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Evaluation of the Implementation of the Independent Curriculum with a Technology-based Learning Model

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ABSTRAK

Penerapan Kurikulum mandiri di bidang pendidikan melalui pemanfaatan model teknologi yang berorientasi pada era Society 5.0, seperti Internet of Things (IoT) atau Artificial Intelligence (AI), big data, dan robot buatan yang akan memenuhi kebutuhan manusia untuk mengatasi persyaratan lainnya. Penelitian ini menganalisis tiga perspektif: siswa, guru, dan institusi terkait penerapan Kurikulum Mandiri berorientasi era Society 5.0. Penelitian ini menggunakan pendekatan penelitian metode campuran. Teknik pengumpulan data pada penelitian ini menggunakan teknik random sampling. Analisis data bersifat induktif atau kualitatif, dan hasil penelitian ini lebih menekankan pada makna daripada generalisasi. Dari sisi siswa terdapat perbedaan yang signifikan yang menunjukkan adanya perbedaan yang signifikan antara kurikulum-13 sebelumnya dengan penerapan Kurikulum Merdeka dalam hal perkembangan siswa di sekolah. Dari sudut pandang guru, hal ini menunjukkan adanya perbedaan yang signifikan, yang berarti bahwa akses terhadap sumber daya pendidikan yang relevan dan partisipasi dalam kegiatan profesional terlihat jelas. Dari perspektif institusi, 97,9% sekolah dan guru telah mengakses platform digital Kurikulum mandiri, dan hanya 2,02% yang tersisa yang menerapkannya. Penerapan Kurikulum Merdeka memberikan kebebasan bagi sekolah, guru, dan siswa untuk mengatur dan mengembangkan kurikulumnya sendiri sekaligus mendorong pemanfaatan teknologi dalam pembelajaran.

ABSTRACT

The implementation of the independent Curriculum in the field of education through the utilization of technology models oriented towards Society 5.0 era, such as Internet of Things (IoT) or Artificial Intelligence (AI), big data, and artificial robots that will fulfill human needs to address other requirements. This research analyze three perspectives: students, teachers, and institutions related to implementation of the independent Curriculum oriented towards Society 5.0 era. This study uses a mixed method research approach. The data collection technique in this study used random sampling techniques. Data analysis is inductive or qualitative, and the results of this study emphasize meaning rather than generalization. From the student's perspective, there is a significant difference indicating a significant difference between the previous curriculum-13 and the implementation of the Merdeka Curriculum in terms of students' development at school. From the teacher's perspective, indicates a significant difference, meaning that access to relevant educational resources and participation in professional activities are evident. From the institution's perspective, 97.9% of schools and teachers have accessed the digital platform of the independent Curriculum, with only 2.02% remaining to implement it. The implementation of the Merdeka Curriculum allows schools, teachers, and students the freedom to organize and develop their own curriculum while encouraging the use of technology in learning.

1. INTRODUCTION

Education has an important role in forming a society that is competitive and able to face the challenges of the times. The era of Society 5.0 where technology is developing rapidly and dominating almost every aspect of life, education needs to be adapted to be relevant to the needs of society and the ever-changing world of work (Ahyanuardi et al., 2022; Hardiyana, 2016). One of the efforts in adapting the

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educational curriculum is to implement the Independent Curriculum. Curriculum Merdeka is a curriculum that aims to hone children's interests and talents from an early age by focusing on essential materials, character development and student competencies. This curriculum is optional and every school has the choice to implement this curriculum or not. While the 2013 curriculum has been in effect since 2013 and is applied in various educational units. The Merdeka Curriculum and the 2013 Curriculum have their own advantages and disadvantages. The Merdeka Curriculum prioritizes quality over quantity and focuses on essential materials such as literacy and numeracy (Irawati et al., 2022; Muharnis & Fadriati, 2023; Shaleh Assingkily, 2020). This shows that the Merdeka Curriculum is more directed at developing student character. However, the 2013 Curriculum has an edge in terms of authentic assessment in each subject. Both curricula have the same goal, namely to improve the quality of education in Indonesia. However, the implementation of both curricula depends on the individual schools and how the schools implement the curriculum. Understanding and implementing the curriculum is important in schools, so that the process of understanding in knowing why the curriculum needs to be changed or updated. This can be done by evaluating the curriculum in the school. Evaluating the curriculum is very important because it is useful to know the development of the school environment with the implementation of the current curriculum (Huda, 2017; Kalinowski et al., 2020). Curriculum evaluation can also be used for efforts to increase student knowledge and also improve the quality or content in the curriculum because there is an element of assessment. Curriculum evaluation can also help in determining the cost, time, and success rate factors of the curriculum. Without evaluation, it will not know how the condition of the curriculum in the design, implementation and results. Curriculum evaluation can also help in knowing the difficulties felt by students and the efficiency and effectiveness of learning strategies used by teachers.

Efforts continue to be made in Indonesia in improving the quality and quality of the world of education which is oriented towards several aspects of life leading to prosperity and welfare (Indarta et al., 2022; Winarno et al., 2022). This is shown by the presence of the Merdeka Belajar curriculum which has been initiated by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia where the main concept of independent learning is freedom in the sense of thinking given to students and teachers in schools. According to previous study teachers are given the freedom to design learning according to student needs (Izza et al., 2020). Curriculum Merdeka is an education transformation strategy program that aims to overcome the learning crisis in Indonesia. This program is open to all educational units of paud, elementary, junior high, high school, smk, special education, and equality (Setiawan et al., 2022; Shaleh Assingkily, 2020). In addition, education units make choices based on the readiness questionnaire for the implementation of the Independent Curriculum which measures the readiness of teachers, education staff and education units in curriculum development. The implementation of the Independent Curriculum is given to education units as an additional option in order to carry out learning recovery during 2022-2024 after post-Covid-19.

The implementation of the independent curriculum that has been running is certainly in line with the demands of learning in the 21st century, where all learning processes carried out at educational institutions are oriented towards the progress of the times and technological developments. It is understood that the development of competencies known as 21st century skills is increasingly receiving attention as a means of improving the quality of teacher learning. However, a key challenge in realizing the desired improvements lies in the lack of understanding of context-specific teaching practices and meaningful ways to support teachers' professional development. 21st century expertise is generally understood to encompass a wide range of competencies, including critical thinking, problem-solving, creativity, meta-cognition, communication, digital and technological literacy, civic responsibility, and global awareness (Agustini et al., 2019; Dede, 2010). In addition, the idea of the teacher as a learner calls us to define what we think the teacher needs to know. An increasingly globalized and complex world has driven a movement towards diverse skills that fall under the label of the 21st century. Most frameworks focus on different types of high-level skills such as complex thinking, communication, collaboration, and creativity also known as the 4Cs. These skills are increasingly recognized as the gold standard for learners' abilities, as well as a requirement to meet the demands of success in work and life (Elmahdi et al., 2018; Hart et al., 2021). Therefore, if what learners need to learn goes beyond rote memorization, then there needs to be a shift in teacher pedagogy simultaneously to fit. 21st century teachers need to know not only how to use practice but also when to use practice to achieve their goals with students in a variety of contexts (Darling-Hammond, 2006; Liaw & Huang, 2013). This requires teachers to have a deeper knowledge of how to cope with diverse learners and more refined diagnostic skills to inform their decisions. The ability to communicate in such a complex environment requires a constant flow and adjustment of information and a skilled teacher must be good at organizing the flow of class discussions at the ebb and flow. One of the goals of the independent curriculum is to catch up with learning caused by the COVID-19 pandemic. This curriculum was created with the aim that education in Indonesia can be like in developed countries,

where students are given freedom in choosing what they are interested in learning (Espino-Díaz et al., 2020; Rohmah & Bukhori, 2020). Another goal is to create a fun education for learners and teachers. This curriculum emphasizes Indonesian education on developing aspects of skills and character in accordance with the values of the Indonesian nation. Many things need to be explored related to the implementation of the independent curriculum with the application of technology learning models in schools and other educational institutions in the era of society 5.0. 21st-century skills are well-accepted constructs in the world of international education policy that draw on higher levels of cognitive, interpersonal, and intrapersonal skills, seen as increasingly relevant to public education in the global economy (Putri Ningrat et al., 2018; Voogt & Roblin, 2012). The 21st century outlines seven core skills underpinned by the use of ICT: technical, information management, communication, collaboration, creativity, critical thinking, and problem-solving. This skill is fundamental to perform tasks in various jobs including in the realm of education and the implementation of technological learning models in the era of society 5.0. The aims of this study is to evaluate the implementation of the independent Curriculum in the field of education through the utilization of technology models oriented towards Society 5.0 era.

2. METHODS

This study uses a mixed method research approach, which combines qualitative descriptive research based on systematic literature review using explicit methodology to compile all relevant evidence in accordance with the specified feasibility criteria and a quantitative approach in measuring the data presented using ex post facto research design. Where in this study independent variables are set in the independent curriculum. The data collection technique in this study used random sampling techniques. Data management using SPSS. Previously, the data was carried out normality test to see the extent to which the data can be used or the data is declared normally distributed by category if that data is normally distributed and eligible for the paired sample t-test. In addition, analysis was also carried out using the Likert scale with the following elaboration index as show in Table 1.

Table 1. Judging Criteria

NO	Value (%)	Category
1	81-100	Very High
2	61-80	Tall
3	41-60	Keep
4	21-40	Low
5	0-20	Very Low

This is done to find how the results of the evaluation of the implementation of the independent curriculum in schools are accompanied by the application of the technology model in learning oriented to the era of society 5.0, where today we realize that technological developments and the progress of the times greatly affect the pattern of life and order in the realm of education itself. In line with opinions related to scientific literature, it can make theories and scientific literature to find relevant solutions to existing problems as a reference in research. Data analysis is inductive or qualitative, and the results of this study emphasize meaning rather than generalization (Saryono, 2010; Sugiyono, 2011). Qualitative research is used to investigate, discover, describe, and explain qualities or idiosyncrasies of social influences that cannot be explained, measured or described through quantitative approaches. The data are studied qualitatively to produce analysis that can be interpreted and drawn conclusions and provide suggestions on problems. The subjects in this study were several schools located in the South Pesisir District of West Sumatra Province.

3. RESULTS AND DISCUSSION

Results

The implementation of the independent curriculum is seen from the student side

The implementation of the Independent Curriculum which has been realized since 2021 began with the development of the Education Unit Operational Curriculum (KOSP) which then transformed into the Independent Curriculum. This can be seen from the results of research using paired sample t-test using the SPSS application to see the development of student abilities by implementing an independent curriculum with curriculum 13, then the following results were obtained as show in Table 2.

Table 2. Test Results Paired Sample t-test on Students

		Paired Differences					t	df	Sig (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of Difference				
Pair	K 13-Merdeka Belajar	-	-	-	Lower -	Upper -	-	-	
		21.727	14.9984	2.610	27.045	16.409	8.3	3	0.000
		27	8	90	50	04	22	2	

Base on Table 2 the results of this study illustrate that the value of sig (2-tailed) < 0.05 which states a significant difference between the application of curriculum 13 used before the independent curriculum on student development in school. Based on the calculation results in the table states that the value of 0.00<0.05, there is a significant difference. The Merdeka Curriculum also encourages the development of 21st century skills in line with (Mariati, 2021). Students are engaged in problem-solving, critical thinking skills, collaboration, creativity, and communication skills that are essential in the future world of work. By giving students the opportunity to develop these skills, the Merdeka Curriculum helps prepare them for increasingly complex global demands. Based on the data tabulation in this study, **Table 3** can be described the benefits of an independent curriculum on the teacher's side.

Table 3. Indicators of the Benefits of Independent Curriculum Implementation for Students

NO	Indikator	Nilai (%)	Kategori
1	Increased Engagement	82	Sangat Tinggi
2	Relevant and Contextual Learning	80	Tinggi
3	21st Century Skills Development	93	Sangat Tinggi
4	Appreciating Uniqueness	98	Sangat Tinggi
5	Nurturing Self-Reliance	90	Sangat Tinggi
6	Life Skills	84	Sangat Tinggi

Base on Table 3 the Merdeka curriculum has significant benefits for students in the educational process. Here are some explanations of the benefits of the Merdeka Curriculum. The indicator of an 82% increase in student engagement in the independent curriculum gives students the opportunity to take control and take responsibility for their learning. Relevant and contextual learning indicators for students in the independent curriculum are at 80%, meaning that students can relate learning to their real lives. The 21st century skills development indicator in students in the independent curriculum at 93% can be interpreted as encouraging the development of 21st century skills for students to compete in a changing world. The indicator of respect for uniqueness is at 98%, meaning that by implementing an independent curriculum, students recognize uniqueness and appreciate their differences. The indicator of developing life skills carried out by students in the implementation of the independent curriculum is at 84%, meaning that this will help students to develop important life skills, such as the ability to manage time, leadership, teamwork, work ethic, and adaptability. It equips students with the necessary skills in daily life and the future. Overall, the Merdeka Curriculum provides important benefits for students in helping them engage actively, motivate themselves, recognize their uniqueness, develop 21st century skills, and become independent leaders who are ready to face an uncertain world.

The implementation of the independent curriculum is seen from the teacher's side

The implementation of the Independent Curriculum is also challenging for teachers and educational institutions. Teachers need to prepare diverse learning materials, support students individually, and create an environment that allows students to take responsibility for their learning (Zubaidah, 2016). Technology and teacher training to implement the Merdeka Curriculum well. The result is show in Table 4. Base on Table 4, the results of this study illustrate that the value of sig (2-tailed) < 0.05 which states a significant difference between the application of curriculum 13 used before the independent curriculum to the ability of teachers in schools. Based on the calculation results in the table states that the values are 0.04 < 0.05, there is a significant difference. The implementation of the Independent Curriculum is also challenging for teachers and educational institutions. Teachers need to prepare diverse learning materials, support students individually, and create an environment that allows students to take responsibility for their learning. Based on the data tabulation in this study, it can be described the benefits of an independent curriculum on the teacher's side is show in Table 5.

Table 4. Test Results Paired Sample t-test on Teacher

Pair		Paired Differences					t	df	Sig (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of Difference				
					Lower	Upper			
	K 13-Merdeka Belajar	-	-	-	-	-	-	-	
		22.637	14.9984	2.610	27.045	16.409	8.3	3	0.004
		27	8	90	50	04	22	2	

Table 5. Indicators of the Benefits of Independent Curriculum Implementation for Teachers

NO	Indikator	Nilai (%)	Kategori
1	Kratifitas Pengajaran	84	Sangat Tinggi
2	Peningkatan Motivasi	81	Sangat Tinggi
3	Keterampilan Pedagogik	80	Tinggi
4	Menghargai Keunikan Siswa	95	Sangat Tinggi
5	Kalaborasi	92	Sangat Tinggi
6	Profesionalisme	86	Sangat Tinggi

Base on Table 5 education institutions need to provide adequate support in terms of technological infrastructure and teacher training to implement the Independent Curriculum well. In the results of the research above, it was found that the indicator of creativity in teaching carried out by teachers in implementing an independent curriculum by 84%, this gives freedom to teachers to use creative and innovative approaches in teaching this is in line with opinions. Indicators of increasing teacher motivation with the Independent Curriculum of 81% mean that teachers can relate learning content to student interests and needs. This can increase students' motivation to learn, as they feel engaged and in control of their learning process. The indicator of teacher pedagogical skill development in the independent curriculum of 80% means that it can encourage teachers to develop broader pedagogical skills. The indicator of student uniqueness is at 95%, meaning that the independent curriculum recognizes student diversity and provides room for their uniqueness to develop. Teachers can pay attention to students' individual interests, talents, and needs, so as to better help them reach their full potential. The indicator of collaboration with teachers in the implementation of the Independent Curriculum is at 92%, meaning that teachers are encouraged to collaborate with fellow teachers, students, and even external parties such as communities and industries.

The implementation of the independent curriculum is seen from the side of the institution

Based on observations made by the author on teachers in the use of PMM digital media today, which is also based on the results of interviews with teachers in schools, there are several benefits obtained by teachers such as the PMM digital platform provides easy and fast access to various educational resources, such as learning materials, e-books, learning videos, and resources. The data is show in Table 6.

Table 6. Data on the Percentage of Teachers Using the IKM Digital Platform

Number of Public/Private Schools	Already Access IKM	% acces	Not yet Access IKM	% Acces
493	483	97.9%	10	2.02%

This means that from the Table 6, it can be concluded that access to SMIs as a form of positive support for the implementation of the independent curriculum is very good. Another benefit of implementing an independent curriculum in schools is the collaboration and exchange of knowledge through the PMM digital platform, teachers can collaborate with fellow teachers both inside and outside the school. They can share experiences, ideas, and learning materials in line with this according to. Intensive knowledge exchange through this platform can help teachers improve their teaching practices and gain new perspectives on effective teaching strategies. PMM SMS-SMK-SLB Cabdin VII Condition is show in Table 7.

Table 7. PMM SMS-SMK-SLB Cabdin VII Condition

Number of Public/Private Schools	Total Teachers	Already Access	% acces	Not yet Access IKM	% Acces
34	2049	1043	50.90 %	1006	49.09 %

Based on Table 7 the target of achieving PMM Implementation of the independent curriculum must be achieved 100%. For this reason, there needs to be an acceleration in this case of scanning and socialization that must be carried out to accelerate the use of access to PMM. Level teachers are equivalent in the working area of the regional VII service branch, where from the total number of students achieving PMM access is 50.09%, meaning that more than half of the teachers or (>50%) have accessed PMM as a manifestation of the implementation of the independent curriculum and around 49.09% of teachers in equivalent SMA/SMK/SLB schools who have not access to PMM. This is because access to PMM must be accompanied by digitalization skills for teachers. The implementation of the independent curriculum above can be seen from the involvement of teachers to share through digital platforms organized by the metrics of education, culture, research and technology of the directorate general of vocational education in the context of implementing an independent curriculum through workstream resource persons sharing good practices of NSBPB wave 3 of 2023 at the vocational level obtaining data as show in Table 8.

Table 8. Teacher Data Passes NSBPB PMM

Number of Participants	Passed the Curation	% Passes	Did not pass the curation	% Did Not Pass
751 Person	473	62.98 %	278	37.02 %

Base on Table 8 all of these data show that there has been an acceleration in the use of technology in the realm of vocational education. This can be seen from the interest of teachers to share and periodically drill in the implementation of an independent curriculum in education units. This collaboration and sharing is evidence of teacher independence in implementing the benefits of technological developments in the present. Overall, PMM's digital platform brings significant benefits to teachers' progress in the digital age. Through better access to educational resources, collaboration, digital skills, personalized learning, assessment and monitoring, flexibility, and innovation and professional development, teachers can improve the effectiveness of their teaching and better meet student needs. The data obtained from mapping the skills of Digital Skills Studies in the era of society 5.0 and the 21st century are categorized based on the following types of skills and methods is show in Table 9.

Table 9. 21st Century Skills Studies Categorized by Skill Type

Skill	% Total Influence
Technical	13.3 %
Information	18.2 %
Communication	15.2 %
Collaboration	5.1 %
Critical thinking	18.1 %
Creativeness	20 %
Problem solving	10.1 %
Total	**100 %**

Base on Table 9 the implementation of an independent curriculum is that this approach gives freedom to schools, teachers, and students in organizing and developing their own curriculum. The independent curriculum aims to tailor learning to the unique needs, interests, and potentials of each school and student. In its implementation, schools have autonomy in determining learning objectives, materials, teaching methods, and assessments. Teachers have an active role in designing and teaching relevant curricula. Meanwhile, students engage in learning activities that involve active participation, exploration, and collaboration. This approach aims to create learning that is more meaningful and appropriate to the local context.

Discussion

The era of Society 5.0 also highlights the importance of individual empowerment and the development of human potential in the face of technological change. Education, upskilling, and training programs are important aspects in preparing society to keep up with the ongoing digital transformation. In addition, digital inclusion is also a focus in Society 5.0, with efforts to address access gaps and ensure that the benefits of technology can be enjoyed by everyone, leaving no one behind. In its conclusion, Society 5.0 proposes a broader view of the role of technology in building a human-centered society (Anggreini & Priyojadmiko, 2022; Lasmawan & Suastra, 2023; Wibowo, 2021). Through the wise and inclusive use of technology, it is hoped that a more sustainable, innovative, and responsive society can be created to the needs and aspirations of mankind. Society 5.0 also recognizes the importance of multiple perspectives and diversity in designing solutions that suit people's needs. Cross-sector collaboration and inclusion of various stakeholders, including civil society, are key in ensuring that technological developments run in line with the wishes and expectations of the community (Angga et al., 2022; Usanto et al., 2023; Wahab, 2012).

The era of Society 5.0 also supports the concept of a sustainable economy that considers environmental sustainability and sustainable development. In facing the challenges of climate change and environmental degradation, Society 5.0 encourages the use of technology to create environmentally friendly solutions and reduce negative impacts. The Japanese government has encouraged the implementation of Society 5.0 through investments in technology research and development, promotion of innovation, and establishment of strategic partnerships both domestically and internationally. Through these steps, Japan seeks to become a leader in the change towards Society 5.0 and inspire other countries to adopt similar concepts (Rakhmawati, 2017; Sari et al., 2021; Suzana et al., 2021).

The era of Society 5.0 provides significant benefits for the realm of vocational education. In this era, digital technologies such as artificial intelligence (AI) and Internet of Things (IoT) can be used in the vocational learning process. Technology-based learning systems enable more interactive and realistic practical experiences, through simulation and virtualization. In addition, technological developments also open up new opportunities in cooperation with companies and industries to engage students in real projects, prepare them with relevant skills and increase competitiveness in the job market. This strengthens the quality of vocational education and increases career success opportunities for students (Daga, 2021; Muchlis, 2022; Setiyaningsih & Wiryanto, 2022).

The role of Era Society 5.0 in vocational education can also access global resources through online platforms, allowing students to broaden their horizons and knowledge. According to previous study technology also supports personalized learning, where students can learn at a pace and style that suits their needs (Efgivia, 2020). This allows the development of individual potential and ensures that each student gets an education that matches their interests and talents. In addition, the adoption of technology also opens up opportunities for curricula that are more relevant to the development of the industrial world, preparing students with the skills needed to face the demands of the future job market. In the context of the Society Era 5.0, vocational education also benefits from the development of collaborative digital platforms. Students can engage in collaborative projects with fellow students and instructors from diverse backgrounds. This is reinforced by study positing that allows individuals to continuously improve their skills, keep up with industry trends, and adapt to rapid changes (Raharja, 2019). Overall, the era of Society 5.0 brings innovation in vocational education, increases learning effectiveness, prepares students for an increasingly complex world of work, and opens up wider career success opportunities in vocational education, this is stated in the paper (Indarta et al., 2022; Mustofa & Mariati, 2023; Zahwa & Syafi'i, 2022). So it can be seen that in the context of the Society 5.0 Era, there is a shift towards a digitally connected society, where collaboration and information exchange become more important. In vocational education, the development of collaborative digital platforms provides significant benefits (Alvendri et al., 2023; Lase, 2019).

This development is accompanied by the use of technological learning models in the realm of vocational education which is oriented towards the development of the use of digital platforms in the era of society 5.0. Several approaches in the implementation of the independent curriculum, including the application of the independent approach in designing learning (PMM) in the independent curriculum have a significant impact (Aulia et al., 2023; Sumarsih et al., 2022; Syaparuddin et al., 2022). Some of the impacts include increasing curriculum flexibility through the application of PMM allowing the independent curriculum to be more adaptive to student development and needs. The curriculum can be dynamically adjusted to accommodate individual students' interests, learning pace, and learning styles. Increase student participation in using the PMM digital platform in the planning and decision-making process related to the curriculum. It encourages students' active participation in learning, developing their involvement and responsibility towards the learning process. Greater relevance and meaning: by utilizing

PMM, students have the opportunity to engage in more meaningful and contextual learning. Learning materials can be linked to real experiences and students' daily lives, making learning more relevant to them (Desriandi & Suhaili, 2021; Sumarsih et al., 2022; Susilawati, 2021). This will also be accompanied by teacher empowerment through implications PMM will give teachers freedom in designing learning that suits the needs of their students this will increase the role and skills of teachers in designing, implementing, and evaluating curriculum.

Teachers can be effective and adaptive learning facilitators and encourage creativity and innovation in accelerating the understanding of the independent curriculum and facilitating innovative exploration in teaching methods, alternative assessments, and the use of technology in learning (Susilawati, 2021; Yulianti et al., 2022). This makes students and teachers more active parties in the creation and formation of knowledge. Overall, the implementation of PMM in the independent curriculum has a positive impact such as increased flexibility, greater student participation, more relevant and meaningful learning, teacher empowerment, and encouraging creativity and innovation in the learning process. However, it is also important to acknowledge that Society 5.0 also faces challenges and questions regarding ethics, social impact, and equitable benefit sharing. The evaluation of the implementation of the Merdeka curriculum also encourages the use of technology in learning. Students will utilize digital devices and online resources to access information, collaborate, and create innovative products or solutions. In addition, the Merdeka Curriculum also includes the development of digital literacy, digital ethics awareness, and sustainability in the context of the Society Era 5.0. Overall, the Merdeka Curriculum and Era Society 5.0 support each other in efforts to create education that is adaptive, inclusive, and relevant to socio-technological changes. The Merdeka Curriculum enables teachers and students to develop skills and knowledge that are in line with technological developments and innovations, as well as prepare them for success in a society driven by digitalization and technological transformation in the Era of Society 5.0.

4. CONCLUSION

The relationship between the Merdeka Curriculum and the Society 5.0 Era is in line with the vision and goals of transforming education in the digital era. The Merdeka curriculum is a flexible approach that gives students the freedom to choose and organize their learning according to their interests, talents, and individual needs The evaluation of the implementation of the Merdeka curriculum also encourages the use of technology in learning. Students will utilize digital devices and online resources to access information, collaborate, and create innovative products or solutions. In addition, the Merdeka Curriculum also includes the development of digital literacy, digital ethics awareness, and sustainability in the context of the Society Era 5.0.

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