

LEARNING DESIGN IN THE KURIKULUM MERDEKA AT INDONESIAN PRIMARY SCHOOLS

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ABSTRACT

Learning design plays an important role in learning in primary schools. Learning design in primary schools is a planning process carried out by teachers to achieve learning objectives. The independent curriculum provides opportunities for schools, teachers and students to innovate and improvise in learning. The purpose of this study was to describe how teachers design learning in the independent curriculum at the primary school level. The research aims to contribute to improving the quality of learning in primary schools under the Kurikulum Merdeka. This study was conducted at MIN Kota Jayapura and SDIT Qurrt A'yun Abepura, located in Jayapura. These locations were chosen because both schools have implemented the Kurikulum Merdeka since 2022. This study used a qualitative approach with a phenomenological research design to find several things related to learning design in the Kurikulum Merdeka. The results of the study indicate that in designing learning in primary schools, several principles need to be considered, namely (1) Learning must be oriented towards students; (2) Learning must be oriented towards learning objectives; (3) Learning must be oriented towards learning experiences; (4) Learning must be oriented towards sustainability. The stages in designing learning in primary schools in the Kurikulum Merdeka include: (1) Analysing student characteristics; (2) Formulating learning objectives; (3) Determining learning models, methods and media; (4) Developing assessments.

Keywords: Instructional Design, Kurikulum Merdeka, Primary Schools

ABSTRAK

Desain pembelajaran memegang peranan penting dalam pembelajaran di primary schools. Desain pembelajaran di primary schools merupakan proses perencanaan yang dilakukan oleh guru untuk mencapai tujuan pembelajaran. Kurikulum merdeka memberikan kesempatan bagi sekolah, guru dan peserta didik untuk berinovasi dan berimprovisasi dalam pembelajaran. Tujuan dari penelitian ini adalah untuk mendeskripsikan cara guru mendesain pembelajaran pada kurikulum merdeka di tingkat sekolah dasar. Tujuan penelitian tersebut diharapkan dapat memberikan kontribusi bagi peningkatan kualitas pembelajaran di primary schools pada Kurikulum Merdeka. penelitian ini dilakukan di MIN kota Jayapura dan SDIT Qurrt A'yun Abepura yang terletak di kota Jayapura. Lokasi ini dipilih karena kedua sekolah tersebut telah mengimplementasikan kurikulum merdeka sejak 2022. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian fenomologi dengan tujuan untuk menemukan beberapa hal terkait dengan

desain pembelajaran pada kurikulum merdeka. Hasil penelitian menunjukkan bahwa Dalam mendesain pembelajaran di primary schools perlu memperhatikan beberapa prinsip yakni (1) Pembelajaran harus berorientasi kepada peserta didik; (2) Pembelajaran harus Berorientasi pada tujuan pembelajaran; (3) Pembelajaran berorientasi pada pengalaman belajar; (4) Pembelajaran berorientasi pada keberlanjutan. Adapun tahapan dalam mendesain pembelajaran di primary schools pada kurikulum merdeka meliputi; (1) Menganalisis karakteristik peserta didik; (2) Merumuskan tujuan pembelajaran (TP); (3) Menentukan model, metode dan media pembelajaran; (4) Menyusun assessment.

Kata Kunci: Desain Pembelajaran, Kurikulum Merdeka, Sekolah Dasar

INTRODUCTION

Education is one of the main foundations in the development of a nation. Good and quality education is an important key in shaping a competent generation that is able to face future challenges. One of the early stages in the education process is primary school, which plays a crucial role in shaping the basic knowledge, values, and skills of students. Therefore, the design of learning in primary schools has a significant impact on achieving national education goals. Kurikulum Merdeka is a curriculum that gives teachers and schools the freedom to design a curriculum that suits the context and needs of students¹. Kurikulum Merdeka also provides space for teachers to develop their creativity and innovation in learning. One of the most important aspects of Kurikulum Merdeka is learning design. Learning design is the process of planning learning, which includes setting learning objectives, selecting learning materials, developing learning methods, and preparing learning assessment tools.

Learning design in primary schools plays an important role in primary school learning. Learning design is a plan that will be used in the teaching and learning process. Of course, learning design in primary schools must be designed in such a way as to form the foundation of knowledge and skills for students from an early age. Therefore, effective and relevant learning planning is essential to

¹ Dewi Rahmadayanti dan Hartoyo Agung, "Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar," *Jurnal Basicedu* 5, no. 4 (2022): 2247–55; Ahmad Teguh Purnawanto, "Perencanaan pembelajaran bermakna dan asesmen Kurikulum Merdeka," *Jurnal Pedagogi* 15, no. 1 (2022): 75–94.

achieve learning outcomes. Primary school is the first level of education that serves as the foundation for students to continue their education to higher levels. Therefore, learning design in primary schools must consider the needs and characteristics of students in the teaching and learning process. Kurikulum Merdeka requires a learning design that is able to integrate various components of knowledge and skills needed to form a solid educational foundation for students. In the Kurikulum Merdeka, learning outcomes are simpler and more in-depth, because this curriculum will focus on essential material and the development of student competencies at their respective stages².

Learning design in primary schools in the Kurikulum Merdeka must be oriented towards the Pancasila student profile. The Pancasila learner profile is a set of fundamental competencies that every student must possess. These fundamental competencies include: (1) faith, devotion to God Almighty, and noble character; (2) global diversity; (3) mutual cooperation; (4) independence; (5) critical thinking; and (6) creativity. The learning design in elementary schools in the Kurikulum Merdeka must also pay attention to the characteristics of students. These characteristics include readiness to learn, interest in learning, and learning profiles. Therefore, in designing good learning in elementary schools, one must be able to accommodate the diversity of students' abilities and interests. In this case, varied teaching strategies and methods are very important. Learning in the Merdeka curriculum provides opportunities for students to learn through structured projects or

² Novela Aditiya dan Siti Fatonah, "Upaya Mengembangkan Kompetensi Guru Penggerak di Sekolah Dasar Pada Kurikulum Merdeka Belajar," *Scholaria: Jurnal Pendidikan dan Kebudayaan*, advance online publication, 2023, <https://doi.org/10.24246/j.js.2023.v13.i2.p108-116>; Nindi Eka Agista dan Feri Tirtoni, "Analisis Indikator Nilai Karakter Pancasila dalam Buku Pendidikan Pancasila Kelas IV pada Kurikulum Merdeka," *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar* 6, no. 2 (2024): 274–82, <https://doi.org/10.36232/jurnalpendidikandasar.v6i2.6056>; Sri Hanipah, "Analisis Kurikulum Merdeka Belajar Dalam Memfasilitasi Pembelajaran Abad Ke-21 Pada Siswa Menengah Atas," *Jurnal Bintang Pendidikan Indonesia* 1, no. 2 (2023): 264–75, <https://doi.org/10.55606/jubpi.v1i2.1860>; N Halimah, "Analisis Pembelajaran Berdiferensiasi Sebagai bentuk Implementasi Kebijakan Kurikulum Merdeka," *Jurnal Ilmiah Pendidikan Dasar* 8 (2023); Pada Guru dan Negeri Pangkep, *Journal of Education Social Problematika Implementasi kurikulum Merdeka Belajar*, no. 261 (2023): 261–67; Adriana Gandasari dkk., "Penyuluhan Pendidikan Tentang Kurikulum Merdeka Bagi Guru Sekolah Dasar," *JPPM: Jurnal Pelayanan dan Pemberdayaan Masyarakat* 1, no. 2 (2022): 67–76, <https://doi.org/10.31932/jppm.v1i2.2055>.

assignments. This encourages creativity, problem solving, and the application of concepts in real-world situations.

In addition, technology and learning media also have an increasingly important role in learning design in primary schools. The use of technology can enrich the learning process and make it more interesting for students. The development of information and communication technology has enabled the adoption of blended learning models in primary schools. Learning design also needs to consider the integration of technology in the learning process. With these demands, primary school teachers must be able to design creative and innovative learning that is tailored to the needs of students. Creative learning design can motivate students to be active in the learning process. In addition, the learning process in primary schools must provide space for the development of 21st-century skills such as critical thinking, creativity, collaboration, and communication. To that end, learning design in primary schools should not only include the selection of teaching methods but also involve the adaptation of the curriculum to the individual needs of students, the use of technology, the integration of character values, and many other important aspects.

Based on previous research, the main challenges in implementing the Kurikulum Merdeka in primary schools include the lack of teacher readiness, insufficient resources, and inadequate government socialization ³. Furthermore, a primary obstacle to implementing the Kurikulum Merdeka is the limitation of teachers' abilities to learn, comprehend, and implement the Kurikulum Merdeka ⁴. According to several studies, it appears that the Kurikulum Merdeka has not been fully implemented across various regions. This will impact classroom learning.

³ M Sofyan Alnashr dkk., "Kesiapan Madrasah Ibtidaiyah di Kabupaten Pati dalam Implementasi Kurikulum Merdeka," *Research Journal on Teacher Professional Development* 1, no. 2 (2023); Anisa Hariani dkk., "Problematisasi Implementasi Kurikulum Merdeka Di Sekolah Dasar," *SNHRP* 5 (2023): 686–92.

⁴ Angga Angga dkk., "Komparasi Implementasi Kurikulum 2013 dan Kurikulum Merdeka di Sekolah Dasar Kabupaten Garut," *Jurnal Basicedu* 6, no. 4 (2022): 5877–89; Ikhwanul Muslimin, "Konsep dan Implementasi Kurikulum Merdeka Belajar pada Lembaga Pendidikan Islam: Studi Kasus Di Madrasah Se-Jawa Timur," *FAJAR Jurnal Pendidikan Islam* 3, no. 1 (2023): 31–49.

Therefore, Elementary School/Madrasah Ibtidaiyah (primary schools) teachers need to enhance their competence in understanding and implementing the Kurikulum Merdeka. Teachers also need to be creative and innovative in developing instructional designs that align with the needs of students. The purpose of this research is to describe how teachers design learning in the Kurikulum Merdeka at the elementary school level. It is also expected to contribute to the improvement of the quality of learning in primary schools under the Kurikulum Merdeka. By instructional designs that adhere to the principles of the Kurikulum Merdeka, learning in primary schools may be more meaningful and relevant to the needs of students.

RESEARCH METHOD

This research uses a qualitative approach with a phenomenological research type. The phenomenological approach is a qualitative research approach aimed at understanding human life experiences subjectively. This approach focuses on how individuals experience and give meaning to a phenomenon or event. The phenomenological research approach can provide insights into how teachers in primary schools design learning. The study was conducted at Madrasah Ibtidaiyah Negeri in Jayapura City and SDIT Qurrata A'yun Abepura. These schools were selected because they have implemented the Kurikulum Merdeka since 2022. The subjects of this study are teachers of grades 1, 2, 4, and 5 in these schools, with a total of 16 subjects. Data collection techniques used in this study are interviews, observations, and document studies. Interviews were conducted with teachers of grades 1, 2, 4, and 5 to gather information about the instructional design they have developed and utilized. Observations were conducted in classrooms to observe the implementation of learning using the instructional designs developed by the teachers. Meanwhile, document studies were conducted to analyze documents related to instructional design, such as curriculum documents, learning tools, and supporting facilities. Data obtained from this research will be analyzed using qualitative analysis methods. Qualitative analysis will be conducted by analyzing the data in-depth to discover meanings and patterns within the data.

RESULT AND DISCUSSION

Instructional means learning while design means to design, explain, show, or mark. Instructional design ⁵ is a systematic process to solve learning problems, improve the quality of learning, or achieve specific learning objectives, consisting of a series of activities in designing learning materials/products, and developing, and evaluating designs to produce effective and efficient designs.

The research results show various understandings of instructional design in primary schools. Most of the teachers in Jayapura City describe the design as akin to designing clothes; there is a design model, there are materials, and there are techniques to achieve the clothing model to be made. In learning, design is a planning process aimed at achieving predetermined learning objectives. A good instructional design should ensure that the learning conducted can effectively and efficiently achieve the learning objectives.

Instructional design is also understood as the process of learning planning that includes setting learning objectives, selecting learning materials, developing teaching methods, and arranging learning assessment tools. Additionally, instructional design is the process of integrating various learning components to achieve learning objectives. Seels and Richey (1994: 30) in Ayumi, define that design as a process of specifying conditions for learning ⁶.

From various understandings, it can be inferred that instructional design in the Kurikulum Merdeka is a design used to achieve learning objectives. This design includes analyzing learning achievements in each phase, determining learning objectives, initial diagnosis, determining teaching materials, determining models, methods, and learning media, determining learning activity steps, and creating learning assessments.

⁵ Susilahudin Putrawangsa, *Desain Pembelajaran: design Research sebagai pendekatan desain pembelajaran* (CV Reka Karya Amerta (Rekarta), 2018).

⁶ Muhammad Yaumi, *Prinsip-prinsip desain pembelajaran: Disesuaikan dengan kurikulum 2013 edisi Kedua* (Kencana, 2017).

In Kurikulum Merdeka, there are five learning principles, those are (1) Learning is designed by considering the developmental stage and the current level of achievement of students, according to learning needs, and reflects diverse characteristics and developments so that learning becomes meaningful and enjoyable; (2) Learning is designed and conducted to build capacity for lifelong learning; (3) the learning process supports the development of students' competencies and characters holistically; (4) Relevant learning, which is learning designed according to the context, environment, and culture of students, and involves parents and the community as partners; (5) Learning is oriented towards a sustainable future.

The research results at SDIT Qurrt A'yun and MIN in Jayapura City in designing learning reveal several principles being utilized, such as:

1. Student-oriented learning

This principle emphasizes the importance of considering the needs and characteristics of students in instructional design. Students should be at the centre of learning, and instructional design should be tailored to meet their needs and characteristics. In practice, an initial assessment or diagnosis will be conducted to determine students' learning abilities, learning styles, and learning needs. By conducting an initial assessment, a teacher will have initial information to design student-centred learning.

2. Goal-oriented learning

This principle emphasizes the importance of establishing clear and specific learning objectives in instructional design. Learning objectives should be achievable, relevant, and measurable. In the Merdeka Curriculum, learning objectives are developed from the analysis of predetermined learning outcomes set by the government. Learning objectives can be developed by creating a learning objective flow. There are three models in developing learning objective flow: (a) formulating learning objectives directly through learning outcomes; (b) formulating Learning Objectives by analyzing competencies and the scope of material in learning outcomes; (c) formulating Learning Objectives across elements.

3. Experiential-oriented learning

This principle emphasizes the importance of creating meaningful learning experiences for students. Learning experiences should help students achieve learning objectives. Learning oriented towards learning experiences is designed to provide meaningful learning experiences for students ⁷. Meaningful learning experiences are experiences that can connect students with the real world. Meaningful learning experiences can also help students develop critical thinking skills, problem-solving skills, and collaboration. Some learning models used by teachers in primary schools in Jayapura City include (a) project-based learning; (b) problem-based learning; (c) contextual learning; and (d) technology-based learning.

4. Sustainability-oriented learning

This principle emphasizes the importance of instructional design that can be implemented sustainably. Sustainability-oriented learning is learning that can be implemented sustainably, both in school and outside of school. This learning can also be tailored to the different needs and characteristics of students. Instructional design should be applicable in various contexts and situations. Sustainable instructional design is a design that can be adapted to the needs and characteristics of students. Sustainable instructional design can also be applied in various contexts and situations. Sustainable learning can be achieved by teachers assigning students tasks to create a product, such as artwork, written work, or technological creations. These products can be used by students for future learning. Additionally, teachers can invite students to observe their surrounding environment to learn about a topic. These observations can be repeated to gain a deeper understanding.

The principles of instructional design can assist teachers in designing learning experiences that align with the needs and abilities of students, thereby

⁷ Novi Resmini, "Model-model pembelajaran terpadu," *Universitas Pendidikan Indonesia*, 2010, 1–10; Asep Herry Hernawan, "Pengembangan Model Pembelajaran Tematik di Kelas Awal Sekolah Dasar," *Jurusan Kurikulum dan Teknologi Pendidikan Fakultas Ilmu Pendidikan Universitas Pendidikan Indonesia*, 2009.

enabling them to achieve optimal learning outcomes. In the information processing theory, learning is described as a process analogous to that of a computer. Information enters through the senses, is processed by the brain, and is stored in short-term or long-term memory. This theory also emphasizes the importance of prior knowledge, clear objectives, and feedback in learning.

The constructivist theory developed by Piaget states that each child goes through four stages of development, which are the sensorimotor stage (ages 0-2 years), the preoperational stage (ages 2-7 years), the concrete operational stage (ages 7-11 years), and the formal operational stage (ages 11 years and above). Meanwhile, Vygotsky explained that the levels of human development consist of four stages: (1) more dependence on others stage, (2) less dependence on external as existence stage, (3) internalization and automatization stage, (4) de-automatization stage⁸. The constructivist theory views learning as an active process carried out by learners to construct their knowledge.⁹ Learners not only receive information from teachers but also construct it through experiences, interactions, and reflections. Therefore, in designing learning in primary schools, teachers should involve students in the learning process, provide meaningful learning experiences for students, and give students opportunities to collaborate.

The Kurikulum Merdeka, which gives teachers flexibility in designing lessons, is consistent with Self-Determination Theory: professional autonomy enables autonomy-supportive strategies, thereby fostering intrinsic motivation and the internalisation of academic values. The MIN Kota Jayapura option applies a subject-based approach in grades I and IV, which is also in line with Piaget's cognitive development stages, where early grades are in the preoperational

⁸ Yaumi, *Prinsip-prinsip desain pembelajaran: Disesuaikan dengan kurikulum 2013 edisi Kedua*.

⁹ Bagja Waluya, "Penggunaan Model Pembelajaran Generatif untuk Meningkatkan Pemahaman Siswa pada Konsep Geografi," *Jurnal Pendidikan Geografi FPIPS UPI* 2, no. 1 (2008): 1–9; Mukh Nursikin, "Aliran-Aliran Filsafat Pendidikan Dan Implementasinya Dalam Pengembangan Kurikulum Pendidikan Islam," *ATTARBIYAH: Journal of Islamic Culture and Education* 1, no. 2 (2016): 303–34; Hendri Purbo Waseso, "Kurikulum 2013 dalam prespektif teori pembelajaran konstruktivis," *TA'LIM: Jurnal Studi Pendidikan Islam* 1, no. 1 (2018): 59–72.

transition to concrete operational stage, while grade IV is already firmly in the concrete operational stage. This subject structure facilitates concept staging, explicit literacy-numeracy instruction, and cognitive load management. Based on Vygotsky's zone of proximal development, teachers can provide subject-specific scaffolding and reinforce academic behaviour through operant conditioning (Skinner) balanced with formative feedback towards mastery learning. Practical input: maintain a measurable spiral flow, use worked examples, gradual practice, and diagnostic assessments to ensure that differentiation truly addresses the characteristics of students¹⁰.

At SDIT Qurrata A'yun, the integrated subject approach aligned with the JSIT integrated learning model aligns with social constructivism (Vygotsky) and Ausubel's meaningful learning: cross-subject connections are linked to prior knowledge through advance organisers, collaborative activities, and authentic contexts, resulting in more cohesive knowledge schemas and enhanced transfer across domains. This thematic integration is also consistent with Bruner's spiral curriculum and supports the orientation of the Kurikulum Merdeka, including the strengthening of the Pancasila Student Profile, as long as the specific objectives of each subject remain explicit (Bloom) and the cognitive load is managed through

¹⁰ Lev S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes* (Harvard University Press, 1978); N Agustyaningrum dan P Pradanti, "Teori Perkembangan Piaget dan Vygotsky: Bagaimana Implikasinya dalam Pembelajaran Matematika Sekolah Dasar?," *Jurnal Absis: Jurnal Pendidikan Matematika dan Matematika* 5, no. 1 (2022), <https://journal.upp.ac.id/index.php/absis/article/view/1440>; MZFA Amahorseya dan S Mardliyah, "Implikasi Teori Konstrutivisme Vygotsky Dalam Penerapan Model Pembelajaran Kelompok Dengan Sudut Pengaman Di Tk Anak Mandiri Surabaya," *Jurnal Buah Hati* 10, no. 1 (2023), <https://ejournal.bbg.ac.id/buahhati/article/view/2024>; L Dewi dan E Fauziati, "Pembelajaran Tematik di Sekolah Dasar dalam Pandangan Teori Konstruktivisme Vygotsky," *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar* 3, no. 2 (2021), <https://unimuda.e-journal.id/jurnalpendidikandasar/article/view/1207>; Fitri Fitriani dan Maemonah Maemonah, "PERKEMBANGAN TEORI VYGOTSKY DAN IMPLIKASI DALAM PEMBELAJARAN MATEMATIKA DI MIS RAJADESA CIAMIS," *Primary: Jurnal Pendidikan Guru Sekolah Dasar* 11, no. 1 (2022): 35–35, <https://doi.org/10.33578/jpkip.v11i1.8398>; AR Kusumaningpuri dan E Fauziati, "Model pembelajaran RADEC dalam perspektif filsafat konstruktivisme Vygotsky," *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar* 3, no. 2 (2021), <https://unimuda.e-journal.id/jurnalpendidikandasar/article/view/1169>.

clear task segmentation¹¹. Implementation inputs: map learning outcomes per subject to integrated themes, develop rubrics across cognitive, affective, and psychomotor domains, and design reflective feedback cycles that foster learning autonomy; in early grades, use structured games and concrete objects, while in upper grades, use guided discovery and contextual problem-solving to ensure integration is not superficial.

Based on the research findings, designing learning in primary schools, both in SDIT Qurrata A'yun and MIN Kota Jayapura, is carried out in several stages, those are:

1. Analyzing the characteristics of students

The process of analyzing student characteristics can be achieved by using diagnostic assessment. It is an assessment to understand the characteristics of students before designing learning. A diagnostic assessment is an assessment conducted to identify the competencies, strengths, weaknesses, and learning needs of students¹². Diagnostic assessment is conducted at the outset of the learning process to gain an initial understanding of students' abilities, enabling teachers to tailor learning activities to meet students' needs.

In designing learning, Elementary/Madrasah Ibtidaiyah (primary schools) teachers need to consider the characteristics of students, such as age, intellectual abilities, and cultural backgrounds. This is important to ensure that the diagnostic assessments conducted can provide accurate information about the students. The goal of diagnostic assessment is to identify the competencies,

¹¹ B.S Bloom, "Taxonomy of Educational Objectives," *New York: Longman*, 1956; Rani Febrianningsih dan Zaka Hadikusuma Ramadan, "Kesiapan Guru dalam Pelaksanaan Kurikulum Merdeka Belajar di Sekolah Dasar," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 7, no. 3 (2023): 3335–44, <https://doi.org/10.31004/obsesi.v7i3.4686>; Heri Dermawan, "Pengembangan Strategi Pembelajaran MI/SD yang Inovatif Dalam Implementasi Kurikulum Merdeka," *Prosiding Konferensi Nasional PD-PGMI Se Indonesia. Prodi PGMI FITK UIN Sunan Kalijaga Yogyakarta*, no. September (2022): 101–10.

¹² Diki Firmanzah dan Elok Sudibyo, "Implementasi Asesmen Diagnostik Dalam Pembelajaran IPA Pada Masa Pandemi COVID-19 Di SMP/MTs Wilayah Menganti, Gresik," *Pensa: E-Jurnal Pendidikan Sains* 9, no. 2 (2021): 165–70; Arifin Nur Budiono dan Mochammad Hatip, "Asesmen Pembelajaran Pada Kurikulum Merdeka," *Jurnal Axioma: Jurnal Matematika Dan Pembelajaran* 8, no. 1 (2023): 109–23.

strengths, weaknesses, and learning needs of students. Therefore, teachers need to establish clear objectives for diagnostic assessment before conducting it. The benefits include helping teachers design learning activities that meet the needs of students, aiding teachers in identifying students who require special attention, and assisting teachers in monitoring the learning progress of students at each phase.

The research results indicate that elementary school-aged students have the following characteristics (a) enjoy playing and moving: At this stage, elementary school children typically have a strong desire to play and spend their time playing. This is because, at this phase, they are still innocent and understand that playing is important; (b) enjoy working in groups: Elementary school students naturally tend to interact with their peers, both in learning and playing. Working in groups allows students to share ideas, discuss, and collaborate, which can enhance camaraderie and increase motivation to learn; (c) enjoy imitation: Through imitation, students can understand how to perform certain activities. Students tend to seek role models in their daily lives, including family members, peers, and admired figures. They will imitate the behaviours and actions of those they admire; (d) enjoy hands-on practice: Based on cognitive development theory, elementary school children are at the concrete operational stage. They learn to connect new concepts with existing ones, so to understand them, they need to prove and apply them themselves.

By knowing the characteristics of students, a teacher can easily design learning activities. In the Kurikulum Merdeka, teachers are given freedom in the learning process. Teachers who are more flexible in managing learning are those who can adapt learning outcomes and the characteristics of students, as well as students' learning styles. According to ¹³, students' learning styles consist of three types: Visual, Auditory, and Kinesthetic. Based on the research findings of students' learning styles at SDIT Qurrt A'yun and MIN Kota Jayapura, three

¹³ Didik Efendi, *Types of Learning Media in Primary School during Covid-19*, 05, no. 01 (2023): 111–28.

dominant styles were identified, those are (a) Visual Learning Style: Students with a visual learning style find it easier to understand something when they see it directly. They need to see concrete evidence to believe it. Students with a visual learning style are also interested in pictures, graphs, and other visual illustrations, (b) Auditory Learning Style: Students with an auditory learning style find it easier to understand something when they hear it, (c) Kinesthetic Learning Style: Students with a kinesthetic learning style find it easier to understand something when they move, touch, and take action.

By knowing the characteristics of students, teachers can easily (1) develop lesson plans tailored to the characteristics of students, (2) present lesson materials in an engaging and relevant way according to students' interests, (3) engage students actively in learning activities, (4) provide feedback and reinforcement to students appropriately.

2. Formulating learning objectives

Learning objectives are things that must be achieved so that planning can be well-structured and determined, it needs to be formulated with clear and measurable targets ¹⁴. The learning objectives in primary schools within the Merdeka Curriculum aim to develop the potential of students to become individuals who are faithful, devout to the One Almighty God, and possess noble character traits; individuals who are critical thinkers, creative, and independent; individuals who embody cooperation, collaboration, and empathy; individuals who are physically and spiritually healthy; and individuals who embrace global diversity.

In determining learning objectives, two elements must be included: competencies and teaching materials to be achieved. Additionally, learning objectives should refer to the learning outcomes (LO) of each level and subject. Learning objectives contain operational verbs that can be measured for their attainment. Teachers are given the flexibility to use various theoretical

¹⁴ Wina Sanjaya, *Percanaan dan desain sistem pembelajaran* (Kencana prenadaMedia Groud, 2010).

frameworks to formulate learning objectives, including the Revised Bloom's Taxonomy by Anderson and Krathwohl (2001), Understanding Aspects developed by Tighe and Wiggins (2005) and Marzano's 6-Level Taxonomy (2000). However, in practice, in formulating learning objectives, primary school teachers do not focus solely on one theory; instead, they use other theories or approaches in designing learning objectives, as long as these theories are considered relevant to the characteristics of the subjects, the concepts/topics being learned, the characteristics of the students, and the learning context.

Kurikulum Merdeka gives teachers the freedom to formulate learning objectives and allows for a variety of approaches by teachers in formulating learning objectives. Based on the research conducted at SDIT Qurrt A'yun and MIN Kota Jayapura, there are several methods used by teachers in formulating learning objectives: (a) Directly determining learning objectives based on LO: The first step teachers take is to understand the LO and analyze the competencies within the LO. Then, they determine the learning objectives from the LO with the help of the competencies within the LO. (b) Formulating learning objectives by analyzing the competencies and scope of materials in the LO: In this method, primary schools teachers analyze the competencies and scope of materials within the LO. Then, they formulate learning objectives by considering these competencies and the scope of materials. (c) Integrating the distinctive values of the madrasah and the values of JSIT coherence: Every learning objective should integrate values of worship. In the context of MIN, these are known as madrasah values, while in SDIT, they are known as coherence values.

3. Determining the model, methods, and learning media

Some ways teachers in primary schools determine models, methods, and learning media include, (a) consider the learning objectives. Choose instructional models, teaching methods, and learning media that align with the intended learning objectives; (b) consider the characteristics of the students. Select instructional models, teaching methods, and learning media that cater to the characteristics of the students, such as their abilities, interests, and learning styles; (c) Consider the learning environment conditions. Choose instructional

models, teaching methods, and learning media that can be effectively applied in the available learning environment.

4. Compile an assessment

Learning and assessment are two inseparable components in the teaching and learning process. Teachers and students need to have a shared understanding of the expected competencies for effective learning to occur. Assessment is not only used to evaluate learning outcomes but also to provide feedback to teachers and students, enabling continuous improvement in the learning process. primary schools teachers need to understand that each student has different characteristics and abilities. Therefore, lesson planning and assessments designed by teachers should be tailored to these conditions.

There are several considerations in designing assessments at the elementary school level, those are (a) Learning objectives: Assessments should be designed according to the predetermined learning objectives; (b) Students: Assessments should be tailored to the characteristics of the students. Assessments should be able to measure students' abilities fairly and holistically; (c) Assessment techniques: Assessments should utilize various assessment techniques to measure competencies holistically and continuously according to students' characteristics and learning styles.

The stages in developing assessments at the elementary school level, which is:

First, determining the assessment objectives. Assessment objectives are the most important aspect of assessment development. Assessment objectives must be clear and measurable according to the predetermined goals. With assessment objectives in place, it is possible to track students' learning progress, provide feedback to students, and serve as a basis for instructional decision-making. The objectives of elementary school teachers in determining assessment objectives include measuring students' competency achievements, diagnosing students' learning difficulties, monitoring students' learning progress, and providing feedback to students.

Second, determining the assessment instruments. Assessment instruments are tools used to collect data on students' competency achievements. In assessments, elementary school teachers most commonly use instruments such as written tests, oral tests, project assignments, portfolios, and peer assessments. Additionally, instruments can take the form of (1) rubrics. Rubrics are guidelines created to assess and evaluate the quality of student's performance achievements so that educators can provide necessary assistance to improve performance. Rubrics can also be used by educators to focus on competencies that need to be mastered. Performance achievements are expressed in the form of criteria or dimensions to be assessed, graded from low to high; (2) Checklists. Checklists are guidelines containing lists of information, data, characteristics, or elements targeted; (3) Anecdotal Records. Anecdotal Records are brief notes of observation results focused on outstanding performance and behaviour, accompanied by the background of events and analysis results of the observations conducted; (4) Developmental Graphs (Continuum). Developmental Graphs (Continuum) are graphs or infographics depicting stages of learning development.

Third, establishing assessment criteria. Assessment criteria are standards used by teachers to evaluate assessment results. Assessment criteria must be clear, objective, and measurable. When determining assessment criteria, aspects to consider include students' abilities and learning styles. Kurikulum Merdeka emphasizes that each student may have different assessment criteria.

Fourth, determining the timing and schedule of assessments. Assessments in the Kurikulum Merdeka are both formative and summative. Formative assessments are conducted at the beginning and during the learning process, while summative assessments are carried out at the end of the learning phase. Therefore, the timing and schedule of assessments need to be determined to ensure that assessments can be conducted effectively and efficiently.

CONCLUSION

Learning design in elementary schools is a planning process carried out by

teachers to achieve learning objectives. The Kurikulum Merdeka provides opportunities for schools, teachers, and students to innovate and improvise in learning. In designing learning in primary schools, several principles need to be considered, namely (1) Learning must be student-centred; (2) Learning must be goal-oriented; (3) Learning must be experience-oriented; (4) Learning must be sustainability-oriented. The stages in designing learning in elementary schools in the Kurikulum Merdeka include: (1) Analysing student characteristics; (2) Formulating learning objectives; (3) Determining learning models, methods and media; (4) Developing assessments.

Research on learning design in elementary schools has the potential to contribute significantly to improving the quality of learning in elementary schools. Therefore, this research needs to be further developed and studied in depth. Suggestions for further research related to differentiated learning at the elementary school level are also provided. This research is important because differentiated learning is a learner-centred approach that can accommodate diverse learning needs.

In addition, cooperation between educational institutions is needed for the successful implementation of the Kurikulum Merdeka at the elementary school level. The researchers would like to express their gratitude to the Rector of IAIN Fattahul Muluk Papua, through the 2023 Liptapdimas research, for providing funding for this research.

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