

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the literature review from this study which consists of the implementation of the *Merdeka Belajar* Curriculum, teachers' perceptions, and students' perceptions .

A. Curriculum in General

The curriculum is something that is very influential in the world of education. With the existence of a curriculum, education will be systematized structurally so that the teaching process will run smoothly. The curriculum has a component that can be used as a guide in teaching in the classroom so that teachers can carry out the learning process in a conducive manner. The curriculum is a learning tool in which there is a learning plan for students at one level of the educational period (Yulianto, 2022). The curriculum acts as a learning benchmark that must be achieved by students from the beginning to the end of the learning program.

The curriculum is the most vital thing that must be prepared in schools. The curriculum is present as a connecting material for learning centers in schools. A good school is a school that implements a good curriculum. All student activities including the teaching and learning process in class and extracurriculars are a core part of implementing the curriculum. The curriculum at school moves to influence the learning system both outside the classroom and inside the classroom. All activities of teachers and students in schools depend on the curriculum. The learning method used by the teacher is also a core part of implementing the curriculum. Teachers can apply a learning method that is adapted to students' abilities, including components of the implementation of the curriculum in schools.

The purpose of having a curriculum is related to the results or desires of students in developing their talents and interests at school. The success of the learning process is when students are able to have intelligence both in knowledge and skills. In addition, students who have good personalities and morals are one of the goals of the curriculum that is implemented in schools. In the teaching process, aspects of the learning material prepared by the teacher must also be in accordance

with the curriculum implemented in schools. Thus, teachers can determine learning objectives that can be achieved properly. Teachers can prepare methods, materials, and student worksheets in accordance with a predetermined curriculum. Teachers can evaluate learning at a predetermined time, for example, every semester the teacher can evaluate learning so that the teaching and learning system becomes better.

B. Curriculum in Indonesia

Talking about the curriculum is certainly no stranger to the world of education. Especially in Indonesia, the application of the curriculum has been enforced since the post-independence period until now. The curriculum is implemented at every level of school in Indonesia. The following is an explanation of the implementation of the *Merdeka Belajar* Curriculum in senior high school and vocational high school:

1. Curriculum in Senior High School

Implementation of the curriculum has become mandatory in schools. Application of the curriculum in senior high school is the basis for the smooth learning process. The implementation of the *Merdeka Belajar* Curriculum in senior high school aims to make teaching and learning activities easier, smoother, and more flexible. Teachers can determine learning materials that are light and easily accepted by students. The teacher can determine the appropriate learning time allocation so that the teaching and learning process runs neatly and smoothly. The application of the *Merdeka Belajar* Curriculum focuses on essential material and is adapted to everyday life so that students are able to accept learning material easily (Rohmah et al., 2023).

The development of student needs is also something that is considered by the teacher so that students can be active and able to become superior individuals in society. In implementing this curriculum, students have the opportunity and freedom to develop their talents in learning. Students can freely think critically about what they have learned. Students can think freely according to the abilities they have. Students can do what they like while doing the learning process in class. This means that students can coordinate or discuss with friends related to the

material presented by the teacher. Students can form a group whose contents discuss a topic on learning material. Students can also ask for help from the teacher who acts as their facilitator to help during the learning process.

The curriculum structure in senior high school is divided into two phases, namely phase E for tenth-grade students and phase F for eleventh and twelfth-grade students. In addition to teaching and learning activities in class that discuss the core material, students also receive additional material, namely activities to strengthen the Pancasila student profile with a time allocation of 30% of the total lesson hours per year. Schools can use learning methods that suit the needs of their students. The teacher can carry out an analysis of the learning needs of students so that the teacher can make appropriate learning objectives. In the application of the *Merdeka Belajar* Curriculum, the allocation of learning time that is applied is 20-25 hours of lessons. Teachers can create teaching modules and still pay attention to the development phase of students.

2. Curriculum in Vocational High School

The application of the curriculum is something that greatly influences learning in schools. The curriculum guides the ongoing learning process in improving the quality and competence of students. The implementation of the curriculum in vocational high schools is certainly a benchmark for making graduate students able to work and become productive human beings, especially in the industrial world. The implementation of the *Merdeka Belajar* Curriculum in vocational high schools is of course different from the implementation in senior high schools. In vocational high schools, there is a structure that groups subjects based on expertise programs and expertise competencies that are tailored to the majors. In its implementation, the *Merdeka Belajar* Curriculum in vocational high schools focuses more on the concentration of each program of expertise.

Concentrations in each skill program are carried out on the basis of the need for students who graduate from school to be ready to work with superior abilities and be responsible. The concentration in each department is of course different depending on the needs of each department. The time allocation for vocational content in grade ten is twelve hours per week, while in grade eleven it is eighteen

hours per week (Amiruddin et al., 2023). The number of hours per subject can be determined by the school according to the needs of the concentration of expertise agreed upon with partners in the world of work. The subjects applied are developed in accordance with the demands of the world of work who are partners in the school.

Implementation of the *Merdeka Belajar* Curriculum at vocational high schools also provides learning materials that are tailored to major students. Students are given subjects that are suitable for their self-development such as examples of education about entrepreneurship. Every department in vocational high schools provides these subjects to equip students so they know and can apply them in business. The selection of subjects is adjusted by considering the existing student resources in the school. In vocational high schools, there is an activity where students can carry out fieldwork practices that aim to get them to know and feel directly how the systems and procedures are in the world of work. This field work practice provides a good opportunity for students to strengthen and improve their competence in the expertise program. This activity is carried out for approximately six months when students are in the fourth or fifth semester.

C. *Merdeka Belajar* Curriculum

The *Merdeka Belajar* Curriculum is a developmental innovation in the world of education that has been launched to help improve the quality of education in Indonesia. This curriculum is present in 2022 and is expected to have a significant impact on the progress of the education system in Indonesia. The following is an explanation of the *Merdeka Belajar* Curriculum in general and its implementation in vocational high schools.

1. *Merdeka Belajar* Curriculum in General

The implementation of the curriculum in Indonesia has been running since the post-independence era until now. The curriculum is present as the center of the running of a learning process in schools. The curriculum is dynamic, in the sense that it can change at any time with consideration and aims to improve the quality of education in Indonesia. The new curriculum implemented at this time is the *Merdeka Belajar* Curriculum. This curriculum launched by the government aims to improve the quality of learning for teachers and students. The learning process is

expected to run well and be flexible so that students can feel comfortable while studying in class. Teachers can determine learning objectives freely adapted to the needs of students. The teacher makes learning goals easy and simple so that the teaching and learning process goes according to what is desired.

When Indonesia was hit by the Covid-19 pandemic which required the teaching and learning process to be carried out online, this had an extraordinary impact. Students as objects in learning have experienced a drastic change when learning. Students cannot listen to explanations directly from the teacher, even for students who do not have a good internet connection, their learning process will be hampered. Reflecting on these problems, this is the reason why the *Merdeka Belajar* Curriculum was launched in the world of education. This focuses on developing the potential that exists in students so that they can develop and they can become superior human beings and achievers. Teachers also provide flexibility in determining appropriate learning methods for students. The teacher is present as a facilitator for students in the learning process.

The characteristics of the *Merdeka Belajar* Curriculum are that students teach how to make a product that can benefit others. The teacher gives material to students and in the end, the goal is for students to be able to produce a work or product in learning. The method applied to this concept is Project Based Learning (Ichsan et al., 2023). In this method, the teacher has determined what learning objectives and what products will be produced by students. Teachers can guide students to produce products in accordance with what is expected of the learning objectives. This learning is also based on Pancasila as the guideline for the Indonesian nation. The teacher provides material that is adapted to the characteristics and noble values that exist in Pancasila. This is useful for developing students' emotional intelligence and developing their soft skills.

2. *Merdeka Belajar* Curriculum in Vocational High School

Merdeka Belajar is a curriculum specifically designed to train independence, creative thinking, critical thinking, and foster a sense of nationalism in students (Defrizal, et al., 2022). Talking about the curriculum will certainly refer to how the teacher's concept of teaching students. In this new curriculum, there is a

change in the application of the learning process and also learning tools that must be understood by teachers. For example, the name of the syllabus was changed to Learning Objectives Flow (*Alur Tujuan Pembelajaran - ATP*), Core Competency (*Kompetensi Inti - KI*) was changed to Learning Outcomes (*Capaian Pembelajaran - CP*), Basic Competency (*Kompetensi Dasar - KD*) was changed to Learning Objectives (*Tujuan Pembelajaran - TP*), and Learning Implementation Plans (*Rencana Pelaksanaan Pembelajaran - RPP*) were changed to teaching modules (Andari., et al. 2021).

The assessment has been determined based on three types, namely formative, summative, and diagnostic (Direktorat Jenderal Pendidikan Tinggi, 2020). In formative assessment, students with low grades can be remedial by the teacher. In this assessment model, students can assess the results of their friends' projects. Summative assessment is used at the time of the exam, namely the mid-semester and end-semester summative. *Merdeka Belajar* Curriculum is expected to help teachers to help students build complete competencies and be responsive in receiving stimuli from the environment (Kodrat, 2020). Teachers can take a thematic approach, which is to do learning that is efficient and can be easily accepted by students.

The advantage of the *Merdeka Belajar* Curriculum is that the material provided is packaged in a simpler way, making it easier for students to focus more on learning. Students are given the opportunity to explore things around them and develop them into a product of superior value. In addition, teachers can develop a curriculum that is tailored to the requirements of the concentration of expertise in each department. There are intracurricular learning and projects to strengthen Pancasila student profiles intended for students to be able to develop their soft skills. Intacurricular learning is divided into two namely general and vocational subject groups.

D. Implementation of *Merdeka Belajar* Curriculum in Reality

Implementation of the *Merdeka Belajar* Curriculum is no longer a taboo subject in the world of education in Indonesia. In the process of its implementation, there must be hope that can make the quality of education in Indonesia even better.

The following are the government's expectations regarding the implementation of the *Merdeka Belajar* Curriculum and its application to vocational high schools.

1. Government Expectation

Formulating a big thing, namely the curriculum is something that is very vital for the government. Creating a curriculum that is better than before is a challenge that must be taken to improve the quality of education in Indonesia. A new curriculum that is formed must be carefully thought out by the government so that its positive impact can reach all schools in Indonesia (Baharuddin, 2021). The new basic curriculum is a new hope not only for the government but also for all Indonesian citizens. Especially in schools, teachers and students can feel a significant impact of the launch of the new curriculum. In the process of launching it, the government has conducted research on the quality of the curriculum. Various aspects have been searched for and discussed so that the curriculum to be launched can make a change to something new for the better.

The new curriculum launched by the current government is the *Merdeka Belajar* Curriculum. This curriculum exists as an approach for teachers and students to be able to carry out the learning process more flexibly. The government hopes that the presence of this new curriculum can strengthen the quality and skills of students. In addition, teachers can also develop more interesting learning concepts so that students feel comfortable while learning in class. The *Merdeka Belajar* Curriculum is here so that students can optimize their talents in learning new things. Students can learn freely and according to their preferred talents. This curriculum presents learning concepts that are not binding on students. In the sense that students can think freely and be creative according to their talents.

The *Merdeka Belajar* Curriculum was also launched as a follow-up to the previous curriculum which was also affected by the Covid-19 pandemic. The government conducted an evaluation so that a new innovation emerged, namely the *Merdeka Belajar* Curriculum. The structure of the learning device is made simple so that it makes it easier for the teacher to determine learning objectives. Teachers can determine the flow of learning objectives that suit the needs of students. In this case, the teacher gives flexibility to teach students in class. The concept of teaching

and learning is to provide flexibility to teachers and students so that they can be comfortable when carrying out the learning process. In the sense that all learning processes can be handled by the teacher well. The government hopes that the implementation of the *Merdeka Belajar* Curriculum will have a positive impact on the learning process in the classroom.

2. Implementation of *Merdeka Belajar* in Reality in Vocational High School

Implementation of the *Merdeka Belajar* Curriculum in every school is a challenge and also a new hope. Why is it said to be a challenge, because this curriculum is still relatively new to be implemented in every school. Of course, there is an obstacle that can be overcome in its implementation. But there is great hope for the implementation of this new curriculum. The hope is that this curriculum it can make a new change in the world of education. The *Merdeka Belajar* Curriculum is a curriculum that is currently being intensified to be implemented in every school (Andriani & Bram, 2022). This also applies to vocational schools, namely to produce young people who are talented and experts in their fields. Students can be creative and carry out learning activities according to their talents.

The implementation of the *Merdeka Belajar* Curriculum in vocational high schools is something new to implement. Considering that this implementation curriculum is more relevant and progressive to be implemented in vocational high schools. Students can be more free to be creative and can develop talents according to their capacities. The teacher acts as a facilitator to help students discover and develop their talents. The teacher guides students to make projects that are in accordance with Pancasila values. The learning orientation in this curriculum focuses on the development of gifted students because it is carried out in vocational high schools. Students can make products according to their majors. This is one of the applications of Project Based Learning that is implemented by the teacher so that students can produce a learning product.

The challenge in implementing the *Merdeka Belajar* Curriculum is the readiness of schools to implement it. This happens because there are slight

differences in concepts and methods in the *Merdeka Belajar* Curriculum that are different from the previous curriculum. Strengthening education based on the character of Pancasila students is one of the new things in the *Merdeka Belajar* Curriculum. The purpose of implementing the *Merdeka Belajar* Curriculum is so that schools can become excellent schools that have good working partners to support the quality of learning in students. The main focus of applying this curriculum is to increase the resources for students to be able to compete in the world of work, where selection is increasingly stringent today. Comfortable learning for students in a more realistic way so that students are able to feel how to work according to their major.

E. Evaluation of the Implementation of *Merdeka Belajar* Curriculum in Vocational High School

The implementation of a new curriculum is certainly an opportunity where an institution can improve the quality of learning. A new thing that is applied, of course, becomes a foreign thing and it takes time to adapt to implementing it. In the process of its application, of course, there is an ease with difficulties along with. Reflecting on this, it is important to carry out an evaluation in the world of education so that the results obtained are in accordance with the initial objectives. Socialization needs to be done so that every school institution understands and is able to implement the new curriculum properly and wisely. This is done as a form of refreshment and restoration of the old curriculum so that the learning process runs smoothly and flexibly. After socialization, there will be monitoring and evaluation carried out so that you know where the difficulties and deficiencies are felt in implementing the *Merdeka Belajar* Curriculum.

It is important to evaluate the implementation of this new curriculum not only once, but every school institution must have long-term and short-term plans for implementing this curriculum. Evaluation can be done every month or semester in order to find out what needs to be improved and developed. This evaluation is a systematic plan to process actual and valid information to correct things that are not in accordance with the achievements or common goals. This evaluation also aims

to test the effectiveness at an educational level so that the implementation of learning takes place more effectively and efficiently.

F. Teacher's Responds on the Implementation of *Merdeka Belajar* Curriculum

The *Merdeka Belajar* Curriculum is one of the government programs developed in an effort to improve the quality of education. This curriculum is presented as medicine to treat deficiencies in the previous curriculum. The *Merdeka Belajar* Curriculum is considered very simple for teachers because they can create simple learning concepts. This simplification is effective to implement because it can help students learn, especially for online learning during the Covid-19 pandemic. Teachers can make learning concepts more effective and flexible so that students can learn happily and comfortably in class. The teacher is given the flexibility to arrange the class according to the existing competencies of the students. Teachers can apply learning methods freely in accordance with the existing concept of the *Merdeka Belajar* Curriculum. Classroom learning practices are entirely in the hands of the teacher as a facilitator to support students in developing their competencies.

Teachers have a positive response to the application of this curriculum. In implementing this curriculum, the teacher acts as a monitor of the student learning process. Teachers can appreciate student learning outcomes more from projects that students have made. If the teacher makes an effective lesson concept, it will be easier to bring students together. It is easier for teachers to determine learning objectives. Teachers can create learning systems to be more interesting. Teachers can also invite students to be more emotionally active, namely by observing the surrounding circumstances and then associating them with the learning material provided by the teacher. Teachers can also introduce interesting local culture to students. The goal besides honing talent is for traditional culture. Even so, there are also difficulties faced by teachers in applying this curriculum. Teachers must learn and adapt to the new curriculum and of course, it will take a long time. However, teachers can take part in a series of training on how to implement this new curriculum in schools.

G. Student's Responds on the Implementation of *Merdeka Belajar* Curriculum

The implementation of the *Merdeka Belajar* Curriculum in schools certainly does not only have an impact on teachers but also on students. Students as objects in learning also feel a change in the curriculum applied at school. One sign that students are comfortable with learning is that learning runs effectively, efficiently, and dynamically. In applying the *Merdeka Belajar* Curriculum, students feel that they can develop their talents with the help of the teacher. Students can play an active role during the learning process in class. They can think freely according to their abilities. Understanding students in capturing learning from the teacher is also easier because the material provided by the teacher is more concise and interesting. The content of the motivational material provided can help students develop their talents. Students can make a project from their learning results easily because the concept given by the teacher is simple and weighty.

In its application, of course, there is also a perceived obstacle. This happens because each student has his own way of capturing the material presented by the teacher. Students lose that the implementation of this curriculum focuses not only on results but most importantly on the student process of making a superior product. Students are also equipped with Pancasila values that can build character and emotional intelligence. Students can focus on doing the assignments given by the teacher while remaining firm on the values that exist in Pancasila. With the *Merdeka Belajar* Curriculum, students do not only get the subject matter but also knowledge about the world of work and practice on a regular basis. Students feel that the *Merdeka Belajar* Curriculum is a new chapter in their learning process because they can play a more active role in class to develop their competence.

H. Previous Studies

Some previous studies have investigated the implementation of *Merdeka Belajar* Curriculum in EFL Class in Vocational High School. The following previous studies are presented below:

Ahid & Sufirmansyah, (2022) examines the implementation of the *Merdeka Belajar* policy in East Java. This research is aimed at revealing plans, implementations, and solutions for implementing the *Merdeka Belajar* Policy in East Java. The research design used by researchers is a qualitative case study approach. The data collection method chosen by the researcher is interviews, observation, and documentation. The data analysis technique chosen is using the Miles-Huberman version of the interactive qualitative data analysis technique. The results of this study are that the implementation of the *Merdeka Belajar* program has an important part in supporting the improvement of the quality of learning in Indonesia. The strength of the teacher's understanding in implementing learning using *Merdeka Belajar* in the classroom determines how the learning process goes. What needs to be improved from teacher readiness when teaching is how teachers learn about IT to improve the learning process.

Aulia, (2021) investigated the teachers' perception of a new policy from the government, namely the *Merdeka Belajar Curriculum* regarding simplification of lesson plans. This study used a qualitative method that focuses on a detailed analysis of teachers' personal perceptions of the new curriculum. The target of the subject in this research is around 70-75 teachers. To obtain accurate data, researcher used a questionnaire as an instrument. The questionnaire was formed on the Google Form and the researcher shared links using social media because the teachers who were used as research subjects were spread throughout Indonesia. The results of this study indicate that some teachers think that the attachments to the lesson plan should still need to be added because only one sheet is still not qualified to be used as a guide for teaching. But there are other teachers who think that designing lessons that are more compact and simple will make it easier for teachers to teach.

Baharullah., et al (2020) investigated the implementation of the *Merdeka Belajar Curriculum* by applying Project Based Learning to improve students' skills in learning. The purpose of this research is to examine how Project Based Learning can improve student learning processes. The type of research used in this research is Classroom Action Research (CAR). Researcher used observation and tests as data

collection methods. The subjects in this study were 26 students in grade twelve. Data analysis techniques used are qualitative and quantitative. The results of this study indicate that the implementation of Project Based Learning can improve student learning outcomes.

Cantika, V. M., Khaerunnisa, L., Yustikarini, R. (2022) examines the implementation of the *Merdeka Belajar* Curriculum at Wonoayu 1 Junior High School as a Mobilizing School. The purpose of this study is to describe how the implementation of the *Merdeka Belajar* Curriculum at Wonoayu 1 Junior High School, Sidoarjo Regency as "School of Movers". The method used by the researcher is a descriptive method with a qualitative design. Observation and interviews are tools used by researchers as data collection methods. The results obtained from this study are that the implementation of the *Merdeka Belajar* in this school is in accordance with the procedures for Free Learning. The existence of a Pancasila Student Profile is able to increase student learning competence during learning.

Haryanto., et al (2022) examined the impact of implementing the Merdeka Belajar Kampus Merdeka (MBKM) program for students at the Banjarmasin State Polytechnic. This study aims to analyze the attitudes of Banjarmasin Polytechnic students toward the issue of implementing Merdeka Belajar Kampus Merdeka. Research focuses on providing specific needs from the impact of the implementation of the MKBM program. Researchers used a qualitative descriptive method to collect data. Data collection techniques in this study were observation, surveys, and in-depth interviews. The total population of the population is 489 students who are in the second and fourth semesters at the Banjarmasin State Polytechnic. The sample of this study is 220 people using sample calculations from Roscoe with an error rate of 5%. The results of the survey are processed in Google Survey as a percentage of the respondents' answers. The data analysis technique used is descriptive-analytic. The results of this study indicate that the impact of implementing the MBKM program which focuses on student readiness indicates

that they feel they have to make more effort when understanding the application of this program when participating in learning.

Pertiwi & Pusparini (2021) investigated the teacher's perspective on the concept of *Merdeka Belajar* Curriculum and the simplification of lesson plans (RPP). This study uses a descriptive qualitative method involving 8 English teachers from different Vocational High Schools. The data from this study were obtained by distributing questionnaires and conducting semi-structured interviews. The results of data processing show that not all teachers understand the concept of *Merdeka Belajar*. The results of data processing also show that the implementation of the 1 Sheet lesson plan by the teacher has not met the expectations of *Merdeka Belajar*. But overall, all parties fully support the implementation of *Merdeka Belajar*.

Prakoso, B. H., Ramdani, Z., & Rahmah, B. (2021) examines teacher perceptions in implementing the *Merdeka Belajar* Policy. This study aims to explore teacher perceptions of the implementation of *Merdeka Belajar* which was launched by the government in 2020. Researcher used a mixed method, namely the case study process and descriptive quantitative. The instrument of this study is an open-ended questionnaire, Focus Group Discussion (FGD), and filled-out portfolio assessment. The subject of the study involved 30 teachers. Data analysis, validation, and interpretation are carried out using scientific procedures in the implementation of the mixed research model. The result of this research is that most teachers consider that *Merdeka Belajar* is effective as an alternative instruction for teaching in the classroom. However, teachers feel they want to get clear guidance on how to implement this curriculum.

Sadat (2022) investigated the implementation *Merdeka Belajar* Curriculum pada perspective Islamic Education di SMK NU Mekanika Buntet Pesantren Cirebon. The result of this research is education in Islam has emphasized independence. However, the concept is not institutionalized. Therefore, when the Minister of Education and Culture Nadiem Makarim issued this policy, it seemed as if it was a new thing. NU Mekanika Islamic Vocational School is preparing to

apply the concept of *Merdeka Belajar* Curriculum. However, its implementation is not optimal. There are two obstacles. First, because this policy is still new, schools still need examples or comparative studies with other schools that have implemented this policy first. Second, the Covid-19 pandemic, which has lasted for almost 2 years, has made the teaching and learning process more carried out online.

Sihombing, A.A., et al. (2021) examined the concept and implementation of *Merdeka Belajar* during the Covid-19 period which was carried out online. The purpose of this research is to demonstrate primary school teachers' understanding of the implementation of *Merdeka Belajar* during a pandemic. Researcher used surveys via Google Forms and in-depth interviews via Whatsapp. The subjects in this study were 20 primary teachers at private and public schools around DKI Jakarta, Bogor, and Banten. The teachers were randomly selected by the researcher. Researchers want to get more in-depth information about teachers' attitudes and understanding of implementing this new program from the government. Data were analyzed in three stages and two data analysis techniques. The stages cover data reduction, data display, and data verification. The data analysis technique was analyzed by descriptive and content analysis. The result of this study is that the teacher already understands the *Merdeka Belajar* Policy well. They agree with the existence of this new curriculum because they feel more free in teaching. Teachers feel that they are improving their skills in teaching. They can freely innovate to improve their ability in teaching and determine what students need in class.

Yuhastina., et al. (2020) examines the opportunities and challenges of *Merdeka Belajar* Curriculum as a national education program for high school teachers nationally. The problem of teachers in implementing the *Merdeka Belajar* Curriculum is that they do not understand the procedure. The analysis of this research is based on theories such as those of Neill, Rogers, Freire, Boal, Giroux, and Knowles to critically analyze the pedagogical paradigm of national education used by teachers. This study uses Knowles' andragogy theory to explore the meaning of *Merdeka Belajar*. The qualitative research method of this research includes observation of teacher-student relationships and interviews with several

high school teachers in Karanganyar, Central Java. This study found that teachers were not aware that they had used a pedagogical paradigm (education for children) for adult secondary school-level children. When they switched to the *Merdeka Belajar* Curriculum, they also did not know that the paradigm they had to use was andragogy (education for adults). In this situation, they improvise as well as possible to implement *Merdeka Belajar* Curriculum.

Zahro, N., & Lutfi., A. (2021) examined how to implement *Merdeka Belajar* which applies games as a learning method in the classroom. The purpose of this study is to discover student performance in learning using the *Merdeka Belajar* framework. Student performance is measured from the games that have been given by the teacher, then the researcher assesses student learning outcomes that have been given through games. The researcher analyzed the students' responses from the given game. This research uses one group pre-test and post-test design as the data collection method. The subjects in this study were 33 students in class XI MIA. Researcher gave questionnaires to students before and after the teacher implemented the game in class. The results of this study indicate that students can develop their learning potential with the implementation of the game given by the teacher during learning. Student feel that it is easier for them to understand learning easily after being given an exciting game by the teacher.