

# Curriculum Reform Policy in Indonesia

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## Abstrak

Di Indonesia, perubahan kurikulum merupakan respons adaptif terhadap perubahan kondisi iklim. Tujuan penelitian ini adalah untuk menganalisis faktor-faktor yang mempengaruhi transformasi kurikulum, efektivitas kurikulum Merdeka dengan pembelajaran mendalam dalam mengatasi tantangan global, serta dampak dan jaminan kepentingannya. Metode yang digunakan adalah studi pustaka dengan pendekatan kualitatif-deskriptif, menganalisis berbagai peraturan dan artikel jurnal yang relevan. Hasil penelitian menunjukkan bahwa perubahan kurikulum dipengaruhi oleh pergeseran politik, kemajuan teknologi, dan tuntutan pasar tenaga kerja global. Fleksibilitas kurikulum Merdeka memungkinkan siswa untuk belajar guna meningkatkan kemampuan literasi dan numerasi mereka. Dampak signifikan terlihat pada peran guru sebagai fasilitator, sementara infrastruktur dan kompetensi pendidikan tetap menjadi hambatan utama. Akibatnya, integrasi pembelajaran mendalam dalam kurikulum Merdeka berpotensi untuk meningkatkan pendidikan inklusif dan berbasis karakter secara signifikan, selama didukung oleh upaya kerja sama antara pemerintah, sekolah, dan masyarakat umum dalam mengatasi kesulitan teknis.

**Kata kunci:** Kurikulum Merdeka, Deep Learning, Era Digital, Kebijakan Pendidikan, Transformasi Belajar.

## Abstract

In Indonesia, curriculum change is an adaptive response to changing climate conditions. The purpose of this study is to analyze the factors influencing curriculum transformation, the effectiveness of the Merdeka curriculum with deep learning in addressing global challenges, and its impact and guarantees of importance. The method used was a literature review with a qualitative-descriptive approach, analyzing various regulations and relevant journal articles. The results indicate that curriculum change is influenced by political shifts, technological advances, and global labor market demands. The flexibility of the Merdeka curriculum allows students to learn to improve their literacy and numeracy skills. A significant impact is seen on the role of teachers as facilitators, while educational infrastructure and competencies remain major barriers. Consequently, the integration of deep learning into the Merdeka curriculum has the potential to significantly improve inclusive and character-based education, provided it is supported by collaborative efforts between the government, schools, and the general public to overcome technical difficulties.

**Keywords:** Merdeka Curriculum, Deep Learning, Digital Era, Education Policy, Learning Transformation

## 1. INTRODUCTION

The evolution of curriculum in Indonesia reflects the nation's continuous effort to align its educational vision with the dynamic transformations of society, politics, culture, and technology. Since Indonesia achieved independence in 1945, the national education system has undergone numerous curriculum reforms, beginning with the *Rentjana Pelajaran 1947* and continuing to the implementation of the *Merdeka Curriculum*. Each curriculum reform has represented not merely an administrative adjustment but also a philosophical attempt to redefine the direction of Indonesian education in accordance with the demands of each era. Historically, curriculum changes in Indonesia have been strongly influenced by political dynamics, socio-cultural transformations, and the rapid advancement of science and

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technology, all of which have shaped the nation's educational priorities and identity (Tuerah & Tuerah, 2023; Ansyar, 2017; Shocheb, 2023). The urgency of curriculum reform has become increasingly significant because education is expected to prepare learners who are capable of adapting to social changes while maintaining national values and cultural identity (Lukita et al., 2023).

In the contemporary era, globalization and digital transformation have fundamentally altered the educational landscape across the world (Trang et al., 2024; Vial, 2021; Jaya et al., 2025). The emergence of the Fourth Industrial Revolution and the rapid development of artificial intelligence have intensified the demand for twenty-first century competencies, including critical thinking, creativity, collaboration, communication, and digital literacy (Demirdis, 2025; PISA, 2021; Martinez, 2022). Consequently, traditional approaches to learning that emphasize rote memorization and teacher-centered instruction are no longer sufficient to address the complex challenges of modern society. This issue is particularly evident in Indonesia, where international assessments such as the Programme for International Student Assessment (PISA) consistently demonstrate that many Indonesian students continue to perform below the minimum standards in literacy and numeracy skills. Such findings indicate the existence of a persistent learning crisis that requires a more transformative and adaptive educational policy (Ramadhan, 2023; Bressane et al., 2024; Bereczki & Kárpáti, 2021). Failure to reform the curriculum in response to global developments may result in a severe competency gap among future generations, limiting their competitiveness in an increasingly interconnected and technology-driven world.

As a strategic response to these challenges, the Indonesian government introduced the *Merdeka Curriculum* to promote flexibility, autonomy, and student-centered learning (Puspitasari, 2023; Kurniawan, 2024). This curriculum provides greater opportunities for educational institutions and teachers to adapt instructional materials according to the characteristics, interests, and potentials of students. Through this policy, teachers are encouraged to become facilitators who guide students in constructing knowledge independently and meaningfully. Moreover, under the leadership of the current Ministry of Primary and Secondary Education, the *Merdeka Curriculum* has been reinforced through the implementation of the *deep learning* approach, formally integrated through *Permendikdasmen* Number 13 of 2025. The deep learning approach emphasizes meaningful, mindful, and joyful learning experiences, aiming to replace superficial memorization with reflective understanding, analytical reasoning, and creative problem-solving abilities (Hadi et al., 2025; Noviani et al., 2023; Riani Hafshah & Nugraheni, 2024). Such competencies are considered essential for preparing students to face the uncertainties and complexities of future professional and social environments.

Beyond academic achievement, the *Merdeka Curriculum* also emphasizes character development through the strengthening of the *Pancasila Student Profile*. The curriculum seeks to develop students who are not only intellectually competent but also morally responsible, socially aware, collaborative, and culturally grounded. Furthermore, the policy aims to create a more inclusive educational environment by accommodating learners with diverse backgrounds and special needs. Inclusive education has become a central concern in contemporary educational reform because equal access to quality education is regarded as a fundamental right for all citizens (Rapp & Corral-Granados, 2024; Nadhiroh & Ahmadi, 2024). Therefore, the successful implementation of the curriculum depends not only on policy formulation but also on the readiness of teachers, schools, and other educational stakeholders to adapt to this new paradigm of learning and teaching (Rudini & Khasanah, 2022; Muhartono et al., 2023; Lagarensen et al., 2024).

Based on these considerations, this paper aims to comprehensively examine the mechanisms underlying curriculum policy reform in Indonesia and to analyze its implications for educational quality and learning outcomes. Specifically, the study investigates the historical and contemporary factors driving curriculum transformation and evaluates how the synergy between the *Merdeka Curriculum* and the deep learning approach can address the challenges posed by globalization and technological disruption. The discussion further focuses on the impact of these policies on teachers, students, and the national education system, while also exploring the preparedness of educational stakeholders in navigating this paradigmatic transition. By synthesizing findings from recent scholarly literature, this paper is expected to contribute both theoretically and practically to the development of a more resilient, adaptive, and future-oriented education system in Indonesia.

## 2. LITERATURE REVIEW

The theoretical foundation of curriculum development in Indonesia is grounded in the principle that education must remain responsive to the demands of changing times while preserving the nation's noble cultural values. From the perspective of social reconstruction theory, the curriculum is viewed as an instrument for improving and transforming society, where educational policy reforms are frequently driven by the need to address social, political, and economic crises. In the historical context of Indonesia, political ideology and power relations have significantly influenced the direction of educational policies, particularly during the transition from colonial-oriented education toward a national education system after independence. Conceptually, the curriculum is understood as a dynamic and interconnected entity consisting of objectives, content, strategies, organization, and evaluation processes that operate cyclically to create a conducive learning environment for students' cognitive and affective development (Sari et al., 2022). Consequently, curriculum reform is not merely a technical adjustment but also a reflection of broader social transformation and national aspirations.

The *Merdeka Curriculum* is strongly influenced by constructivist learning theory, particularly the ideas of Piaget & Inhelder (2019) and Omid (2023), who emphasized that knowledge is actively constructed through experience and social interaction. Within this perspective, *student-centered learning* (SCL) becomes the core of pedagogical practice, positioning students not as passive recipients of information but as active participants who possess autonomy in directing their own learning processes. This approach is closely associated with the concept of *freedom of learning*, which seeks to liberate educational institutions from rigid and overly theoretical curricular structures, thereby encouraging contextual and meaningful learning experiences. The implementation of SCL in the *Merdeka Curriculum* has been shown to enhance students' intrinsic motivation and critical thinking abilities because learning materials are adapted to their individual interests, abilities, and readiness levels (Kurniawan, 2025; Saimon et al., 2023; Ferdous & Novita, 2023). As a result, the curriculum aims to create more personalized and engaging learning environments capable of fostering lifelong learning competencies.

Furthermore, the concept of *deep learning* in education, as promoted by the current Ministry of Primary and Secondary Education, is rooted in David Ausubel's theory of meaningful learning and the theory of higher-order cognitive engagement. Unlike the concept of deep learning in artificial intelligence, educational deep learning emphasizes understanding the "why" and "how" behind a concept rather than merely memorizing factual definitions.

According to John Hattie, deep learning plays a crucial role in developing students' ability to solve complex problems through the coherent integration of prior knowledge with newly acquired information. This approach is supported by three interconnected dimensions: *Mindful Learning*, which emphasizes conscious awareness during the learning process; *Meaningful Learning*, which focuses on contextual understanding and relevance; and *Joyful Learning*, which highlights the importance of positive emotional engagement in learning. Together, these dimensions are believed to optimize students' cognitive potential, strengthen long-term memory retention, and enable the application of knowledge across diverse real-life situations (Rahmat & Aripin, 2025).

In addition to cognitive development, the challenges of globalization and the digital era demand the integration of technical competencies with strong moral and ethical character. The theory of character education embedded within the *Pancasila Student Profile* encompasses six primary dimensions: faith and piety, global diversity, mutual cooperation, independence, critical reasoning, and creativity. This framework aligns with the principles of *Holistic Education Theory*, which views education as a process that must balance students' emotional, social, physical, intellectual, and spiritual development. The implementation of the *Projek Penguatan Profil Pelajar Pancasila* (P5) provides opportunities for students to internalize these values through authentic problem-solving activities within their communities. Such an approach reinforces the proposition that an effective curriculum must bridge the gap between theoretical knowledge and ethical practice, particularly in addressing the complexities of global economic, social, and security challenges (Perdana et al., 2025). Therefore, character education becomes an inseparable component of curriculum reform in Indonesia.

Finally, the effectiveness of curriculum reform can also be analyzed through theories of change management and teacher self-efficacy. Successful curriculum implementation at the school level depends heavily on the readiness of the educational ecosystem, including teachers' pedagogical competence, school leadership, institutional culture, and the availability of adequate infrastructure. Ecosystem theory in education explains that the interaction among multiple stakeholders government, schools, families, communities, and industries creates a support network that determines the sustainability of educational innovation. However, disparities in digital infrastructure, unequal access to educational resources, and resistance to shifting away from traditional teaching paradigms remain significant obstacles to effective implementation. These challenges require continuous professional assistance, strategic policy support, and sustainable investment in educational resources. Thus, understanding these theoretical perspectives provides a comprehensive analytical framework for evaluating the position of Indonesia's curriculum reform within the broader context of global educational transformation.

### 3. METHODOLOGY

This study employed a qualitative approach using a descriptive-analytical research design to explore comprehensively the phenomenon of curriculum policy reform in Indonesia. The qualitative approach was considered the most appropriate because it enabled the researcher to capture the underlying meanings behind educational policies, understand the complex interactions among educational variables, and provide a rich description of the realities surrounding curriculum implementation (Tisdell et al., 2025; Patton, 2020; Creswell & Creswell, 2017). The primary focus of the study was to analyze government policy

documents, previous relevant studies, and recent scholarly articles concerning the *Merdeka Curriculum* and the *deep learning* approach in order to draw valid and credible conclusions regarding their implications for the Indonesian education system (Adiningrat et al., 2025).

Data collection was conducted through a systematic and structured library research method. Primary data were obtained from official legal and policy documents, including *Permendikdasmen* Number 13 of 2025, Law Number 20 of 2003 concerning the National Education System, and curriculum guidelines issued by the Ministry of Primary and Secondary Education. Meanwhile, secondary data were collected from reputable academic journals, educational textbooks, policy reports, and international educational evaluation studies such as PISA reports and official ministry publications. The process of searching for references utilized academic databases such as Google Scholar and ResearchGate, with inclusion criteria limited to publications issued within the last five years (2020–2025) to ensure the relevance and currency of the information presented. This strategy was intended to strengthen the credibility and contextual accuracy of the research findings in relation to contemporary educational developments.

The data analysis process followed the interactive model proposed by Miles and Huberman, consisting of three major stages: data reduction, data display, and conclusion drawing or verification. During the data reduction stage, the researcher selected, categorized, and simplified raw information obtained from various literature sources in order to identify central themes, such as the historical evolution of curriculum reform, the implementation of deep learning, and the impact of educational policies on teachers and students. The reduced data were subsequently organized and presented in descriptive narrative form, supported by comparative tables to facilitate interpretation of the evolutionary development of curriculum policies in Indonesia. This narrative presentation enabled the researcher to synthesize findings from diverse sources into a coherent analytical framework.

The final stage involved triangulation of theories and data sources to ensure the objectivity, consistency, and validity of the conclusions. Through theoretical and source triangulation, the researcher compared information from multiple scholarly perspectives and policy documents to verify the reliability of the findings. This process aimed to ensure that the conclusions drawn were capable of addressing the research problems comprehensively while also generating strategic recommendations for the advancement of Indonesia's national education system. Therefore, the methodological framework of this study not only provided an in-depth understanding of curriculum reform but also contributed to the development of evidence-based educational policy analysis relevant to the challenges of globalization and technological transformation (Waruwu & Tarto, 2025).

## 4. RESULT AND DISCUSSION

### Evolution and Driving Factors of National Curriculum Reform

The development of curriculum in Indonesia reflects the government's systematic effort to improve the quality of human resources in accordance with political dynamics, social transformation, and global advancements. Since the implementation of the first national curriculum in 1947, Indonesia has undergone at least eleven curriculum reforms, each shaped by different socio-political contexts and educational priorities. In the early post-independence era, the *Rentjana Pelajaran 1947* emphasized character building and nationalism as a response to the end of colonialism and the need to strengthen national sovereignty. Education

during this period focused on fostering patriotic values and shaping citizens who possessed strong moral integrity and national consciousness.

As Indonesia entered subsequent developmental phases, academic knowledge and intellectual development became increasingly prioritized. The *Rentjana Pendidikan 1964* and the *1968 Curriculum* introduced the *Pancawardhana* concept, which emphasized the balanced development of morality, intelligence, emotional maturity, practical skills, and physical well-being. These reforms reflected the government's attempt to prepare citizens capable of contributing to national development while maintaining moral and cultural values. In later decades, the rapid growth of science, technology, and globalization significantly influenced educational policy directions, leading to more competency-oriented curriculum models.

A major transition occurred with the implementation of the *Competency-Based Curriculum (Kurikulum Berbasis Kompetensi/KBK)* in 2004 and the *School-Based Curriculum (KTSP)* in 2006. These curricula shifted the focus of education from content mastery toward competency achievement and granted greater autonomy to schools in managing learning processes. This transformation was strongly influenced by democratization, decentralization policies, and the increasing demand for practical skills relevant to the labor market. Subsequently, the *2013 Curriculum* sought to integrate cognitive, affective, and psychomotor domains through a scientific approach emphasizing observation, questioning, experimentation, reasoning, and communication. The curriculum also strengthened character education in response to international educational standards and concerns regarding students' moral development (Chairunnisa et al., 2024).

Currently, the *Merdeka Curriculum* represents a further refinement of previous curricular reforms, particularly in addressing post-pandemic learning loss and the challenges of the digital era. This curriculum emphasizes flexibility, differentiated learning, and the strengthening of the *Pancasila Student Profile*. Furthermore, the recent integration of the *deep learning* approach highlights the importance of meaningful understanding, reflective thinking, and the development of coding and artificial intelligence competencies. These innovations are intended to equip students with adaptive skills necessary for navigating the uncertainties of the twenty-first century and the rapidly evolving technological environment.

The driving factors behind curriculum reform in Indonesia are multidimensional. First, the rapid advancement of science and technology requires educational content to remain relevant to new discoveries and digital transformation. Second, the demands of the labor market and international benchmarks such as PISA have highlighted the need to improve the competitiveness of Indonesian graduates at the global level. Third, political changes and shifts in national leadership often introduce new educational visions reflected in curriculum policy reforms. Although frequently criticized as "changing ministers, changing policies," these reforms fundamentally represent continuous efforts to improve weaknesses identified in previous curricula and adapt the education system to emerging societal needs.

**Table 1.** Evolution and Driving Factors of Curriculum Reform in Indonesia

Curriculum Name	Period	Main Focus	Driving Factors
Rentjana Pelajaran 1947	1947–1952	Character Building & Nationalism	Post-independence conditions and national sovereignty
Rentjana Pendidikan 1964	1964–1968	Basic Academic Knowledge	Need for elementary education, morality, and

			citizenship
Curriculum 1984	1984–1994	Process Skill Approach	Societal progress and demand for active learning
KBK & KTSP	2004–2013	Competency & School Autonomy	Democratization and workforce skill demands
Curriculum 2013	2013–2022	Scientific Approach & Character Education	International standards and curriculum integration
Merdeka Curriculum	2022–2025	Flexibility & Pancasila Character	Learning recovery and digital-era challenges
Deep Learning Approach	2025–Present	Depth of Understanding & Coding/AI	Digital transformation and meaningful learning

### Merdeka Curriculum and the Depth of the Deep Learning Approach

The *Merdeka Curriculum* emerged as a strategic breakthrough designed to address the learning crisis that intensified after the COVID-19 pandemic by emphasizing greater flexibility for teachers in determining essential learning content and the most effective instructional methods. This policy not only focuses on what students learn but also on how learning is experienced in a deeper and more meaningful manner. The incorporation of the *deep learning* approach into the national educational framework through *Permendikdasmen* Number 13 of 2025 marked a significant shift from merely transferring information toward fostering strong conceptual understanding and reflective thinking. Within the context of Indonesia's educational system, deep learning is built upon three primary pillars: *mindful learning*, which develops full awareness during the learning process; *meaningful learning*, which connects educational content with real-life contexts; and *joyful learning*, which ensures a positive and engaging classroom atmosphere without excessive academic pressure (Muhartono et al., 2023). Through these principles, students are encouraged to become active learners capable of understanding concepts critically rather than relying solely on memorization.

The introduction of coding and artificial intelligence (AI) as elective subjects beginning from Grade 5 of elementary school represents a concrete effort to respond to globalization and digital transformation. This initiative aims to ensure that Indonesian students are not merely consumers of technology but also individuals who understand the logic and systems underlying the digital world. The deep learning approach facilitates the integration of technology into classroom instruction by encouraging students to engage in reflection, analysis, collaborative learning, and project-based problem solving connected to authentic issues within their communities (Rahmat & Aripin, 2025; Kuddus, 2022). Empirical findings indicate that schools implementing deep learning-based instructional models experienced an increase in student literacy achievement of approximately 32% within the first two semesters, demonstrating the effectiveness of this approach in strengthening students' cognitive foundations and learning engagement. Consequently, the integration of deep learning with technological literacy is expected to prepare students to face increasingly complex global challenges in the future.

### The Impact of Policy Reform on the National Educational Triad

The implementation of curriculum reform policies has generated multidimensional impacts on teachers, students, and the broader national education system. For teachers, the *Merdeka*

*Curriculum* provides wider academic autonomy and flexibility to innovate without being constrained by rigid administrative demands. Teachers are now encouraged to function as facilitators, mentors, and learning designers rather than merely transmitters of knowledge. This transformation, however, requires higher levels of pedagogical competence, self-efficacy, and digital literacy among educators. Teachers must be capable of designing contextual learning experiences, utilizing technology effectively, and conducting formative assessments that support students' individual learning development.

For students, the flexibility offered through the curriculum in selecting subjects and participating in interest-based learning has been shown to increase intrinsic motivation, classroom engagement, and active participation in the learning process. Research findings demonstrate that the *Merdeka Curriculum* significantly influences student achievement, with a correlation coefficient of  $r = 0.785$  and a contribution rate of 61.2% toward improvements in both academic and non-academic performance (Hadi et al., 2025). These results suggest that student-centered and flexible learning environments are more effective in fostering critical thinking, creativity, collaboration, and self-directed learning competencies. Furthermore, the curriculum reform contributes to strengthening the overall quality of the national education system by promoting innovation and responsiveness to societal changes.

### **Stakeholder Readiness and Infrastructure Challenges**

The readiness of educational stakeholders remains one of the most critical determinants of successful curriculum implementation. Evaluation results indicate that teachers' preparedness for implementing the *Merdeka Curriculum* and the deep learning approach remains highly varied. Approximately 60% of junior secondary school teachers reportedly still encounter difficulties in applying fully student-centered learning practices and often revert to conventional lecture-based methods. Limited understanding of formative assessment strategies and insufficient competence in utilizing AI-based educational technology constitute major barriers requiring intensive professional development and continuous mentoring through professional learning communities such as *Kelompok Kerja Guru* (KKG) and *Musyawarah Guru Mata Pelajaran* (MGMP). In addition, the role of school principals as visionary instructional leaders is crucial in establishing a school climate that supports innovation, collaboration, and teacher creativity (Siregar & Pane, 2024).

Infrastructure limitations, particularly in Indonesia's disadvantaged, frontier, and outermost regions (*3T areas*), also pose significant challenges to achieving equitable educational quality. Many schools still lack stable internet access, adequate computer facilities, and even sufficient electricity to support digital learning implementation. The digital divide between urban and rural regions risks widening educational inequality if not addressed through strong affirmative policies and sustainable investment. Through *Permendikdasmen* Number 13 of 2025, the government has allocated funding for the procurement of hundreds of thousands of *Interactive Flat Panel* devices. However, the success of this initiative depends not only on hardware distribution but also on the provision of locally relevant digital content and technical training for educators in remote regions to ensure that technological investments produce meaningful educational outcomes.

### **Educational Quality: Character, Inclusivity, and Relevance**

Current curriculum reform policies have established a strong foundation for character-based education through the strengthening of the *Pancasila Student Profile*. The *Projek Penguatan Profil Pelajar Pancasila* (P5), integrated within the *Merdeka Curriculum*, provides

opportunities for students to develop values such as independence, cooperation, critical reasoning, and social responsibility through contextual social and cultural projects. This emphasis on character education ensures that graduates are not only intellectually competent but also possess moral integrity, empathy, and a strong sense of nationalism. The effectiveness of character education is further reinforced by the implementation of joyful learning approaches that create psychologically safe and supportive learning environments, allowing positive values to become more deeply internalized within students' daily behavior (Perdana et al., 2025).

Inclusivity and twenty-first century relevance have also become central priorities within Indonesia's educational transformation. The deep learning approach, supported by AI-based assistive technologies, enables students with special needs to participate more actively in inclusive classrooms. The use of tools such as speech assistive devices and AI-based visualizers helps students with speech or visual impairments access learning materials more equitably. In addition, educational relevance has been strengthened through the simplification of essential content, allowing greater conceptual depth in science, mathematics, and applied problem-solving. As a result, students are expected to develop stronger literacy and numeracy competencies necessary for navigating the complexities of the global economy and technological advancement (Karlenata et al., 2024).

### **Policy Synthesis: Toward National Learning Independence**

Overall, the integration of the *Merdeka Curriculum* with the deep learning approach represents a bold and progressive step in reforming Indonesia's education system. This strategy successfully bridges the gap between educational theory and practical demands in the digital era while maintaining spiritual, cultural, and social values through the *Pancasila Student Profile* and values-based education. The success of this policy does not solely depend on the quality of curriculum documents but also on its ability to mobilize the entire educational ecosystem from policymakers at the national level to teachers in remote villages toward a shared vision of advancing national education. Synergy among school autonomy, pedagogical innovation, technological adaptation, and active community participation constitutes the key to realizing an education system that is academically strong, inclusive, character-oriented, and adaptable to rapid global transformation (Perdana et al., 2025).

## **5. CONCLUSION**

Curriculum reform policy in Indonesia represents a historical necessity driven by political dynamics, technological evolution, and the demands of global educational standards aimed at producing highly competitive human resources. The Merdeka Curriculum, which has recently been strengthened through the integration of the deep learning approach based on the principles of mindful, meaningful, and joyful learning, has demonstrated its capacity to significantly improve students' cognitive engagement and the overall effectiveness of learning processes. This approach effectively addresses the challenges of the digital era through the introduction of elective subjects such as coding and artificial intelligence (AI), while simultaneously reinforcing national character development through the Pancasila Student Profile. Although the positive impact on student achievement ( $r = 0.785$ ) and teacher autonomy has become increasingly evident, the successful nationwide implementation of the curriculum continues to face substantial obstacles, particularly in relation to technological infrastructure disparities and the uneven distribution of teacher competencies. Therefore, while this curriculum transformation has provided an appropriate direction for developing an

inclusive and relevant twenty-first century education system, it still requires sustained collective commitment to ensure that all educational institutions across Indonesia possess equal readiness in adapting to this paradigmatic transformation.

Based on the findings of this study, several recommendations can be proposed to strengthen the implementation of curriculum reform in Indonesia. First, the Ministry of Primary and Secondary Education is encouraged to continue expanding digital infrastructure and internet accessibility, particularly in disadvantaged, frontier, and outermost (3T) regions, in order to ensure equitable access to deep learning-based educational resources. Second, teacher professional development programs should be transformed from one-directional socialization models into sustainable clinical mentoring systems conducted through professional learning communities, with particular emphasis on project-based learning methods and assistive technologies for inclusive education.

Furthermore, school principals are expected to strengthen instructional leadership and provide creative spaces for teachers to explore innovative learning media adapted to local contexts and students' needs. Finally, more intensive socialization programs targeting parents and communities are necessary to increase public understanding of the long-term benefits of the Merdeka Curriculum. Such efforts are essential for creating strong social support capable of facilitating Indonesia's educational transformation toward globally competitive standards while remaining deeply rooted in the values of Pancasila.

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