Learning Management Systems (LMS). There are several types of LMS that are often used in education, including: Chamilo, Quipper, Edmodo, Author, Edlink + Connex. There are also many other LMS that can be used.

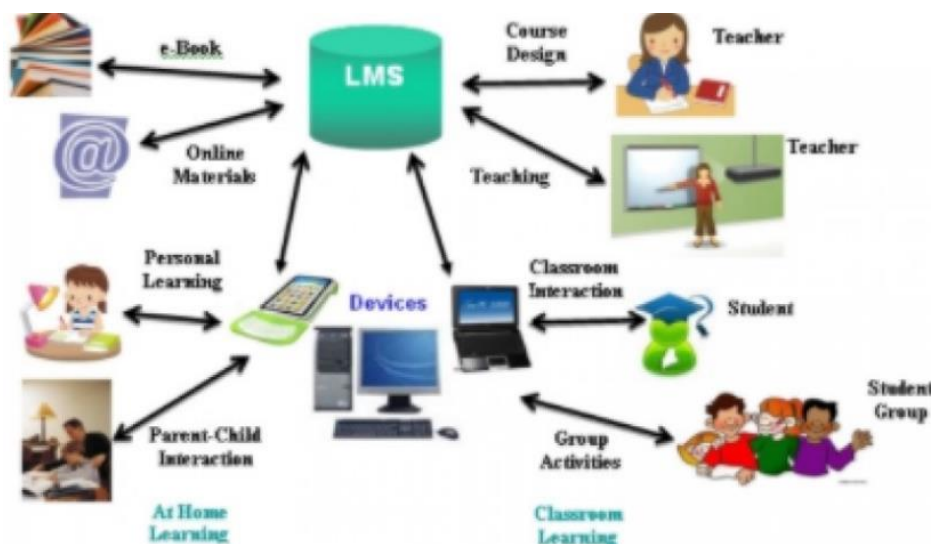


Figure 2. LMS Relationship With Learning Process

Currently learning support software is being sought after. With the change in the educational paradigm that is shifting towards student learning centered, as well as with the Distance Learning (PJJ) program, school institutions must implement a

learning management system that is easy to use. The application to be built is an LMS platform application. The server and database for this application are subject teachers. The developed system is a learning system in the form of a Learning Management System application or abbreviated as LMS. There are many LMS in Indonesia that are commonly used, including:

1. Moodle

Moodle is the most popular free LMS app for educators on the market today. Moodle is open source LMS software so it is constantly being improved and developed. Free doesn't mean you don't need to spend money, Since Moodle is a big open source player in the LMS space, it is supported by a large and active community with thousands of plugins and options to customize it to exact specifications. Plus, there's plenty of documentation online about Moodle to help you out as well as plenty of hands-on courses you can use instead of creating content. However, everything comes at a cost, and Moodle is often criticized for being too complex and difficult learned by common people. Another drawback is the incomplete reporting system and there is no easy way to manage student groups. Moodle can be accessed at <http://moodle.org>.

2. Blackboard Course Sites

Blackboard CourseSites is one of the biggest names in online education. Blackboards have been used by many large universities, corporate organizations, and government agencies. Blackboard Course is a very user-friendly system. Blackboard is a great free LMS, but unfortunately because it is focused on servicing individual instructors, it has limitations. For example the upload limit is 500MB and only 5 courses can be added. Blackboard CourseSites is not open source software so there are some typical issues. The saddest thing is that Blackboard CourseSites is ending its service on August 31, 2021, as reported on its official website <https://www.coursesites.com>.

3. Schoology

Another freemium option (free premium taste) with many useful features for teachers and individual companies. This LMS has many interesting features with an impressive visual appearance, for example an online assessment book, student attendance, and a record of student use of features. The functionality and workflow of the Schoology mobile are excellent, coupled with a modern interface and integration with the latest cloud applications. The drawback is that LMS Schoology does not have as complete features as Moodle, and there is no facility for sending private messages between students. LMS Schoology information can be found on the <https://www.schoology.com> page.

4. Latitude Learning

Latitude Learning is a freemium feature-rich LMS. This is a great LMS option for individual teachers teaching classes. With over three million users, Latitude Learning's focus is on corporate training, which sets it apart from other LMSs that are more academically focused. However, Latitude Learning does not yet have mobile device support, and the Latitude Learning LMS add-on can be accessed on the <http://www.latitudelearning.com> page

5. Academy Of Mine

While not technically free, this LMS offers many services that free LMSs don't. First, many free LMSs make it impossible to commercialize courses. Second, many of the features of a free LMS are underwhelming in terms of design. We can see the live demo of this LMS to see how the learning platform is. Thus the designation of LMS is more suitable for individuals or course institutions, and less suitable for educational institutions such as schools. If you want to just stop by the Academy Of Mine, please go to the page <http://www.academyofmine.com> Learning strategies in schools usually utilize technology platforms including (3) Video Conferences which include Zoom, Cisco Webex, Skype, Agora. 10 (4) Assessment Tools (Quiz Drill Exercises) for example Kahoot, Mentimeter, Survey Monkey, Jumpstart Academy (5) Materials Some examples of Teaching Multimedia are Youtube, 7 Powtoon Alternatives, Video Scribe. The discussion contains answers to research problems, makes interpretations of research findings, integrates research findings into existing knowledge sets, and develops new theories or modifies existing theories.

IV. CONCLUSIONS

In educational institutions, especially in the transition of the curriculum from the 2013 curriculum or the emergency curriculum to the Merdeka Curriculum, every educational institution must prepare teachers and educators to study several LMS platforms that can assist the teaching and learning process. There are many kinds of LMS platforms being developed for the Merdeka Curriculum. Educators also need a platform to support learning in Merdeka Curriculum. In essence, the implementation of the Merdeka Curriculum using the LMS (Learning Management System) is interrelated.

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