

THE EFFECT OF THE MERDEKA CURRICULUM IMPLEMENTATION WORKSHOP AT EARLY CHILDHOOD EDUCATION LEVEL ON SCHOOL PERFORMANCE IN BOGOR DISTRICT

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ABSTRACT

The Merdeka Curriculum at Early Childhood Education level can be a guide for educators in undergoing the learning process. The Merdeka Curriculum is expected to provide convenience and flexibility and focus on essential material in the foundation phase to develop learner competencies. Some educational institutions in Bogor District are still using the Curriculum of 2013 because these institutions do not know the development of the Merdeka Curriculum thoroughly and still face difficulties in accepting the new curriculum. This study aims to determine the effect of the Merdeka Curriculum Implementation Workshop on Early Childhood Education units in several sub-districts within Bogor District, West Java. The method used for this research is the survey method. The research sample amounted to 30 participants from Early Childhood Education schools in Bogor District. The research went through a pretest stage, then a workshop process and a post-test stage as a reflection; so as to obtain the level of understanding and use of the Merdeka Curriculum as a new curriculum in schools. The results of this study show that the application of the Merdeka Curriculum as a national curriculum in early childhood education units in Bogor District is increasing as expected with an achievement of 86,7 %. The level of understanding and use of the Merdeka Curriculum assessment for workshop participants also showed good and optimal results as expected.

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INTRODUCTION

The development of education in Indonesia has always been the focus of attention for parents, educators, private and government educational institutions.

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Early childhood education, primary and secondary education levels are one of the essential educational programmes for child development, so that every educational institution must have a reference in the form of educational tools that regulate the implementation of the learning process of students. The educational tool is a curriculum that contains planning and arrangements about the objectives, content, materials and appropriate learning methods for students to achieve the expected competencies according to their age. As one of the curriculum guidelines in Indonesia, the Ministry of Education Culture Research and Technology (Kemendikbudristek) of the Republic of Indonesia has compiled and set regulations related to the reference curriculum that can be used for educational institutions ranging from primary to secondary levels. The curriculum can undergo changes because it must be adjusted to learning conditions and developments. In recent years, there have been changes and curriculum development from the Education Unit Level Curriculum (KTSP Curriculum) to the Curriculum of 2013, then in 2020 it turned into the Merdeka Curriculum as one of the reasons and answers in dealing with conditions of the covid pandemic.

The Ministry of Education and Culture has updated the rules regarding the Merdeka Curriculum listed in Ministerial Regulation Number 12 of 2024 concerning Curriculum in Early Childhood Education, Primary Education and Secondary Education. In the regulation, it has been stated that the Merdeka Curriculum includes a basic framework and curriculum structure according to the level of education, each school can develop various activity programmes according to its vision and mission and strategy. The Merdeka Curriculum at the Early Childhood Education or *Pendidikan Anak Usia Dini* (PAUD) level is the initial reference for the educational process for educators in undergoing the learning process. One of the early childhood education programmes can be obtained through formal educational institutions such as Kindergarten (TK), Raudhatul Athfal (RA), as well as non-formal such as Playgroups (KB), Similar PAUD Units (SPS) and Daycare Centres (TPA). Early childhood aged 0-6 years has unique characteristics, is in the foundation phase and golden age, so the stimulation of the learning process must be appropriate. The Merdeka Curriculum in Early Childhood Education is expected to provide convenience and flexibility, and focus on essential material in the foundation phase to develop the competence of students with Pancasila character, through the collaborative role of educators, education personnel and parents.

Educators as one of the bridges of delivering knowledge must have competence in undergoing the process of teaching and learning activities at school. The competencies that teachers must have are personality competence, pedagogical competence, social competence and professional competence. When the process of compiling learning plans, educators are expected to be able to identify the characteristics of students, so that learning objectives can be set as a start in determining learning outcomes. The next process is to determine learning materials and activities that are compiled based on school curriculum references. In the learning plan preparation stage, various components such as students, learning media, learning resources, learning methods, and learning assessment, must be prepared so that the learning process in the classroom is optimally achieved. The various components in the learning process and the support of teacher competence are then put into one device in the form of a curriculum as a guide for teachers to

have good and professional performance as a form of performance technology, especially in implementing the school curriculum (Hidayah, Egar, & Abdullah, 2022)

Performance technology is a process of increasing competence by humans and organisations to increase productivity and efficiency of work results based on systemic and systematic system development. Performance technology will identify problems that occur, both behavioural problems in individuals and in organisations, then analyze, solve problems to motivate and evaluate them (Hartono & Hasbullah, 2022). The acceptance and use of the new school curriculum can affect teacher performance in carrying out teaching and learning activities. Teachers with various competencies must adapt to current educational and technological developments so that teaching and learning activities become effective and efficient. Therefore, teachers as the main human resources must understand how the performance technology as a whole starts from the curriculum as the basic tool. Some of the previous studies on the independent curriculum stated that the new curriculum showed various impacts on teacher performance. Teachers' understanding of the curriculum and teachers' competence in using technology is one of the obstacles in adopting the Merdeka Curriculum (Hadi, et al., 2023).

The Merdeka Curriculum is increasingly developing with government policies and adjustments to the times, especially in the development of educational technology. The existence of various media and online applications that support the learning process has been increasingly used by educators. One of them is the use of online applications specifically for learning to develop teaching media and the use of the Merdeka Teaching Platform as a forum for teachers to develop their competence. However, not a few educators are not yet proficient in operating it, so that it is one of the obstacles to the use of the Merdeka Curriculum. Based on the results of researchers' observations in several sub-districts in the Bogor District area, West Java; there are still early childhood education institutions, especially the Kindergarten Unit (SPS) and Kindergarten, which have not used Merdeka Curriculum as a reference for the current national curriculum. Some schools in Bogor District still choose to use the 2013 Curriculum, because they do not know more about the development of the Merdeka Curriculum. The school also provided information that currently it does not fully want and is ready to adopt the development of the new curriculum. Even though the use of the Merdeka Curriculum has entered its fourth year and there are more and more developments. This shows that some education units, especially PAUD, still have obstacles in accepting the new curriculum.

The Merdeka Curriculum at every level of education has been widely implemented, and has an influence on the performance of teachers and schools, such as at the Elementary School level (Yuliani, et al., 2023) ; Junior High School level (Maulana, Mortini, & Jaya, 2024) ; Senior High School level (Kamila & Agus, 2023) ; In addition, all levels of educational institutions have implemented an Merdeka Curriculum through strengthening character education for students (Nurmala, Sabaruddin, Sultan, Hartati, & Siregar, 2024). In Ministerial Regulation Number 12 of 2024 concerning Curriculum in Early Childhood Education, Primary Education and Secondary Education, referring to article 31 of the transitional provisions chapter states that education units are still given the opportunity to implement the independent curriculum in their schools. Researchers will focus on the Early

Childhood Education level in order to find out how the development of schools that have not implemented the Merdeka Curriculum to date. Therefore, the local agency through the Bogor District Education Office provides support to hold socialization and training or workshops on the Implementation of the Merdeka Curriculum as a step to motivate schools and educators to keep up with the flow of educational developments. This study aims to determine the magnitude of the effect of the Merdeka Curriculum Implementation Workshop on Early Childhood Education units in several sub-districts within Bogor District, West Java. With this workshop, it is hoped that it can facilitate education units to be better prepared to accept the new curriculum and be able to implement the Merdeka Curriculum in the learning process at school.

METHOD

This research is a descriptive statistical study, which aims to determine the effect of the Merdeka Curriculum Implementation workshop on the performance of teachers and principals in early childhood education units through a survey method. Survey research is research with a survey design that is used to describe opinions, attitudes, perceptions, choices, and the population under study (Rukminingsih, Adnan, & Latief, 2020). The research was conducted for 3 days on 23-25 April 2024, in Bogor District, West Java. The object of this research is the principal or educator at the Playgroup, PAUD and Kindergarten education units in Bogor District, West Java; who are workshop participants. The participants totalled 30 participants as non-probability sampling from 100 workshop participants. This research begins with a survey technique regarding the use of Merdeka Curriculum in schools through the pretest stage, then the training process is held, and the post-test stage is a reflection, so that the level of understanding and use of Merdeka Curriculum as a new curriculum in their schools is obtained. Calculation of pretest and posttest using percentages on a sample size of 30 participants, on each component of the question.

The Merdeka Curriculum Implementation training/workshop activities are carried out through 3 stages, namely : 1) planning stage, 2) implementation stage, 3) reflection and evaluation stage with the following details:

First, Planning Stage

The training organising agency, especially the Bogor District Education Office, conducted a survey of a number of early childhood education units in Bogor District, which are spread across 40 sub-districts. The results of the survey were outlined by researchers in a pre-test on a sample of 30 participants to find out the use and implementation of the previous curriculum that had been used in schools. The pre-test included constraints on the use of the Merdeka Curriculum and the implementation process in education units. The results of the pre-test were used as initial data to plan the workshop. The researcher as one of the persons in charge of the activity prepares the activity planning which includes identifying problems, determining goals, objectives and strategies, activity materials, and the schedule of the training activity process.

Second, Stage of Training Implementation (Workshop)

The training was conducted for 3 days with material : Introduction to the Implementation of the Merdeka Curriculum, Development of the Pancasila Student Profile Strengthening Project (P5), Assessment of the Merdeka Curriculum at the PAUD level and Socialisation of the Use of the Merdeka Teaching Platform or *Platform Merdeka Mengajar* (PMM). Each material is supported by direct practical guidance in the process of implementing the Merdeka curriculum, making teaching modules, assessing students and using id learning accounts in PMM. The submission of learning and practical materials in this workshop was carried out by expert resource persons who have collaborated with the Bogor District Education Office. In addition, the Bogor District PAUD School Supervisor as a facilitator of the implementation of the IKM and the Researcher as an activity facilitator also work together in the process of implementing this workshop activity. The following is the schedule for the Merdeka Curriculum Implementation Workshop of Year 2024:

Table 1. Workshop Schedule for Implementing the Merdeka Curriculum of Year 2024

Day-	Time	Activity Details
1.	Tuesday, 23 April 2024	<ul style="list-style-type: none"> • Registration and Opening of Activities • Submission of Material 1: Policy on the Implementation of the Merdeka Curriculum for Early Childhood Education or <i>Pendidikan Anak Usia Dini</i> (PAUD) • Submission of Material 2: Operational Curriculum for PAUD Education Unit (KOSP)
2.	Wednesday, 24 April 2024	<ul style="list-style-type: none"> • Submission of Material 3: Project for Strengthening the Profile of Pancasila Students (P5) • Submission of Material 4: Assessment of the Merdeka Curriculum for Early Childhood Level • Policy and Implementation of the Merdeka Curriculum
3.	Thursday, 25 April 2024	<ul style="list-style-type: none"> • Submission of Material 5: Use of the Merdeka Teaching Platform (PMM) • Group Discussion • Reflection, Evaluation and Follow-up

Source : *The Results Data (2024)*

Third, Reflection and Evaluation Stage

In this stage, reflection is carried out through a group discussion process after the workshop process at the end of the material. The results of this reflection are a post test as material for evaluation and follow-up of this workshop activity. The post-test contains the participants' level of understanding of the Merdeka Curriculum, readiness to use the Merdeka Curriculum and its implementation.

RESULTS

Implementation of the Merdeka Curriculum in Indonesian terms can be called the IKM (Implementasi Kurikulum Merdeka); and Early Childhood Education is called *Pendidikan Anak Usia Dini* (PAUD). The Merdeka Curriculum Implementation

Workshop for Early Childhood Education (PAUD) was held for 3 days in Bogor District with the submission of material by expert speakers from the West Java Province Education Quality Assurance Centre (BBPMP) in collaboration with the Head of Division / Head of Section of the Bogor District Education Office. This workshop was held with the aim that all education units, especially the PAUD level, have developed the curriculum from the Curriculum of 2013 to an Merdeka Curriculum. The curriculum is a set of plans and arrangements regarding the objectives, content and learning materials and methods used as guidelines for organising learning activities to achieve certain educational goals. The Merdeka Curriculum at the Early Childhood Education level, Basic Education level and Secondary Education level provides flexibility and focuses on essential material to develop the competencies of students as lifelong learners with Pancasila character (Permendikbud No. 12, 2024). The curriculum aims as a direction, guideline or signpost in the implementation of the teaching and learning process. In general, the function of the curriculum itself is a diagnostic function, adjustment function, integration function, differentiation function, preparation function and selection function (Arifin, et al., 2020); while the function of the curriculum for teachers is as a guide or guideline for carrying out learning activities at school.

The Merdeka Curriculum is an additional choice in the context of restoring learning since the Covid-19 pandemic (Farantika, et al., 2023). The implementation of the Merdeka Curriculum has now been updated in Ministerial Regulation Number 12 of 2024 concerning the Merdeka Curriculum in Early Childhood Education, Primary Education and Secondary Education levels. The implementation of this Merdeka Curriculum has stages that make it easier for schools to choose the process, so that educational units are still given the opportunity to learn to understand and implement this curriculum. The stages of IKM are: 1) Independent Learning (*Merdeka Belajar*), 2) Independent Change (*Merdeka Berubah*) and 3) Independent Sharing (*Merdeka Berbagi*). Independent learning (*Merdeka Belajar*) means that you can implement some parts and principles of the Merdeka Curriculum, without replacing the education unit Curriculum of 2013 (K-13) that is being implemented in the PAUD education unit. Independent change (*Merdeka Berubah*) means being able to implement the Merdeka Curriculum using teaching tools that have been provided in PAUD education units; while Independent Sharing (*Merdeka Berbagi*) means being able to implement the Merdeka Curriculum by developing various teaching tools yourself in PAUD education units.

The stages of implementing this workshop activity began with a survey stage as an identification of the problem of implementing the Early Childhood Education unit curriculum in Bogor District, which has not fully used the Merdeka Curriculum as a reference for the national curriculum. The next stage is planning, workshop implementation, then the reflection, evaluation and follow-up stages. These stages constitute is a performance technology. The Association for Educational Communications and Technology (AECT, 2004) defines Educational Technology (TP) as "the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources." (Januszewski & Molenda, 2008). Educational technology is a study and ethical practice in an effort to facilitate learning and improve performance to be effective by creating, using / utilizing and managing appropriate technological

processes and resources supported by an expert so that performance improvement occurs (Human Performance Technology (Hartono & Hasbullah, 2022) .

According to Zainal (2016), solutions that can be offered by performance technology include seminars, workshops, courses, on the job training, coaching, Knowledge Management, and so on the need to select and design effective and efficient performance that aligns strategies to support organizational goals and values. Training or workshop is an activity to train or develop an ability and skill to others who need self-improvement (Damanik, et al 2021). Teachers as educators must have these four competencies, namely pedagogical competence, personality competence, social competence and professional competence. These competencies are key in the process of curriculum development and student learning in schools. This independent curriculum implementation workshop is expected to provide flexibility and directional ease for educators and education personnel in improving school performance.

Problem Identification and Pre Test Results

Based on the problem identification survey conducted by researchers on a population of 100 schools from 40 sub-districts in Bogor District, it shows that almost 95% of early childhood education units such as Playgroups (KB), Early Childhood Education (PAUD) and Kindergartens (TK) still do not use the Merdeka Curriculum. In this case, the researcher took a sample for the pre-test of 30 principal participants in several sub-districts, Bogor District as Non-probability sampling to represent the population in the pre-test and post-test process for reasons of accessibility. The pre-test was conducted with several questions via google form. The pre-test results can be shown in the following table:

Table 2. Pre-test Results of Workshop Participants on Implementation of the Merdeka Curriculum (IKM) PAUD on School Performance Year 2024

No.	Performance Component	Number of Participants Corresponding Performance Level		
		Good	Medium	Less
1.	Selection of the Merdeka Curriculum in PAUD School	0.0 %	33.3 %	66.7 %
2.	Understanding the Merdeka Curriculum in PAUD schools	3.3 %	26.7 %	70.0 %
3.	Implementation of the Merdeka Curriculum through KOSP book / moduls	0.0 %	16.7 %	83.3 %
4.	Use of Merdeka Curriculum Assessment PAUD	0.0 %	13.3 %	86.7 %
5.	Use of PMM application	0.0 %	10.0 %	90.0 %

Source : Research Results (2024)

The results of the pre-test of 30 participants in the Workshop on Implementation of the Merdeka Curriculum (IKM) for PAUD in 2024, listed in Table 2, show that most of the participants in the IKM workshop training still have not chosen the Merdeka Curriculum as their school curriculum. Participants as much as 93.3% said that the 2013 curriculum was still the choice at school, taking into

account the unpreparedness of resources, such as the readiness of knowledge and the ability of educators and principals to understand the new curriculum; while for 6.7% of participants planned to choose an independent curriculum if the principal and the Foundation of School had agreed to curriculum changes. The selection of an Merdeka Curriculum is the beginning of the process of understanding the curriculum as a whole. It can be seen in the table that the level of understanding of the Merdeka Curriculum has only reached 3.3%. Most schools that are still using the Curriculum of 2013, are only familiar with the new curriculum through independent training, but tend not to understand. The implementation of the Merdeka Curriculum, the use of assessments and the use of the PMM application are still very low or at the insufficient level of 83.3% - 96.7% of participants. Therefore, there is a need for PAUD IKM workshop as teacher workshop activities with appropriate material planning and strategies so that understanding and implementation of the Merdeka Curriculum can be achieved by participants, especially principals or PAUD educators.

Results of IKM Workshop Implementation

The stages of the workshop consisted of the registration process, opening, submission of 5 (five) materials on: 1) Policy and implementation of the Merdeka Curriculum Implementation for PAUD; 2) PAUD Education Unit Operational Curriculum (KOSP); 3) Project for Strengthening the Pancasila Student Profile (P5); 4) Assessment of Merdeka Curriculum at the Early Childhood Education or PAUD Level and 5) Use of the Merdeka Teaching Platform (PMM). After the submission of learning materials, a group discussion is held as a reflection stage so that it can be evaluated and determine the follow-up that must be done next.

The submission of learning materials was carried out by expert speakers from BBPMP West Java. The resource person explained that there is a joint policy regarding the Merdeka Curriculum, which will now become the national curriculum; so that PAUD level education units must prepare themselves to choose the Merdeka Curriculum as an equal guideline for implementing learning. In Permendikbudristek Number 12 of 2024 concerning Curriculum in Education Units at the PAUD, Dikdas and Dikmen levels; precisely in Article 31 of the Transitional Provisions Chapter shows that Education Units are still given the opportunity to implement it. The supervisor of the Bogor District Education Office will assist and encourage the implementation of this Curriculum; and it is hoped that the registration of Merdeka Curriculum will be no later than 28 April 2024 through the Merdeka Mengajar Platform (PMM) using an active learning.id account. During the implementation process, participants are asked to provide technological devices such as laptops and internet access independently, so that during independent practice sessions and group discussions run optimally.

In the material session "Operational Curriculum for PAUD Education Units (KOSP)", participants were asked to create a curriculum structure, learning objectives, and flow of learning objectives that could be arranged into teaching modules, as one of the components of the KOSP. In this process, participants are stimulated to think critically and creatively so that the making of early childhood teaching modules is in accordance with the characteristics and needs of early childhood learning. The implementation of this workshop cannot be separated from

the performance and cooperation between related agencies as resource persons, facilitators of activities and motivation of educators and education personnel in schools in developing their competence; thus achieving good goals in the implementation of the Merdeka Curriculum. In the process of implementing this curriculum, understanding and direct practice are needed. In order for all activities to be achieved efficiently and effectively, it is necessary to understand the educational technology area, the facilitating learning area, and the improving performance area (Nurhayati, 2023).

The implementation of this workshop includes an understanding of the areas of educational technology, namely planning (design), development, utilization, management, and assessment (evaluation). In addition, the support of learning facilities also affects the effectiveness of teaching and learning activities, such as learning spaces, access to technology and the internet, and support from teachers or tutors. If these components are well planned, it can improve individual (teacher) and team (school) performance.

Results of Reflection, Evaluation and Follow-up

Workshop participants' reflections were carried out individually and in groups. Participants who have undergone activities are expected to be able to accept and understand all the material submission processes well. The results of the understanding process are assessed through a post-test containing the question components that have been given during the pre-test, so that it will appear whether the competence of the participants will increase or otherwise. The results of the post test can be seen in the following table:

Table 3. Post-test Results of Workshop Participants on Implementation of the Merdeka Curriculum (IKM) PAUD on School Performance Year 2024

No.	Performance Component	Number of Participants Corresponding Performance Level		
		Good	Medium	Less
1.	Selection of the Merdeka Curriculum in PAUD School	86.7 %	6.7 %	6.7 %
2.	Understanding the Merdeka Curriculum in PAUD schools	90.0 %	10.0 %	0.0 %
3.	Implementation of the Merdeka Curriculum through KOSP book / moduls	80.0 %	13.3 %	6.7 %
4.	Use of Merdeka Curriculum Assessment PAUD	86.7 %	10.0 %	3.3 %
5.	Use of PMM application	53.3 %	33.3 %	13.3 %

Source : Research Results (2024)

The results of the post-test of 30 participants in the Workshop on Implementation of the Merdeka Curriculum (IKM) for Early Childhood Education in 2024, listed in Table 3, show that 86.7% of participants will begin to focus on the components of choosing the Merdeka Curriculum as a curriculum choice in their school. These participants have confirmed that they will make curriculum changes from the Curriculum of 2013 to new curriculum with the Implementation of the

Merdeka Curriculum at the Independent Change stage (Merdeka Berubah); while as many as 6.7% of participants still choose the Implementation of the Merdeka Curriculum at the Independent Learning stage (Merdeka Belajar). However, as many as 6.7% still cannot choose this new curriculum due to constraints on location and internet access. Participants mentioned several reasons for choosing the curriculum through a joint discussion process. There are several obstacles between the principal and the school foundation, so it takes time to discuss again regarding the school's unique curriculum which is difficult to change until now. In addition, the low competence of teachers in operating computer technology is also one of the reasons why the independent implementation has not yet agreed to change. There are 4 sub-districts that have not been able to choose and implement curriculum changes, namely Jasinga, Cigudeg, Sukajaya and Tenjo sub-districts.

After this workshop activity, 90% of participants have shown a good understanding of the Merdeka Curriculum, besides that 80.0% of participants can implement it well in making KOSP and teaching modules. Making KOSP requires a time process, because it is related to curriculum changes. As many as 86.7% of participants were also good at using the Merdeka Curriculum assessment. This is because in this assessment, its use is not much different from the previous curriculum, so participants feel it is still easier to use it. The use of the PMM application, the results tend to still be around 53.3% of participants who can use it well when studying modules and are ready to send concrete actions in the independent teaching platform application, but because participants are still adapting to the online system; some feel quite familiar (33.3%) and as many as 13.3% of participants feel constrained by the ability to operate laptops and the internet. The evaluation of the Merdeka Curriculum Implementation workshop activities can be seen from the comparison between the pre-test and post-test of the workshop participants' level of understanding of several performance components. The comparison can be seen in Figure 1 below:

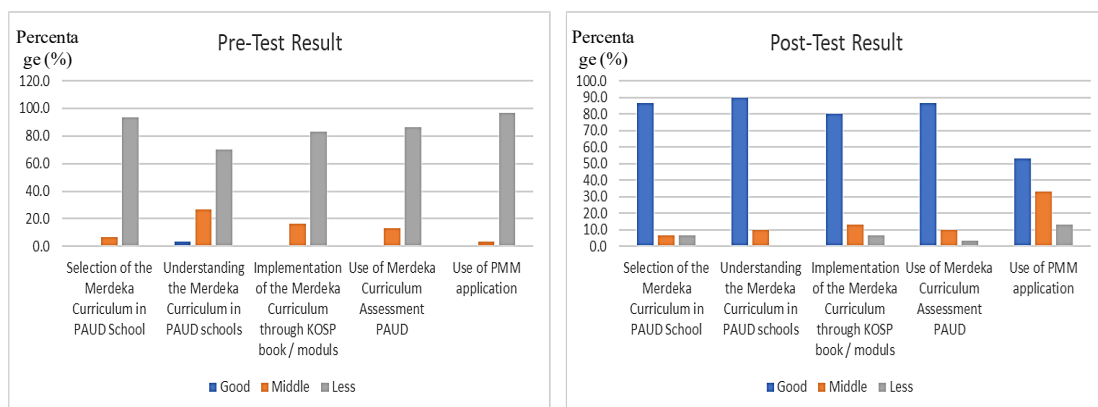


Figure 1. Graph of Performance Quality Level Based on the Number of Workshop Participants at the Stage Pre-Test and Post-Test

Curriculum selection, curriculum understanding, curriculum implementation, use of Merdeka Curriculum assessments and use of PMM applications are performance components that can be measured from the level of understanding of workshop participants. Based on a comparison of the pre-test results, it shows that

the average participant does not understand the independent curriculum (93% of participants), so that in the process of implementing the independent curriculum, it cannot be accepted and applied by educators or education personnel of PAUD units in Bogor District; while based on the post-test results, it shows an increase in understanding and application of the IKM with the appointment of many participants who have almost reached 86.7% showing good results, especially in the selection, understanding, and use of the Merdeka Curriculum assessment.

For overall implementation, education units are still in the process of learning to understand in detail how to implement the Merdeka Curriculum efficiently and appropriately for their schools. Likewise, in using the PMM application, on average, new participants have experience and use online applications with a belajar.id account; so the performance level tends to be good (53.3% of participants), but there are still obstacles, namely 13.3% of participants do not understand and are proficient in technology. Several previous studies related to the Implementation of the Merdeka Curriculum also show that there are technological obstacles in its application, but according to (Yahrif & Supardi, 2023), community service activities in the form of assisting the Implementation of the Merdeka Curriculum through learning committee training (PKP) can run well and successfully with self-motivation, cooperation and collaboration of colleagues and learning communities. In addition, several psychological variables can also affect the quality of performance, such as perception, attitude, personality, learning and motivation. Similar to the research conducted by (Aesti & Aryani, 2023). According to his research, teacher learning motivation has a positive effect on understanding the implementation of the Merdeka Curriculum, but teachers' mastery of information technology (IT) does not have a significant effect on understanding the implementation of the Merdeka Curriculum. However, according to (Pratiwi, 2021), improving teacher performance is influenced by the use of information technology, internal and external motivation, and job satisfaction. Teachers who are able to operate IT properly will get optimal and maximum performance results.

Based on the results of this study and several other studies, it shows that a teacher's performance can be influenced by certain factors or variables, such as: 1) Individual Variables (including: abilities and skills, mental and physical. family background, socio-economic level, demographic income, age, origin and gender), 2) Organizational Variables (including: human resources, leadership, salary, bonus, job design, and 3) Psychological Variables (including perception, attitude, personality, learning and motivation). According to James (2016), the relationship between these variables can affect individual work behavior and performance. This is an evaluation material for researchers as activity facilitators to again determine what kind of follow-up so that the use of PMM applications can be better.

Specific training related to PMM practices is needed as input for further planning. According to (Liana, et al., 2023), through the Merdeka Mengajar (PMM) Platform, educators can easily learn independently about the Merdeka Curriculum and related topics. On the platform, educators can share their work, good practices, real actions, exchange information with each other in the learning community and find inspiration and teaching materials in the form of teaching materials, teaching modules, project modules and textbooks compiled in reference to the Merdeka Curriculum. This is the development of the Implementation of the Merdeka

Curriculum which can be retrained in improving the competence of educators. All of these activities are part of performance technology for teachers, principals, and schools as education providers, so that learning activities in accordance with the vision, mission, and objectives are expected to be more effective and efficient. Documentation of the workshop activities that have taken place is shown in Figure 2 below:



Figure 2. Documentation of the Implementation of Merdeka Curriculum Workshop for Early Childhood Education (PAUD) in Bogor District.

CONCLUSION

The existence of the Merdeka Curriculum Implementation Workshop activities at the Early Childhood Education level, can provide better performance results on curriculum understanding and competence of educators and education personnel. The implementation of the use of Merdeka Curriculum as a national curriculum in early childhood education units in Bogor District is increasing as expected with an achievement of 86.7%. The level of understanding and use of the Merdeka Curriculum assessment for workshop participants also showed good results, but for Curriculum Implementation in the form of curriculum preparation, making good and appropriate teaching modules, and using the PMM application, they are still in the process of understanding and training their competence. The performance of teachers and schools can develop with the process of identifying curriculum problems, planning, implementation, support from related agencies and activity facilitators as well as reflection, evaluation and follow-up to the overall process. Workshop activities are one of the implementations of performance technology, so as to obtain good, optimal and efficient results. Assistance is needed in utilizing online learning applications such as Canva to support real action in using the Merdeka Mengajar Platform application so that the competence of educators and education personnel will increase.

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