



Implementation of the Merdeka Curriculum at SD Muhammadiyah 22 Surabaya: Challenges and Opportunities

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ABSTRACT: *This research aims to analyze the implementation of the Merdeka Curriculum at SD Muhammadiyah 22 Surabaya, focusing on the challenges and opportunities encountered by teachers, particularly in developing 21st-century competencies. In the context of globalization and the Fourth Industrial Revolution, education faces pressure to adapt quickly and effectively. The study employs a qualitative descriptive approach to investigate teachers' perceptions of the Merdeka Curriculum implementation at SD Muhammadiyah 22 Surabaya. Within this context, the Threats-Weaknesses-Opportunities-Strengths (TWOS) Analysis is used to underscore minimizing weaknesses and threats faced by schools in the Merdeka Curriculum implementation context. The research findings reveal that the implementation of the Merdeka Curriculum at SD Muhammadiyah 22 Surabaya faces the challenge of teachers' limited understanding of key concepts, particularly in developing 21st-century competencies. TWOS Analysis highlights the need for effective follow-up strategies, continuous professional training, and principal support to create a conducive learning environment. SD Muhammadiyah 22 Surabaya's proactive efforts in overcoming these challenges indicate the potential to enhance curriculum implementation effectiveness, fostering a stimulating learning environment for students to navigate the complexities of the modern world.*

Penelitian ini bertujuan untuk menganalisis implementasi Kurikulum Merdeka di SD Muhammadiyah 22 Surabaya, dengan fokus pada tantangan dan peluang yang dihadapi guru, khususnya dalam mengembangkan kompetensi abad 21. Dalam konteks globalisasi dan Revolusi Industri Keempat, pendidikan menghadapi tekanan untuk beradaptasi dengan cepat dan efektif. Penelitian ini menggunakan pendekatan deskriptif kualitatif untuk menyelidiki persepsi guru terhadap implementasi Kurikulum Merdeka di SD Muhammadiyah 22 Surabaya. Dalam konteks ini, Analisis Ancaman-Kelemahan-Peluang-Kekuatan (TWOS) digunakan untuk meminimalisir kelemahan dan ancaman yang dihadapi sekolah dalam konteks implementasi Kurikulum Merdeka. Hasil penelitian mengungkapkan bahwa implementasi Kurikulum Merdeka di SD Muhammadiyah 22 Surabaya menghadapi tantangan keterbatasan pemahaman guru tentang konsep-konsep kunci, khususnya dalam mengembangkan kompetensi abad 21. Analisis TWOS menyoroti perlunya strategi tindak lanjut yang efektif, pelatihan profesional berkelanjutan, dan dukungan kepala sekolah untuk menciptakan lingkungan belajar yang kondusif. Upaya proaktif SD Muhammadiyah 22 Surabaya dalam mengatasi tantangan ini menunjukkan potensi untuk meningkatkan efektivitas implementasi kurikulum, menumbuhkan lingkungan belajar yang merangsang bagi siswa untuk mempersiapkan dan menghadapi kompleksitas dunia modern.

Keywords: *Merdeka curriculum, 21st century competencies, challenges, opportunities*

INTRODUCTION

Education in the era of the Industrial Revolution 4.0 demands fast and effective adaptation from educational institutions, especially in implementing the Merdeka Curriculum. Professional teachers must constantly learn to improve the way of teaching according to 21st-century competencies and communicate with parents through technology. The UN 2030 Agenda for Sustainable Development emphasizes the importance of quality education, underpinned by

digital technologies to achieve inclusive, equitable, and environmentally sustainable goals. Digital technology has changed the paradigm of education to be more efficient and efficient for students (Haleem et al., 2022).

SD Muhammadiyah 22 Surabaya as an educational institution that is part of the process of forming future generations is not spared from this complexity. The lack of teacher understanding of the Merdeka Curriculum, especially in the aspect of 21st century competence at SD Muhammadiyah 22 Surabaya creates serious challenges in implementing this curriculum. Teachers who do not understand the essence of the Merdeka Curriculum may have difficulty in designing and implementing learning according to the vision of the curriculum. This lack of understanding can also create a gap between curriculum expectations and the reality of classroom learning.

The Merdeka Curriculum in response to the COVID-19 pandemic reflects awareness of the need for adjustments in education to face new challenges (Saputra & Hadi, 2022). Responses to these changes varied widely among stakeholders, with support and disappointment being the highlights. This refinement of the 2013 Curriculum illustrates an effort to answer the call of 21st-century education.

21st-century education marks a paradigm shift with a primary focus on developing relevant skills, such as creative thinking, critical thinking and problem-solving, communication, and collaboration commonly referred to as the 4Cs (Septikasari & Frasandy, 2018). Students are encouraged to engage in active learning, use technology, and develop digital literacy. It also emphasizes innovation, lifelong learning, and holistic assessment of student progress.

The importance of multicultural and global education becomes integral in preparing students for an increasingly connected world. In the context of globalization and diversity, the integration of the principles of multiculturalism helps to shape individuals who have an inclusive outlook, build tolerance, and improve cross-cultural communication and collaboration skills. Multiculturalism education also stimulates critical thinking, breaks stereotypes, and creates inclusive learning environments, supporting equity and equity in education (Darma & Rusyidi, 2015). The hope is that graduates of 21st-century education can enter the workforce with optimal readiness and make a positive contribution to a growing society. Thus, the Merdeka Curriculum is a relevant step in forming a generation that is ready to face the complexities of the modern world.

The main objective of this study is to analyze the implementation of the Merdeka Curriculum at SD Muhammadiyah 22 Surabaya, focusing on the challenges and opportunities faced by teachers, especially in terms of 21st-century competency development. More specifically, this study aims to identify the level of teacher understanding of the Merdeka Curriculum, especially in the context of 21st-century competence, examine the impact of teacher lack of understanding of the Merdeka Curriculum on the implementation of learning at SD Muhammadiyah 22 Surabaya, and analyze opportunities that can be optimized to improve understanding and implementation of the Merdeka Curriculum in the educational environment.

In this context, the TWOS (Threats-Weaknesses-Opportunities-Strengths) Analysis is used to further emphasize how to minimize the weaknesses and threats faced by schools in the context of implementing the Merdeka Curriculum, while utilizing existing strengths and opportunities. This analysis is important because it provides a holistic picture of strategies that can be applied to improve the effectiveness of the Merdeka Curriculum in the educational environment.

LITERATURE REVIEW

The word curriculum was originally known as *lear plan* which means learning. The word comes from Dutch. The word curriculum is taken from English, namely curriculum. The curriculum is positioned to regulate elements in the school related to learning plans, learning objectives, and educational programs. The State regulates the educational curriculum including in Law of the Republic of Indonesia Number 20 of 2003, article 1 paragraph 19 which states that the curriculum is a set of plans, guidelines, objectives, contents, and procedures in providing education in educational units (Kristiawan, 2019). Thus the education curriculum can be considered as central and legal in state legislation.

The Merdeka curriculum was introduced and implemented in all educational units to modernize the learning process. The government provides options for implementing the Merdeka Curriculum in schools, namely: (1) Freedom of Learning, (2) Freedom of Sharing, and (3) Freedom to Change. When the Merdeka Curriculum is implemented, this certainly has a significant impact on teachers and education personnel in schools in terms of learning administration, learning strategies and approaches, learning methods, and even learning evaluation. In essence, Merdeka Belajar aims to deepen the

competence of teachers and students in innovating and improving the quality of learning independently (Damiati et al., 2024).

Merdeka Belajar in the Merdeka Curriculum is an educational innovation that aims to produce a superior generation. As Saleh stated, this program encourages educators and students to innovate and increase creativity, and freedom of thought (Saleh, 2020). Daga emphasized that the Merdeka Belajar policy gives teachers the freedom to develop learning as needed, including attention to the diversity and uniqueness of each student (Daga, 2021). In conclusion, Merdeka Belajar is not just a policy, but the basis for creating responsive and inclusive learning.

1. Merdeka Curriculum in the Context of 21st Century Education

The Merdeka Curriculum is a curriculum model developed from the 2013 curriculum model. The Merdeka curriculum learning process is carried out with various methods that are tailored to the needs of the material and learning. The Merdeka curriculum aims to shape students to be more faithful, affective, creative, and productive. The Merdeka curriculum of students' basic competencies is more optimized with intracurricular time at school. *Proyek Penguatan Profil Pelajar Pancasila* (P5) is one part of the Merdeka Curriculum.

The structure of the Merdeka Curriculum in elementary schools is regulated in the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 concerning Guidelines for Curriculum Implementation in the Framework of Recovery, Learning, Development & Learning, which is divided into 3 phases, namely:

- 1) Phase A, consisting of class I and class II
- 2) Phase B, consisting of class III and class IV
- 3) Phase C, consisting of class V and class VI

In the learning process in the implementation of the Merdeka Curriculum, the school is given the authority to use a thematic approach model or approach to learning subjects. In the learning process, elementary school education units can allocate their learning content using a subject approach commonly referred to as thematic. The ratio of allocating learning content is divided into two parts, namely regular learning or routine learning called intracurricular learning and learning through *Proyek Penguatan Profil Pelajar Pancasila* (P5). P5 learning is allocated at 20% in one school year (Nurani, 2022).

In the Merdeka curriculum, lesson hours are arranged per year and education units can arrange their flexible allocation of

learning time to achieve set lesson hours. In the Merdeka curriculum, subjects are grouped into science subjects (Natural and Social Sciences), elective subjects are English, elective subjects are adjusted to the readiness of educational units, art and culture subjects consisting of music, fine arts, theater, and dance, in these cultural arts subjects students can choose at least one cultural arts subject.

According to Damiati, the principles of learning in the Merdeka curriculum include (1) Attention and motivation, emphasized as the main foundation of learning. Attention is the key so that students can benefit from the material presented. Motivation is considered the driving force that guides learners' activities (2) Student activeness is recognized as complex actions that require physical, mental, and emotional involvement, (3) Direct involvement or direct experience is considered the best learning method, where learners can experience the learning process directly, (4) Repetition is emphasized as a step to solidify understanding through repeated exercises, (5) Challenges are presented to encourage learners to develop through problem solving and analysis, (6) Individual differences, each learner is recognized as a unique individual with physical and psychological differences (Damiati et al., 2024). Therefore, educators need to understand and accommodate different learning types, interests, and other characteristics to create inclusive and effective learning. By understanding and integrating these principles, the learning process can be optimized to achieve better results.

At the elementary school level, the government has issued a policy related to the Merdeka curriculum which aims to provide flexibility and creativity to teachers and students in the learning process where this curriculum prioritizes aspects that follow 21st century skills. This curriculum is considered appropriate because it adapts to the needs of the industrial era 4.0 by integrating information and communication technology into learning.

2. 21st Century Competence in the Context of Education

The existence of Merdeka Curriculum set by the Ministry of Education and Culture is designed as an effort by the government to develop a better curriculum during a learning crisis. The Merdeka curriculum is designed to catch up with Indonesian education in literacy and numeracy. Through the Merdeka curriculum, it is expected to provide solutions to improve the existing curriculum.

The 21st Century Skill Framework (IP-21CSS) emphasizes four main skills or 4Cs, ICTs, and Life and career skills. In the context of each aspect, this framework provides a focus on various skills that are highly relevant to the needs of the 21st century (Fernandes, 2019).

4Cs stands for four key skills that are very important in 21st-century education. These four skills are (1) Creativity, which encourages students to think creatively, develop new ideas, and solve problems in innovative ways. It involves the ability to think beyond conventional boundaries and come up with unique solutions; (2) Critical Thinking teaches students to evaluate information, analyze arguments, and make rational decisions. Critical thinking enables students to face challenges with an analytical and critical point of view; (3) Communication is developing verbal and non-verbal communication skills, as well as the ability to convey ideas clearly and effectively. Good communication is key in collaborating and working together; (4) Collaboration encourages students to work together in teams, respect each member's role, and achieve common goals. Collaboration creates an environment where students can learn from each other and combine their expertise.

By implementing the 4Cs, it is hoped that the education recognized by the Merdeka curriculum can prepare students with the skills needed to succeed in the 21st century, where change and complexity are becoming increasingly significant.

3. Implementation of the Merdeka Curriculum in the Context of Elementary Schools

At the elementary school level, the government has issued a policy related to the independent curriculum which aims to provide flexibility and creativity to teachers and students in the learning process where this curriculum prioritizes aspects that are by 21st-century skills. This curriculum is considered appropriate because it adapts to the needs of the industrial era 4.0 by integrating information and communication technology in learning.

The implementation of the renewal of the Indonesian education curriculum which becomes an independent curriculum is based on the legal basis of Permendikbudristek Year 2022 Number 5, which contains graduation standards for early childhood, primary education, and secondary education. In addition, the decision of the head of BSKAP on Number. 009/H/KR/2022 of 2022 related to the Pancasila Student Profile

by the Merdeka Curriculum regarding dimensions, elements, and sub-elements in its discussion (Nurani, 2022).

The concept of the Merdeka Curriculum with an independent approach to learning in elementary schools provides "Kemerdekaan" for education implementers, especially teachers and principals. Opinion (Ainia, 2020) that the independent learning curriculum is on the ideals of the national figure of Education, namely Ki Hajar Dewantara, which focuses on the freedom to learn independently and creatively, which will have an impact on creating the character of students who have an independent character. This approach gives teachers the freedom to develop, develop, and implement curricula based on the potential and needs of students and schools. Freedom of learning frees teachers to compile learning that emphasizes essential material by considering student characteristics so that learning outcomes can be achieved more meaningfully, fun, and deep.

Project activities are one of the important aspects of independent learning. Projects that are arranged according to the learning phases and relevant to environmental circumstances help students develop character and competencies that are by the "Profil Pelajar Pancasila". At the elementary school level, the *Profil Pelajar Pancasila* strengthening project has a time allocation of around 20%-30% of the total learning hours per year. This results in variations in time allocation between projects, allowing the implementation of projects to be non-uniform. In implementation time management, projects can be executed by adding the allocation of project lesson hours from various subjects, and the total implementation time for each project does not have to be similar. At the elementary school level, in one school year, the *Profil Pelajar Pancasila* strengthening project can be implemented by choosing at least two projects with two different themes (Rahmadayanti & Hartoyo, 2022). Thus, not only knowledge is gained, but also the formation of character and abilities of students in a real and applicable environment.

In designing curriculum development in schools, principals need to consider student characteristics, school potential, and regional potential. This includes an in-depth understanding of individual student needs, effective learning environments, and the unique potentials of the school and the area. This holistic thinking is the basis for compiling a curriculum that is by the school's vision and mission and creating a learning environment

that stimulates the integral development of students by the values of Pancasila (Rahmadayanti & Hartoyo, 2022).

The Merdeka Curriculum at the basic education (SD) level underwent significant changes, including the merger of science and social studies subjects into IPAS. The aim is to enable students to see the relationship between the natural and social environment as a whole. In addition, there is the abolition of skill assessments on each subject, as this aspect has been integrated into the Cultural Arts subjects. These changes aim to provide a more integrated learning experience and increase the focus on skills development through specific subjects (Dara Fayola & Rahmawati, 2023).

METHODS

The research method used is a qualitative descriptive methodological approach, which focuses on analyzing the implementation of the Merdeka Curriculum at SD Muhammadiyah 22 Surabaya. The study involves several important stages in the research process. First, the initial stage begins with surveying schools to understand teachers' views on the implementation of the Merdeka Curriculum. The survey aims to collect data directly from teachers on their experiences in implementing the new curriculum. In addition, a literature search is also carried out to support the research context, which helps in understanding the background and context of the curriculum being implemented.

Then, the implementation phase involves collecting data through observation, interviews, and documentation. Observations are made to observe the teaching process and curriculum implementation in schools. Interviews were conducted to gain an in-depth view from teachers on the challenges and opportunities they face in curriculum implementation. Meanwhile, documentation includes field notes and school documents relevant to the curriculum.

After that, a TWOS Analysis was conducted to identify and strengthen the strengths, weaknesses, opportunities, and threats faced by schools in the implementation of the Independent Curriculum. The analysis aims to find ways to minimize weaknesses and threats while leveraging existing strengths and opportunities. It is important to provide deep insight into how schools can overcome challenges and take advantage of opportunities to improve curriculum implementation.

Furthermore, data collected through surveys, interviews, and documentation are analyzed using analysis techniques commonly used

in qualitative descriptive studies, such as qualitative content analysis, theme analysis, and constant comparison. The purpose of the analysis is to identify themes and patterns that emerge from the collected data, which can then be used to answer the research question.

The subjects of the study included school principals, Waka Kurikulum, and teachers at SD Muhammadiyah 22 Surabaya, with the main focus on teachers' perceptions of the implementation of the Merdeka Curriculum in schools. This qualitative descriptive approach enables researchers to gain an in-depth understanding of teachers' experiences and perceptions of curriculum implementation, which is essential for developing effective strategies and interventions in facing challenges and seizing opportunities.

FINDINGS AND DISCUSSION

Education in the era of the Industrial Revolution 4.0 places teachers as the main agents in shaping student competencies by the demands of the times. This is by the Regulation of the Minister of National Education Number 16 of 2007, which stipulates that every teacher must meet the standards of academic qualifications and competencies applicable throughout Indonesia. Teacher competence involves aspects of teaching ability, personality, social interaction, and professionalism (Rasmita, 2019)

Adrian & Agustina (2019) emphasized that the task of a teacher is not only limited to mastering knowledge, but also to the ability to help students understand, feel, and develop skills that are relevant in the era of the Industrial Revolution 4.0 or the 21st century. In this context, teachers are expected to be the main movers in shaping students' knowledge, attitudes, and skills to face the challenges of the digital age.

Teachers need to understand that in the era of Industry 4.0, they must be able to compete in managing, changing, and creating knowledge according to the needs of the times. Processing information from various sources, especially the Internet, is an essential skill for teachers (Adrian & Laila Agustina, 2019). In this case, teacher personality competence can be combined with the development of science and technology, including the use of social media as an effective tool to communicate with peers, parents, and students themselves (Putri et al., 2016)

Teachers are also faced with the task of improving their abilities as technology and information evolve. The role of the teacher changes to be a guide, director, and gauge of student learning progress, where the teacher functions as a facilitator in learning

activities (Adrian & Agustina, 2019). However, the results of interviews with teachers at SD Muhammadiyah 22 Surabaya show that there are still obstacles in facing the Industrial 4.0 era, namely teachers' understanding of the Merdeka Curriculum that needs to be improved, especially in the concept of 21st-century competence. Another challenge faced by teachers at SD Muhammadiyah 22 Surabaya involves limited time and resources to implement the Merdeka Curriculum optimally. The Merdeka Curriculum requires teachers to be more creative and innovative in designing learning that focuses on student needs.

In responding to these obstacles, real efforts are needed from teachers to improve their competence through training. However, not only training is important, but also follow-up after training so that the initial goal can be achieved properly. In addition, school principals have a very important role in providing support, conducting effective supervision, and updating school programs and policies that support the use of technology in learning (Puspitaningyas et al., 2019).

In this context, teachers' awareness of the importance of self-development and the support of school principals in forming a conducive learning environment are the keys to success in facing the Industrial Revolution 4.0 era. Teachers need to address these complex challenges by carrying out teaching tasks, integrating technology into learning, and continuously improving their professional competencies. This overall effort is integral in preparing students for the changing demands of an increasingly sophisticated age.

The impact of teachers' lack of understanding on the development of technology and information in the era of the Industrial Revolution 4.0 is very significant, especially related to the optimality of the learning process. Demissie's research shows that teachers' inability to integrate technology into learning can result in less effective teaching and learning. Factors influencing this include in-post teacher training, their attitude toward technology, their knowledge of the technology and the content being taught, as well as their knowledge of how to combine technology with pedagogical methods (Demissie et al., 2022). Additionally, Carlgren (2013) highlights that the complexity of 21st-century skills and teachers' proficiency in teaching them contribute to students' difficulties in mastering critical thinking, problem-solving, and effective communication.

In addition to impacting individual students, the lack of teacher understanding can also decrease the overall quality of education. Efendi & Sholeh (2023) emphasize that improving teacher

performance can significantly enhance the quality of teaching, ultimately benefiting student learning outcomes. Therefore, addressing these challenges through comprehensive teacher training, effective follow-up, and continuous professional development is crucial for optimizing education quality and preparing students for the demands of the digital age.

In the context of implementing the Merdeka Curriculum at SD Muhammadiyah 22 Surabaya, a TWOS (Threats-Weaknesses-Opportunities-Strengths) Analysis can provide a holistic overview of strategies to be implemented. SD Muhammadiyah 22 Surabaya has a strong awareness of the challenges faced in the implementation of the Independent Curriculum, but the school also identifies opportunities that can be optimized to improve understanding and implementation of the Merdeka Curriculum.

According to the principal and waka curriculum emphasized that SD Muhammadiyah 22 Surabaya consistently emphasizes the importance of collaboration and commitment from all elements in it, including principals, management, and teachers, to implement the Merdeka Curriculum. Concrete steps have been taken to strengthen this commitment, such as the formation of cross-generational work teams. The team can be a platform for regular exchange of experience and knowledge, allowing senior teachers to transfer their wisdom to younger colleagues, while younger teachers can bring fresh ideas and innovative perspectives. This step is considered appropriate because each generation has its way of seeing and approaching work, and organizations must understand and accept this (Dorio, 2023).

Supervision and coaching approach from the principal and school management is clear evidence of the support given to teachers. They realize that improving teacher qualifications is very important for the successful implementation of the Merdeka Curriculum. According to Jeremiah, school supervision is the best way to improve curriculum implementation and assessment in the school environment (Jeremiah & Queensoap, 2024). Principals and management also ensure the existence of training programs and workshops involving external institutions, such as colleges and training institutions, to bring innovation and renewal in learning methods by the demands of the Merdeka Curriculum.

Awareness of the importance of synergy with external parties reflects the school's commitment to seeking additional resources and innovations. The planned training programs and workshops with external institutions are not only a testament to collaboration but also a joint effort in creating a learning environment that is responsive to

the demands of the digital era. The school's focus on utilizing Information and Communication Technology (ICT) is not only limited to teacher training but also engages students, demonstrating determination to embrace change in favor of a more flexible curriculum. The emphasis on digital platform integration is a key strategy in creating an innovative learning environment that is responsive to the times. According to Halim, the role of digital technology has changed the paradigm of the entire education system, not only as a provider of knowledge but also as a creator of information, mentor, and assessor of student progress (Haleem et al., 2022).

In terms of 21st-century skills development at SD Muhammadiyah 22 Surabaya, the school considers it important to involve students in extracurricular activities and skill-based projects actively. The 4C's of critical skills, creativity, communication, and collaboration, are important aspects that can be instilled through school experiences and extracurricular activities such as team challenges (Norris et al., 2023). In an apparent effort to achieve this goal, the school has taken concrete steps by integrating more practical activities. This approach is designed to stimulate students to develop the skills necessary to face the demands of the modern world while enhancing their creativity, critical, communication skills, and cooperative abilities.

The school recognizes that 21st-century skills development does not only depend on classroom learning but also involves experiences outside the classroom. Therefore, the school provides facilities by holding extracurricular activities that involve students in practical projects. For example, students can join content creator extras, where they can apply the skills they learn in a real context.

This approach not only allows students to hone specific skills but also encourages them to work together in teams, solve problems, and present their work. For example, students involved in content creator extras can work together on creating creative content and applying graphic design, writing, or video editing skills while learning about digital platforms and content marketing strategies. This allows students to develop their creativity while acquiring skills relevant to the digital age.

In addition, involving students in the *Proyek Pelajar Pancasila* at SD Muhammadiyah 22 Surabaya can be an innovative step in developing 21st-century skills, in line with *Pancasila* values. The project can be adapted to the educational level of students, allowing them not only to understand the values of *Pancasila* theoretically but

also to apply them in practical projects relevant to the times. The implementation of these values of Pancasila is considered very important given the rapidly changing global competition, as revealed by Sitorus that one of the main reasons is evolution or revolution (Sitorus, 2023).

With this holistic approach, the school believes that students will not only have strong academic knowledge but will also become individuals who possess the 21st-century skills needed to face the challenges of tomorrow. In optimizing this opportunity, SD Muhammadiyah 22 Surabaya affirms its commitment to creating a stimulating, inclusive, and appropriate learning environment by the demands of the times.

As such, this overall approach reflects the school's determination to work together, with strong collaboration between all parties involved and optimizing opportunities. The school believes that the implementation of the independent curriculum can be carried out more effectively by creating a learning environment that is by the vision of education that prioritizes freedom of thought, innovation, and creativity.

CONCLUSION

The conclusion of this study shows the importance of continuous training and professional development for teachers, followed by effective follow-up strategies to ensure optimal implementation of the Merdeka Curriculum. The findings highlight the impact of teachers' lack of understanding of technology and information development, emphasizing the need for comprehensive training programs that integrate digital technology into learning. In addition, the involvement of principals in providing support, supervising, and updating school programs and policies is important to create a conducive learning environment in accordance with the demands of the digital era. The efforts of SD Muhammadiyah 22 Surabaya in overcoming challenges and optimizing opportunities, such as collaboration among all elements of the school, involvement in extracurricular activities, and integration of Pancasila values in projects, demonstrate a proactive approach in curriculum implementation. By harnessing strengths and opportunities while addressing weaknesses and threats through the TWOS Analysis, the school aims to create a stimulating and inclusive learning environment that prepares students for the complexities of the modern world.

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