



Analysis of the implementation of the *Merdeka* curriculum with *Pancasila*-profiled learners in early childhood education

Veryawan^{1*}, Rabitah Hanum Hasibuan², Anisaturrahmi³, Rosmiati⁴, Dewi Fitriani⁵, Abdul Hafiz⁶, Rahma⁷

¹ Department of Islamic Early Childhood Education, Institut Agama Islam Negeri Langsa, Aceh, Indonesia

² Department of Islamic Early Childhood Education, STAI Al Ishlahiyah Binjai, North Sumatera, Indonesia


³ Department of Islamic Early Childhood Education, Institut Agama Islam Negeri Lhokseumawe, Aceh, Indonesia


⁴ Teacher Education Program in Early Childhood Education, Universitas Syiah Kuala, Aceh, Indonesia

⁵ Department of Islamic Early Childhood Education, Universitas Islam Negeri Ar-Raniry, Aceh, Indonesia

⁶ Department of Islamic Early Childhood Education, Institut Agama Islam Negeri Takengon, Aceh, Indonesia

⁷ Teacher Education Program in Early Childhood Education, Universitas Almuslim Bireuen, Aceh, Indonesia

 *Corresponding e-mail: veryawan@iainlangsa.ac.id

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Abstract

Merdeka curriculum is interpreted as a learning design that provides learning opportunities for children to learn with freedom and creative thinking, creating a generation of lifelong learners following the values of *Pancasila*. This research aims to analyze the implementation of the *Merdeka* curriculum with *Pancasila*-profiled learners in early childhood education. This research uses a systematic literature review using the Preferred Reporting Items for Systematic Reviews and Meta-analysis (PRISMA) with three steps: planning, conducting, and reporting the review. The procedure through stages is the development of a review protocol, definition of inclusion and exclusion criteria, literature search in predetermined databases, critical appraisal, data extraction, and information synthesis. There are 15 articles refer to the inclusion criteria: research that examines the *Merdeka* curriculum and the profile of *Pancasila* students in early childhood, published within years 2020-2023, published by international publishers, such as Scopus indexed, has a Digital Object Identifier (DOI) or ISSN, published by national publishers with SINTA accreditation, and published in Indonesian or English language. The result shows that implementing the *Merdeka* curriculum with the *Pancasila* student profiled in early childhood education is carried out in intra-curricular, extra-curricular, and school culture learning, starting with understanding the *Merdeka* curriculum and learning outcomes. Future research might delve deeper into assessing the holistic impact of the *Merdeka* Curriculum's *Pancasila*-student profiling on various aspects of early childhood development beyond values integration, such as cognitive, social, and emotional growth.

Keywords: *merdeka curriculum; Pancasila-profiled learner; early childhood education.*

A. INTRODUCTION

The curriculum is the most crucial part of learning in education. When viewed from the perspective of national education standards, the curriculum is part of the content standards. Content in the curriculum becomes the foothold and guidelines for compiling school learning activities. With a curriculum, schools will be clear about the direction of learning, including early childhood education units. It relates to the purpose of learning and what is to be achieved. The learning system in early childhood carries the learning pattern of playing while learning or learning while playing. In Indonesia, following the essence of learning activities is meaningful play as a form of "*Merdeka belajar, Merdeka bermain*" or 'freedom to learn, freedom to play'.

"*Merdeka Learning*" is a new policy program issued by the Republic of Indonesia's Ministry of Education and Culture (MEC). The concept of "*Merdeka Learning*," or freedom to learn, does not yet determine the direction of the educational goals in our country. However, "*Merdeka Learning*" brings direction to contribute generously in demanding economic improvement for students so they can study freely. Once again, education in our country does not demand what it is for but is divided into several parts, which results in social problems in Indonesia needing to be fully resolved. It is because education prepares people to anticipate various social problems in the community (Marisa, 2021). In line with this, the concept of "*Pendidikan Merdeka Learning*" is part of educational institutions in improving the quality of education and must be flexible towards freedom and openness as an educational institution that can play a fundamental role and contribute to the benefit of the people, especially in the era of the industrial revolution 4.0 and society 5.0.

"*Merdeka learning*" educates students to be brave, independent, critical thinking, polite, civilized, and virtuous. The *Merdeka* curriculum is used as a curriculum framework that is more flexible and has a focus on essential topics and the development of learner competencies and character (Barlian et al., 2022). The characteristics of the *Merdeka* curriculum include (1) for the development of soft skills, project-based learning is used with characters adapted to the profile of *Pancasila* students, (2) focus on essential material with the aim that there is enough time to study the material in depth in order to improve literacy and numeracy skills (Utami et al., 2022). Developing a young person's character is the first step to creating a trustworthy individual. Children between the ages of 5 and 7 need to be provided with spiritual instruction, good manners, and physical activity (Sriandila et al., 2023).

The government states that this concept is freedom of thought per the mandate of the 1945 Constitution and *Pancasila*. Therefore, schools must be adaptive and futuristic. Because schools are the face of a nation, whose development of the education system is always a reference in building and developing superior human resources and having competitiveness that is not timeless by ever-changing circumstances in school management, it is necessary to develop a curriculum development strategy by educational objectives and in order to improve the quality of education, one of which is the *Merdeka learning* program policy (Suhartono, 2021). Free to Learn in concept is a strategy to improve the quality of education in Indonesia. Through *Merdeka learning*, students will be honed to have competent communication,

creativity, collaboration, and critical thinking skills. With this competency, children will not only be memorizers of lessons. However, they will also be able to create and innovate in various fields, have good character, and have positive social skills (Prameswari & Lestarinigrum, 2020).

Merdeka curriculum is interpreted as a learning design that provides opportunities for students to learn calmly, relaxed, fun, stress-free, and pressure-free, to show their natural talents. '*Merdeka learning*' focuses on freedom and creative thinking. One of the programs presented by the Ministry of Education and Culture in the launch of '*Merdeka learning*' is the start of the driving school program. It is under the Decree of the Minister of Education, Culture, Research and Technology Number 262 / M / 2022 concerning Amendments to the Decree of the Minister of Education, Culture, Research and Technology Number 56 / M / 2022 concerning Guidelines for Curriculum Implementation in the Context of Learning Recovery. The program is designed to support each school in creating a generation of lifelong learners with the personality of *Pancasila* learners (Fauzi, 2022). The *Pancasila* Student Profile is the realization of Indonesian students as lifelong learners who have global competence and behave following the values of *Pancasila*, with six main characteristics: (1) faith, devotion to God, and noble character, (2) global diversity, (3) cooperation, (4) independence, (5) critical reasoning, and (6) creativity (Rahmawati, 2022). Regulations related to the *Pancasila* Learner Profile Strengthening Project in Early Childhood Education have been regulated in the Decree of the Head of the Education Standards, Curriculum, and Assessment Agency Number 009/H/KR/2022 concerning Dimensions, Elements, and Sub elements of the *Pancasila* Learner Profile in the *Merdeka* Curriculum.

Through the *Pancasila* Student Profiled, Indonesian students have democratic competencies to become superior and productive human beings in the 21st century in the era of increasingly sophisticated technology and globalization. In addition, Indonesian students are expected to participate in sustainable global development and be strong in facing the challenges of life to come. The profile of *Pancasila* learners is a long-term goal in learning activities that take place in schools to form critical competencies and characters for every school citizen. *Pancasila* learners also become a common thread that can unite all practices that can be carried out in schools. Three implementation paths can be taken to realize the *Pancasila* Learner Profile through intracurricular, extracurricular, and school culture learning activities.

The six dimensions should be interrelated in various aspects of learning to influence and behave both children and teachers. In early childhood, instilling these noble values' content is a challenge. So that in real life and the surrounding environment can be integrated into learning activities that are interesting and fun and need teacher creativity in packaging them. In line with that, Ki Hadjar Dewantara revealed that a student needs to use the knowledge he has gained in real life. Examples in daily life, for example, children are accustomed to reciting prayers before eating and after eating, saying greetings, dare to express their opinions, can cooperate with many people, are proud of their identity, and are responsible for what they do, like challenges and do not give up easily (Sulistiyati et al., 2021).

The curriculum structure at the Early Childhood Education (ECE) level in amendments to the decree of the Minister of Education, Culture, Research and Technology Number 262/M/2022 consists of Intra-curricular learning activities and the *Pancasila* learner profile strengthening project. Intra-curricular learning activities are designed so children can achieve the abilities contained in the learning outcomes. Learning outcomes in early childhood are religious values and ethics, identity and basics of literacy, and STEAM (Jayawardana et al., 2022). It is following the regulations regarding the learning outcomes of the *Merdeka* curriculum for early childhood education, which has also been regulated in the decree of the Head of the Education Standards, Curriculum, and Assessment Agency Number 033/H/KR/2022 concerning learning outcomes in early childhood education, primary education level, and secondary education level in the *Merdeka* curriculum.

However, in implementing this '*Merdeka Learning*,' there are still many pros and cons from various parties. Implementing requires a lot of process, time, readiness, and solidarity. Implementing *Merdeka* learning takes work because education in Indonesia is still developing. *Pancasila* profile in the implementation of the *Merdeka* curriculum in early childhood education needs to be done to instill the fundamental values of *Pancasila* from an early age (Zuhri, 2023) and in practice that has been carried out in early childhood education institutions, there are still many early childhood educations who experience problems when implementing it (Sriandila et al., 2023). This research aims to analyze the application of the *Merdeka* curriculum with a *Pancasila* profile in early childhood education. It is done to provide clear information to teachers and other readers to avoid mistakes when applying it in the field.

B. METHOD

This study used a systematic literature review through the Preferred Reporting Items for Systematic Reviews and Meta-analysis (PRISMA) with stages: planning, conducting, and reporting the review. which states that the literature study method is research whose data collection comes from the library, reading, recording, and processing research materials. The data obtained is secondary data. The data is then compiled, analyzed, and then concluded. Literature study method is research whose data collection comes from the library, reading, recording, and processing of research materials (Melfianora, 2019). The data obtained is secondary data. The data is then compiled, analyzed, and then concluded.

The initial search process with the database uses inclusion criteria, namely documents in the form of articles that specifically discuss the *Merdeka* curriculum and the profile of *Pancasila* students in early childhood, vulnerable to publication in 2020-2023. Then, the exclusion criteria are documents in articles, procedures, or institutional reports that are not accessible online, the subject matter of the *Merdeka* curriculum, and the profile of *Pancasila* students in early childhood. The researcher developed three research questions to obtain data based on the research results and relevant literature as follows:

RQ 1: What are the concepts and principles of an *Merdeka* learning curriculum in early childhood?

RQ 2: How is the implementation of the *Pancasila* learner profile in the *Merdeka* learning curriculum in early childhood?

RQ 3: How are learning outcomes assessed in the *Merdeka* curriculum in early childhood?

The articles refer to the inclusion criteria. Then, to answer the three research questions, the keywords used are "*Merdeka* Curriculum," "Early Childhood," and "Profil *Pancasila*." Researchers used the appropriate keywords to search the Scient Direct, Scopus, Taylor and Francis, Springer, Research Gate Conference Proceedings, and Google Scholar databases. The research was conducted according to Kitchenham's (2004) steps and followed the PRISMA procedure through 3 stages: developing a review protocol, definition of inclusion and exclusion criteria, literature search in predetermined databases, critical appraisal, data extraction, and information synthesis.

Table 1. Inclusion and Exclusion Criteria

No.	Inclusion	Exclusion
1.	Research that examines the <i>Merdeka</i> curriculum and the profile of <i>Pancasila</i> students in early childhood	Research that examines the <i>Merdeka</i> curriculum and <i>Pancasila</i> students profiled other than in early childhood
2.	The subjects studied are early childhood	he subjects studied were not included in early childhood category
3.	Research published by international publishers, such as Scopus indexed, has a Digital Object Identifier (DOI) or ISSN	Studies published by international publishers were excluded from the inclusion criteria
4.	Research published by national publishers with SINTA accreditation	Research published by national publishers outside the inclusion criteria
5.	Publication years 2020-2023	Publication year outside 2020-2023
6.	The language used is Indonesian and English	The language not used Indonesian and English

C. RESULT AND DISCUSSION

1. Result

Based on a literature review conducted on 15 articles from 2020-2023 that met the inclusion criteria and could answer the research questions. Most of the research subjects in these articles were in early childhood and primary education.

Table 2. Selected Studies

Author	Title	Method	Publication Year	Publication Type	Publisher
(Aghnaita et al., 2022)	Reconstructing Learning for Early Childhood through the Concept of "Identity"	Literature review	2022	Journal	Obsesi

(Suhartono, 2021)	<i>Merdeka Belajar</i> Policy in the Implementation of Education during the Covid-19 Pandemic	Literature review	2021	Journal	Ar-Rosikhun
(Jayawardana et al., 2022)	Analysis of the Implementation of <i>Merdeka</i> Curriculum in the Foundation Phase	Literature review	2022	Journal	Jeice
(Fauzi, 2022)	Implementation of <i>Merdeka</i> Curriculum at the Driving School	Qualitative descriptive	2022	Journal	Pahlawan
(Utami et al., 2022)	Implementation of <i>Merdeka Belajar</i> Policy in Strengthening the Profile of <i>Pancasila</i> Students	Literature review	2022	Journal	Wacana Akademika
(Fadillah & Yusuf, 2022)	Analysis of the Kurikulum <i>Merdeka</i> in the Early Childhood Education Unit	Literature review	2022	Journal	Bunga Rampai Usia Emas
(Retnaningsih & Patilima, 2022)	<i>Merdeka</i> Curriculum in Early Childhood Education	Literature review	2022	Journal	Seling
(Kusumawati, 2022)	Socialization of the <i>Merdeka Learning</i> Curriculum to Realize <i>Pancasila</i> Student Profile	Qualitative descriptive	2022	Journal	Bernas
(Suhartoyo et al., 2020)	Contextual Learning in Realizing <i>Merdeka Learning</i>	Qualitative descriptive	2020	Journal	Jp2m
(Sibagariang et al., 2021)	The Role of Mover Teacher in <i>Merdeka</i> Education Learning in Indonesia	Literature review	2021	Journal	Dinamika Pendidikan
(Barlian et al., 2022)	Implementation of <i>Merdeka</i> Curriculum In Improving Education Quality	Case Studies	2022	Journal	Joel
(Rahmawati, 2022)	Analysis of Teacher Preparedness in the Implementation of the Free Curriculum at Kindergarten ABA V Gondangmanis Holy	Qualitative descriptive	2022	Journal	2st Icie
(Sriandila et al., 2023)	Implementation of the <i>Merdeka</i> Curriculum at Nurul Ikhlas Kemantan Kebalai Kerinci Regency	Qualitative descriptive	2023	Journal	Journal on Education
(Nasution, 2021)	Assessment of <i>Merdeka Learning</i> Curriculum	Qualitative descriptive	2021	Journal	Prosiding Seminar Nasional Pendidikan Dasar
(Saleh, 2020)	<i>Merdeka Learning</i> in the Middle of Covid-19 Pandemic	Qualitative descriptive	2020	Journal	Prosiding Seminar Nasional Hardiknas

2. Discussion

a. What are the concepts and principles of the 'Merdeka Learning' curriculum in early childhood?

The idea of '*Merdeka learning*' was conceived by Nadiem Makarim, the Minister of Education and Culture, to produce superior human resources by prioritizing implementing character values so that each student's thinking power and creativity develop (Savitri, 2020). '*Merdeka learning*' is a natural learning process to achieve independence. It is necessary to learn to be accessible first because things may still shackle a sense of independence, a sense of not being free, and a narrow space for freedom (Kusumawati, 2022). The *Merdeka* curriculum is closely related to *Merdeka learning*. '*Merdeka learning*' is a new policy program implemented by the Ministry of Education and Culture of the Republic of Indonesia initiated by Mr. Nadiem Anwar Makarim, Minister of Education and Culture of the Republic of Indonesia Advanced Indonesia Cabinet, whose concept is to create a pleasant learning atmosphere. It is fun for everyone involved in the learning process, including students, teachers, and parents (Nasution, 2021).

The essence of '*Merdeka learning*' is to explore the greatest potential of teachers and students to innovate and improve the quality of learning independently. *Merdeka* is not just following the educational bureaucratic process, but truly educational innovation (Saleh, 2020). With *Merdeka learning*, student involvement in learning will increase. Education in *Merdeka learning* supports the realization of intelligence through various improvements and equitable distribution of education quality, expansion of access, and relevance in the application of technology so as to realize world-class education based on collaboration, communication, critical thinking, and creative skills (Sherly et al., 2020). '*Merdeka learning*' launched by the Ministry of Education and Culture adds new facts that in less than 10 years, Indonesia has updated and improved the curriculum three times. This is none other than to answer the needs of Indonesian education which are always changing in accordance with the times, both internally and externally. It is hoped that education in Indonesia can prepare students to be competitive in the future (Suhartoyo et al., 2020).

The *Merdeka* curriculum follows the concept of *Merdeka* play in early childhood education. This curriculum provides opportunities for educators and students to develop their imagination and creativity through various choices of activities in learning activities. The main characteristics of the *Merdeka* curriculum in early childhood education units include strengthening meaningful play activities as a learning process, strengthening the relevance of early childhood education as a foundation phase, strengthening the love of literacy and numeracy from an early age, the existence of a project to strengthen the *Pancasila* learner profile, a more flexible learning and assessment process, the results of the assessment are used as a basis for teachers to design play activities and footholds for parents to invite children to play at home, strengthening the role of parents as unit partners (Kemendikbud RI, 2021).

The concept of 'Merdeka learning' proposed by the Minister of Education is in line with learning at the early childhood education level, namely giving children the freedom to choose the learning activities they want and fulfilling children's rights, namely playing voluntarily and feeling happy. Based on this concept, early childhood education must be able to provide meaningful learning for children through play activities, not just teach children about reading, writing, and counting quickly. 'Merdeka learning' or *Merdeka learning* is a concept that allows educators to encourage students to innovate while embracing institutions and paying attention to the vision and mission of Indonesian education to create quality competitiveness in all fields (Sibagariang et al., 2021).

The conclusion of the concept of *Merdeka learning* is an offer to reconstruct the national education system. It is reorganizing the education system to welcome the nation's changes and progress that can adapt to changing times. By the way, it restores education's true nature: education to humanize humans or liberate education. In the *Merdeka learning* concept, teachers and students are subjects in the learning system. It means that the teacher is not used as a source of truth by students, but teachers and students collaborate to drive and search for truth. This means that the teacher's position in the classroom is not to plant or homogenize the truth according to the teacher but to explore the truth, the student's reasoning, and critical power to see the world and phenomena.

b. How is the implementation of the Pancasila learner profile in the 'Merdeka learning' curriculum in early childhood?

The realization of this *Pancasila* Student Profile can be done through intracurricular, extracurricular, and school culture learning activities.

(1). Intra-curricular or In-Class Learning

Learning Outcomes can be realized through intracurricular activities or main activities in schools (classes) using the time allocation specified in the program structure. Learning Outcomes for early childhood education level describe the expected outcomes at the end of learning in early childhood education units. Subsequently, the child enters the Primary School Education level, so it is not prescriptive (does not provide binding standard provisions), limiting the variety of rates and needs of children in learning based on age (unique and cannot be compared with one another). Thus, the Learning Outcomes of the early childhood education level seek to smooth the transition from early childhood education to primary school. In another sense, the Learning Outcomes in early childhood education are carried out to prepare children to achieve holistic development and have school readiness at the primary school level. There are several characteristics of the learning outcomes in this curriculum, namely as follows: 1) Learning outcomes are arranged per phase rather than per year, which means that they are achievements at the end of the foundation phase or when the child finishes the early childhood education level and not the achievements to be achieved at each early childhood education level, 2) The formulation of learning outcomes is written in the form of a paragraph that reads "At the end of the foundation phase, children show a penchant for practicing the basics of religious values and manners; pride in their identity; literacy skills and the basics of

science, technology, engineering, art and mathematics to build enjoyment of learning and readiness to follow basic education."

So that the formulation of learning outcomes reveals the unity between cognitive abilities, learning skills, and dispositions or attitudes related to the knowledge learned by students, the scope of learning outcomes in early childhood education includes three integrated elements of stimulation. Each stimulation element explores aspects of development as a whole and not separately. There are three elements of Learning Outcomes related to the curriculum with this new learning paradigm, namely (1) Religious Values and Ethics, (2) Identity, and (3) Basics of Literacy and STEAM (Rahardjo, 2021). In this case, teachers play a significant role in creating meaningful intra-curricular learning activities that positively impact students' knowledge and characteristics. Learning Outcomes are also a series of knowledge, skills, and attitudes as a continuous process that builds complete competence.

In intra-curricular learning, schools such as teachers and students can determine topics discussed in daily learning activities. Teachers can choose various teaching tools to tailor learning to students' learning needs and interests. Projects to strengthen the achievement of the *Pancasila* learner profile are developed based on specific themes set by the government. The project is not directed to achieve specific learning outcome targets, so it is not tied to subject content (Sunarni & Karyono, 2023). The activities chosen must, of course, be able to provide meaningful experiences and must also be fun for children. Learning activities are arranged using natural learning resources that can be found in the environment around children, for example, using living things, natural materials, or parts. If learning resources cannot be presented in real life, they can be presented through technological support such as VCD or YouTube or from children's reading books.

(2). Extracurricular Activities

Extracurricular activities are non-formal activities outside of school hours to develop specific values, expand students' knowledge, and further apply what has been learned. Extracurricular activities are usually carried out in groups, but there are also individual ones. Extracurricular activities in a *Merdeka* curriculum can make education more complete because they add sides that are not or are less emphasized in curricular education in class and at school. In this case, students can choose extracurricular activities that suit their interests and talents. The conditions and culture of the environment around the school also develop extracurricular activities. Schools and teachers must play a significant role in supporting extracurricular activities that benefit students.

Some of the advantages of extracurricular activities mandated by the *Merdeka* curriculum include developing students' insights, adding experiences that are more penetrating and felt more deeply, mobilizing students because the challenges experienced outside are significant, education is more adapted to real situations in society, not just actions at school, providing variations in learning for students so that

students are not bored in class, meeting other people, who are not from their school, providing their inspiration and challenges. Usually, students are happier because they are out of school (Putri & Handayani, 2020).

The *Merdeka* curriculum mandates that students grow as a whole (holistic); for this reason, education must be comprehensive (holistic) and use the various forms needed. One of them is not only in class and school but also activities outside school as extracurricular activities. These activities need to be well planned so that students experience the usefulness of developing themselves more fully (holistically). Schools are expected to be more courageous in looking for opportunities and alternatives to education outside of school to complement what is not available at or in the classroom. Extracurricular activities are also one way to support realizing the *Pancasila* Student Profile in schools. The reason is that every extracurricular activity must contain character values and *Pancasila*.

(3). School Culture

The profile of *Pancasila* learners can also be realized through school culture by implementing a project-based learning system. School culture itself is formed according to the elements of knowledge, beliefs, values, and organization. To form a school culture, schools need to instill good values such as the value of spirit and morals. Strengthening the learner profile of *Pancasila* in early childhood is done in the context of celebrating local traditions and national and international holidays. Learners collaboratively work on projects that have been prepared. During the process, they will discuss with each other to find alternative solutions to the project tasks given. Thus, learners will learn and be trained to think critically to find the most appropriate answers or problem-solving solutions. Social-emotional relationships between learners and themselves will also be developed during the learning process. Working collaboratively will train learners to share roles in work and build positive communication and healthy social relationships. It will be an essential provision for learners to face problems in everyday life that will not be separated from social contact with others. Implementing the *Pancasila* learner profile strengthening project uses the activity time allocation in the education unit. The *Pancasila* Learner Profile Strengthening Project (P5) is a remarkable effort so that the character of *Pancasila* has been built from an early age through activities designed in the context of local celebration traditions and religious, national, and international holidays.

The six dimensions of the *Pancasila* learner profile are integrated into every aspect of learning. The ways and strategies of teachers in incorporating the content and values contained in the *Pancasila* learner profile into learning require high creativity so that the learning activities created can attract children, be fun for children, connected to real life and the surrounding environment (Retnaningsih & Patilima, 2022). The project learning themes that have been set by the Ministry of Education and Culture to be implemented in early childhood education units include: (1) I Love Earth, (2) I Love Indonesia, (3) Play and Cooperate, and (4) My Imagination. In

designing project learning activities, all of these themes can be further developed based on the actual situation of each education unit to make the objectives more specific (Aghnaita et al., 2022). Those are some things about realizing the *Pancasila* Student Profile in the *Merdeka* Curriculum. In this case, the role of teachers and schools is needed. Therefore, teachers and schools are expected to be able to improve their competence to create meaningful learning.

c. How are learning outcomes assessed in the Merdeka Curriculum in early childhood?

Early childhood education has an activity structure with three parts to achieve learning outcomes. The three components include 1) religious values and ethics, 2) identity, and 3) basic knowledge of literacy, math, science, technology, engineering, and art. Learning outcomes that show children begin to recognize and practice the central teachings of their religion and beliefs with elements of religious and ethical values, protect themselves, behave well, respect differences of opinion, have a noble character, and appreciate nature with a sense of empathy and care for God's creatures are included in the component or element of religious and ethical values.

The second component is self-identity or identity. Learning outcomes in this component are certainly no less important for the development of positive early childhood identity because they have consequences, including 1) instilling a sense of worth and self-confidence in children; 2) shaping children into positive, cheerful, and accomplished individuals at school; 3) instilling a sense of pride in children to be part of certain social groups; 4) growing children into people who can appreciate and accept all the differences that are part of everyday life in order to foster children's tolerance for diversity. The phases of children's personality formation occur through interaction. First, children can understand that they are different individuals who cannot be compared to others. It is necessary to understand aspects of themselves, such as their physical characteristics, preferences, and potential. Second, children begin to notice and investigate their surroundings. Third, the child can realize that he/she is part of a particular group or social environment. Fourth, family, teachers, peers, and society actively support the child. Fifth, the child must feel valuable and confident. Learning identity elements can help children develop positive attitudes, care for themselves, understand, manage, and build healthy relationships with their environment, and show pride in their family, culture, and Indonesian identity based on *Pancasila* citizenship (Retnaningsih & Patilima, 2022).

The third component is the foundations of literacy, with math, science, technology, engineering, and the arts constituting the third component. In early childhood education, literacy is more than just the ability to read and write. Children need to understand the ability to speak, count, and solve problems in everyday life. Therefore, teachers can use a learning approach through observation and experimentation, science that can provide children with an understanding of every natural process. The Science, Technology, Engineering, Art, and Mathematics (STEAM) learning approach can help answer questions in education. Technology was created to meet human needs, so children should

be introduced to technology and its use in life as much as possible. Another goal is for children to be able to compete and keep pace with technological advances in their day. Engineering is how children learn to solve problems, design, make, and improve their science and math knowledge to create new technologies. In this engineering concept, the teacher's job is to allow children to explore more widely and find solutions to their challenges. Art helps them develop their imagination and creativity. The study of mathematical concepts through observation and experimentation is known as mathematics (Rizka et al., 2021). Integration of STEAM learning methods is also can be applied in various theme, such as teaching health aspect (Syarfina at al., 2022), cooperation (Harjanty & Muzdalifah, 2022), preventing disease transmission in children (Syarfina at al., 2022), and the like.

Decree No. 008/H/KR/2022, issued by the Head of the Agency for Standardization, Curriculum, and Educational Assessment of the Ministry of Education, Culture Research and Technology regarding early childhood learning outcomes, states that children can recognize and understand images, signs, and various information in the form of stories and symbols. They are also able to express their thoughts and feelings orally, in writing, or through various experiments and explorations; show an initial attitude towards the design and use of safe and responsible technology; children can think critically, creatively, and collaboratively; recognize patterns, symbols, and data relationships to solve everyday problems; explore various arts and enjoy various works of art; and develop a sense of care and responsibility for the natural, physical and social environment (Retnaningsih & Patilima, 2022).

Learning outcomes in the *Merdeka* curriculum have the same status as the previous curriculum (curriculum 2013), with core competencies and essential competencies that integrate holistic attitude, knowledge, and skills competencies in children. The domain of early childhood education learning outcomes in the *Merdeka* curriculum includes religious values and character, identity, and basic knowledge in literacy, mathematics, science, technology, engineering, and art, as described above. Meanwhile, developmental aspects include religious and moral values, physical motor skills, cognitive skills, social-emotional skills, language skills, and *Pancasila* values in line with child development. These elements are the result of the development of the previous curriculum. Education units can use learning outcomes in setting learning objectives and measuring learning outcomes while considering the vision and mission of the early childhood education unit, the characteristics of children, and the local cultural characteristics of the school environment (Fadillah & Yusuf, 2022).

D. CONCLUSION

Merdeka learning is the right step to achieve an ideal education under current conditions to prepare a generation that is tough, intelligent, creative, and has character following the nation's values. Indonesia. Implementing the *Pancasila* profile in the *Merdeka* curriculum involves intracurricular, extracurricular, and school-cultural activities.

Furthermore, the learning outcomes of implementing the *Pancasila* profile in the *Merdeka* Learning curriculum include 1) religious values and character, 2) identity, and 3) basic knowledge of literacy, mathematics, science, technology, engineering, and art. The presence of the *Merdeka* curriculum is an effort to improve the quality of education in Indonesia to the needs of the times. Learning outcomes in the *Merdeka* curriculum have the same status as the previous curriculum (curriculum 2013), with core competencies and essential competencies that integrate holistic attitude, knowledge, and skills competencies in children. The domain of early childhood education learning outcomes in the *Merdeka* curriculum includes religious values and character, identity, and basic knowledge in literacy, mathematics, science, technology, engineering, and art, as described above.

E. REFERENCES

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