



# The New Paradigm of Merdeka Curriculum: Implementation of Pancasila Education Subject in Elementary School

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## ABSTRAK

Penelitian ini dilatarbelakangi oleh diterapkannya kurikulum baru untuk sekolah dasar di Indonesia yaitu Kurikulum Merdeka. Kurikulum Merdeka membawa perubahan pada standar pendidikan di sekolah dasar. Pendidikan Pancasila adalah wajib, dan pembelajaran dengan Paradigma Baru adalah standar proses untuk pendidikan dasar. Penelitian ini bertujuan untuk menganalisis proses intervensi yang dilakukan sekolah dalam hal mengimplementasikan mata pelajaran Pendidikan Pancasila dengan Kurikulum Merdeka. Penelitian ini dilakukan melalui desain kualitatif dengan pendekatan studi kasus. Subyek penelitian ini adalah guru angkatan pertama yang menerapkan Kurikulum Merdeka. Pemilihan sampel menggunakan metode purposive sampling. Teknik pengumpulan data dilakukan dengan wawancara, observasi dan studi dokumentasi. Keabsahan data diperoleh melalui triangulasi sumber, teknik, dan waktu. Analisis data dilakukan dengan teknik analisis data kualitatif Creswell berbantuan program NVivo. Hasil implementasi meliputi delapan aspek: asesmen diagnostik, pembelajaran berdiferensiasi, diskusi dan kolaborasi, penguatan karakter, proyek belajar, sumber belajar berbasis teknologi informasi dan komunikasi, serta penilaian formatif dan sumatif. Penelitian ini menyimpulkan bahwa pelaksanaan Mata Pelajaran Pendidikan Pancasila telah mengikuti proses standar Paradigma Baru Kurikulum Merdeka. Saran dari penelitian ini adalah meningkatkan keterampilan guru dalam menerapkan pendekatan berdiferensiasi yang lebih variatif dan melakukan asesmen formatif melalui penilaian proses untuk mengoptimalkan penerapan Kurikulum Merdeka dalam mata pelajaran Pendidikan Pancasila.

## ABSTRACT

This research is motivated by the implementation of a new curriculum for elementary schools in Indonesia, namely the Merdeka Curriculum. The Merdeka Curriculum brings changes to educational standards in elementary schools. Pancasila education is compulsory, and learning with the New Paradigm is the standard process for elementary education. This study aims to analyses about the intervention process carried out by schools in terms of implementing Pancasila Education subjects with the Merdeka Curriculum. This research was conducted through a qualitative design with a case study approach. The subjects of this study were teachers of the first batch of schools that implemented the Merdeka Curriculum. The sample selection used the purposive sampling method. Data collection techniques using interviews, observation and documentation studies. The validity of the data was obtained through a source, technique and time triangulation. Data analysis was performed using the Creswell qualitative data analysis technique with the NVivo program. The implementation results cover eight aspects: diagnostic assessment, differentiated learning, discussion and collaboration, character building, learning projects, learning resources based on information and communication technology, formative and summative assessments. This study concludes that the implementation of Pancasila Education Subject has followed the standard process of the New Paradigm Merdeka Curriculum. The suggestion from this study is to improve teacher skills in applying a more varied differentiated approach and conducting formative assessments through process assessment to optimize the implementation of the Merdeka Curriculum in the Pancasila Education subject.

## 1. INTRODUCTION

The Merdeka Curriculum is implemented with the principles of New Paradigm learning. Five principles that need to be pursued in learning the New Paradigm of the Merdeka Curriculum, including a) Learning by considering the stages of development and level of achievement of students; b) Learning is carried out to build the capacity of students to become lifelong learners; c) The learning process supports the development of competence and character of students holistically; d) Relevant learning, namely learning that is designed according to the context, environment and culture of students, and involves parents and the community as partners; and e) Sustainable future-oriented learning (Faiz et al., 2022; Rahmadayanti & Hartoyo, 2022; Sufyadi. et al., 2021). The New Paradigm facilitates students to learn

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according to their learning needs, as well as the stage of contextual development, which is then called the principle of differentiated learning (Lindner & Schwab, 2020; Sufyadi. et al., 2021). Differentiated learning is a very important teaching and learning process in the 21st century. Differential learning exists to facilitate students' learning needs in increasing their creative behaviour (Deunk et al., 2018; Moosa & Shareefa, 2019).

Furthermore, the differential learning approach is useful in encouraging different adaptations based on expertise, supporting regularity in behaviour or self-organizing and of course developing the creativity component. Differentiation learning accommodates all differences to obtain information, create ideas and express what students learn. In other words, differentiation learning is designing a diverse class by providing opportunities to gain content, process an idea and improve the results of each student, so that students can learn more effectively according to their needs (Setiyo, 2022; Simanjuntak & Listiani, 2020). Therefore, the role of the educator is to guide the growth or life of the natural power that exists in children. In the learning process, students are given freedom but the teacher as an educator is tasked with providing guidance and direction so that students do not lose their way. A teacher can provide guidance so that students can find their independence in learning (Susilowati & Suyatno, 2021; Towaf, 2016). Independence in learning according to the learning needs of students is the essence of learning the New Paradigm in the Merdeka Curriculum. Learning with the new paradigm regulates several things, such as the focus of learning on essential materials so that learning is focused on important materials that are given in full on certain compulsory subjects according to the learning needs of students.

Subjects that must be held in the Merdeka Curriculum are Pancasila Education. The Pancasila Education subject has a vital function in educating and passing on the Pancasila character to every citizen (Aditomo, 2022; Kartini & Anggraini, 2021). Pancasila education facilitates the development of students' national character. Pancasila education plays a role in facilitating students to think globally by acting locally based on Pancasila as national identity (Dewantara et al., 2019; Mulyana, 2019; Nurhayati, 2022). Pancasila education contains the values of the Pancasila character that are grown and developed in society, nation and state life to prepare intelligent and reasonable citizens (Dasmana et al., 2022; Kusdarini et al., 2020; Zalik & Saidi, Mahmuda, 2020). Pancasila education contains elements: Pancasila, the 1945 Constitution of the Republic of Indonesia, Bhinneka Tunggal Ika, and the Unitary State of the Republic of Indonesia. Learning Pancasila Education at the elementary school level has an essential role in developing students' abilities in the implementation of knowledge, attitudes and skills towards Pancasila, the 1945 Constitution of the Republic of Indonesia, Bhinneka Tunggal Ika, and the Unitary State of the Republic of Indonesia in the family and immediate environment (Arifin, 2021; Faiz et al., 2022). Pancasila education needs to be held in schools to learn the New Paradigm. Implementation of Pancasila education is very important and requires support from all elements of stakeholders (Arifin, 2021; Natalia et al., 2021).

The fact is based on an interview with the Principal, SD Virgo Maria 1, the school has problems in analyzing the accuracy and deficiencies of the efforts that have been made. The school also expressed the need for the support of other stakeholders to evaluate Virgo Maria 1 Elementary School while implementing the new paradigm of the Merdeka Curriculum, so that the school is aware of the shortcomings or accuracy of this implementation. As the Government stated the importance of implementation reviews which are useful to see the intervention process carried out by schools so that potential problems during learning can be identified before they have further impacts and improvement efforts can continue to be made (Aditomo, 2022; Indarta et al., 2022). The existence of limited information on the implementation of the Merdeka curriculum in schools is an obstacle in implementing the New Paradigm of the Merdeka Curriculum in Schools. Teachers are not familiar with the new paradigm of learning. Teachers experience difficulties implementing differentiated learning in the classroom (Fibra & Indrawadi, 2021; Gaitas & Alves Martins, 2017). The culture in previous learning that emphasizes the achievement of learning outcomes makes students' learning needs, such as readiness, interests, and student learning profiles, rarely noticed. As for teachers in schools that have implemented the Merdeka Curriculum, differentiated learning has been heard in the socialization process, but the problem is how creative teachers are in developing learning according to class needs, which of course, will be different if applied in other classes (Aprima & Sari, 2022; Aziz, 2011).

Starting from these ideal conditions and facts, researchers found the urgency of conducting research on the implementation of the Merdeka Curriculum in Pancasila Education learning. The first urgency is that the teacher needs help to be able to realize the deficiencies or accuracy of the implementation of the Merdeka Curriculum that has been carried out. Second, the school principal needs to monitor potential problems during the implementation of the Merdeka Curriculum in ongoing learning, so that improvement efforts can continue to be made by the school. Third, the government needs implementation data for mid-program evaluation. Fourth, references regarding the implementation of the Merdeka Curriculum in learning are needed by teachers. This urgency encouraged researchers to conduct

research on the implementation of the new paradigm of the Merdeka Curriculum in learning Pancasila Education subject at Virgo Maria 1 Elementary School.

This research provides novelty by presenting a study of the implementation of the New Paradigm of the Merdeka Curriculum, especially in Pancasila Education Learning in first-generation schools, compared to several previous studies, whose research results concluded based on a literature review so that it has limitations in reviewing the implementation of learning in the field directly (Herwina, 2021; Saputra & Abdulkarim, 2021; Zalik & Saidi, Mahmuda, 2020). This study helps schools analyse the intervention process carried out by teachers in schools in implementing the new paradigm of the Merdeka Curriculum in Pancasila Education learning. This study is also helpful to see potential problems during the activity before it causes further impacts so that improvement efforts can continue to be made.

## 2. METHOD

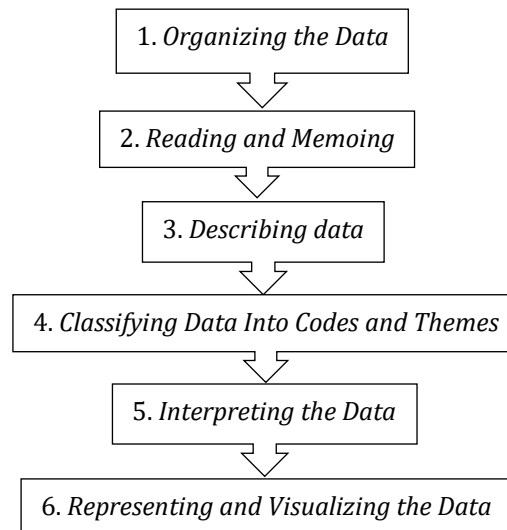
The research was conducted through a qualitative design with a case study approach. The case study approach is applied because the researcher has determined the problem and research focus before the researcher explores the problem of scope. The case study approach then facilitates researchers to be able to describe a case in depth in real life in a comprehensive manner. This study uses an intrinsic case study type because the research focuses on the case itself (Creswell, 2012). In this study, the implementation of the New Paradigm of the Merdeka Curriculum in Pancasila Education subjects in elementary schools was explored in depth.

The subjects of this study were teachers and students in grades I and IV at Virgo Maria 1 Ambarawa Elementary School in the 2022/2023 academic year, as the first batch of schools to implement the Merdeka Curriculum. Sample selection using a purposive sampling method. The number of qualitative research samples tends to be undetermined, because the emphasis is on the completeness and depth of data that can be extracted according to the needs for understanding the research problem (Creswell, 2012). The research data is the implementation of learning in class and the researcher's observation sheet. Data collection techniques used interviews, observations, and documentation studies. Research instrument guidelines are shown as in Table 1.

**Table 1.** Research Instrument Guidelines

No	Aspect	Description
1	Preliminary	- apperception - Diagnostic assessment
2	Core	- Differentiation learning - Discussion and Collaboration - Strengthening Pancasila Character (Religious, Nationalist, Integrity, Mutual Cooperation, Independent) - Study project - Technology use
3	Closing	- Formative assessment - Summative assessment - Reflection - Follow-up learning

The validity of the data was obtained through technical, time, and source triangulation. Source triangulation was carried out by checking the data obtained through several informant sources (Sugiyono, 2020). Researchers in this study used source triangulation by comparing and re-matching the correctness of the data obtained from the school principal, class I teacher and class IV teacher. Technical triangulation is carried out by checking data from the same source using different techniques (Sugiyono, 2020). In this study, the researchers checked data from each source through three techniques, namely interviews, observation and documentation studies. This study compared the results of data obtained through interviews related to learning observation activities, interviews with informants including school principals and class teachers, as well as documentation related to discussions in research in order to strengthen information so that complete data is obtained. In this study the observation technique was carried out repeatedly to obtain credible data on the implementation of Pancasila Education Learning with the New Paradigm of the Merdeka Curriculum. Data analysis was carried out using the qualitative data analysis technique which includes six stages analysis as shown in Figure 1.



**Figure 1.** Qualitative Data Analysis Technique Used

Base on [Figure 1](#), the first stage is organizing the data, the stage of organizing data by creating and organizing files. Second is reading and memoing, the stage of reading the text, taking notes and forming the initial code. Third, describing data, the stage of describing data into codes and themes (describes cases and contexts). Fourth, classifying data into codes and themes, the researcher uses categorization to determine themes or patterns. Fifth, interpreting the data, the stage of interpreting the data obtained. Last step is representing and visualizing the data, the stage of representing and visualizing the data. Researchers used the assistance of the NVivo program to carry out the data analysis phase in this study.

### 3. RESULT AND DISCUSSION

#### Result

The implementation of the New Paradigm of the Merdeka Curriculum in Pancasila Education Learning at Virgo Maria 1 Ambarawa Elementary School in the 2022/2023 Academic Year in grades I and IV begins with preliminary activities which include apperception and diagnostic assessment sections. The observation result of pre-activity. First, KL1. Learning in class begins with greetings and prayers led by the class leader, then the students and the teacher sing the Garuda Pancasila song together led by one of the students as the conductor. The teacher asks about songs to associate with the material to be learned. Followed by the teacher's explanation of today's learning objectives, namely students can draw Pancasila symbols. The teacher then gives picture cards and students determine the Pancasila symbol according to their initial understanding. Continuing the students stick to the selected image on the picture card of the symbol of the Pancasila precepts. Second, KL4. Learning begins with a joint prayer led by the class leader, then the students and the teacher sing together the song From Sabang to Merauke led by one of the students as the conductor. The teacher asks about songs to associate with the material to be learned. Followed by the teacher's explanation about today's learning objectives, namely getting to know cultural diversity in the surrounding environment. The teacher also asks students' opinions about what cultural diversity is?

Base on observation show the observation results were reinforced by the results of an analysis of the implementation of the new paradigm of the Merdeka Curriculum in Pancasila Education Learning that the implementation of the preliminary activities organized by the teacher was on an average scale of four. The results of the time triangulation of the observations are Learning begins with the activity of exchanging greetings, followed by preparing students psychologically and physically, stimulating students' knowledge with previous learning experiences, informing the competencies students will achieve through the learning process by conveying learning objectives and providing questions or assignments to find out. The initial ability of student's Preliminary activities have been carried out properly. Learning is continued with core activities. The results of observing the core learning activities. First, KL1. Students are grouped into three, namely the eye group (visual), the ear group (auditory), and the body group (kinesthetic). In the eye group, it can be seen that the teacher provides material in the form of pictures of the Pancasila precepts, in the ear group the teacher provides material in the form of a video broadcast via a laptop, and in the body group the teacher provides material in the form of movements and songs. The teacher explains that students must comply with rules such as having to work together in groups, not disturbing friends in the group, and having

to pay attention to the material. The teacher said that if there were students who violated the teacher would take one star and if they obeyed they would be given one star. The teacher goes around monitoring students in learning the material. For 30 minutes the students listened and studied each other's material. After the time is up the teacher gives the opportunity to students from each group to convey what they already know about the symbols and sounds of the Pancasila precepts. The eye and ear group seemed to have more control over the material because they were able to pronounce the symbols of the Pancasila precepts and the sound of the precepts even though they were not coherent. Meanwhile, the agency group was able to state the sound of the precepts in a coherent manner but still seemed confused about determining the symbols for each precept. The teacher then displays the symbols of each precept in a classical manner as confirmation and distributes questions to determine students' abilities.

Second, KL4. The teacher shows a short video film about diversity in society which is broadcast through a projector. Students look enthusiastic in observing the material presented by the teacher. After the video is finished the teacher asks questions to students, namely what is the purpose of the video? Where is the location in the video? And what is the atmosphere that appears in the video? Students classically answer the teacher's questions. The teacher said that togetherness in diversity needs to be done in every activity. The teacher then asks students in what environment do they often find diversity? The majority of students answered in the family and at school. From these answers the teacher then asked which students preferred activities with their families and which students preferred activities with friends/teachers at school. Students then form groups according to their choice. The activity was continued by hearing the teacher's explanation that students would carry out a simulation of togetherness in diversity in the family and togetherness in diversity in school. Then the teacher gives assignments to students within 30 minutes to make a story simulation script that will be displayed. After the explanation from the teacher, the students were seen discussing with each other in their respective groups making a story script simulating togetherness in diversity

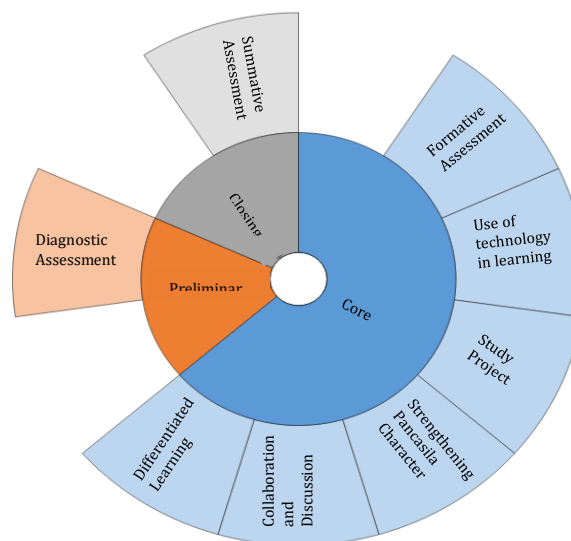
The observation results are reinforced by the results of the analysis of the implementation of the new paradigm of the Merdeka Curriculum in Pancasila Education Learning that the implementation of the core activities carried out in class on the differentiated learning aspect is on a scale of two, discussion and collaboration on a scale of four, strengthening character on an average scale of three, learning projects with on a scale of three, use of ICT on a scale of four, and formative assessment on a scale of one. The results of the time triangulation of the core activities from the observations. The core activities include grouping students and facilitating discussion activities, differentiation of student learning activities, strengthening the Pancasila character including mutual cooperation, nationalism, integrity and independence, implementing learning projects with parents and friends, using ICT in learning, and formative assessment. Differentiated learning activities have been carried out but are not yet optimal and formative assessment is an aspect that is still lacking in its implementation. Implementation of learning is done with closing activities. The closing activities carried out were carrying out summative assessments at the end of learning activities four, reflecting on the learning process, and following up on further activities. The results of this study are supported by the results of observations with the following data. First, KL1.

The teacher gives assignments to students to discuss with their parents looking for examples of implementing Pancasila at home and must be written in the assignment book and collected next Monday. The activity continued with reinforcement from the teacher. Students and teachers together mention the symbols and sounds of the Pancasila precepts. At the end of the activity, the teacher informs students to re-learn KB 1-4 material as material for a summative test at the next meeting. Second, KL 4. Learning ends with students working on knowledge questions about diversity as part of the assessment of learning activities 1-4. The activity continued with the teacher giving appreciation and providing clarification of the material that students had learned and the assignment of a simulation project of togetherness in diversity that students needed to do. Learning ends with motivation from the teacher so that participants can get along well with friends, family, or diverse communities. Base on observations show the observation results were reinforced by the results of an analysis of the implementation of the new paradigm of the Merdeka Curriculum in Pancasila Education Learning. The implementation of closing activities organized by the teacher was on an average scale of four. The results of triangulation of closing activity time on observations are closing activities include carrying out summative assessments at the end of learning activities 4, reflecting on the learning process, and carrying out follow-up by providing guidance and direction to students regarding plans for the next learning activity. Closing activities have been well organized

The implementation of the new paradigm of the Merdeka Curriculum in learning Pancasila Education is divided into four learning activities for each learning element. Learning activities consist of three activity components including preliminary activities, core activities and closing activities. There are eight aspects found in the implementation of the new paradigm of the Merdeka Curriculum in learning Pancasila Education in schools, namely: a) Diagnostic assessment. Implementation The opening activity



emphasizes carrying out a diagnostic assessment. b) Differentiated learning. Differentiated learning is carried out through the distribution of material according to the learning profiles c) Discussion and collaboration. Discussion and collaboration took place in the form of group learning activities to find out about the material elements of Pancasila and Diversity. d) Character strengthening. Character strengthening is carried out in activities of mutual respect for opinions in discussions, using Indonesian in conveying opinions, doing assignments in a timely manner, and working on formative and summative questions independently. e) Learning projects. The implementation of the learning project was carried out in the activity of finding out about symbols, symbol meanings, symbol relationships and the Pancasila precept. f) Technology-based information search. Technology-based information search is carried out in the activities of students finding out about the Pancasila Precepts and their application through videos obtained by teachers from YouTube. g) Formative assessment. Formative assessments are carried out in written test activities at the end of each learning activity. h) Summative assessment. The summative assessment is given by means of a written test at the time after completion of learning activities 4. The teacher gives questions about competencies which include learning activities 1-4. The implementation of the new paradigm of the Merdeka Curriculum in learning Pancasila Education is shown in Figure 2.



**Figure 2.** Implementation of the New Paradigm of the Merdeka Curriculum in Learning Pancasila Education Subject

## Discussion

The implementation of the New Paradigm of the Merdeka Curriculum in learning Pancasila Education begins with preliminary activities. The introductory activity begins with the activity of exchanging greetings, followed by preparing students psychologically and physically, stimulating students' knowledge with previous learning experiences, informing the competencies that will be achieved by students through the learning process by conveying learning objectives, and providing questions or assignments know the initial ability of students about Pancasila. Ideally learning activities begin with one of the activities as an effort to determine students' initial abilities, namely diagnostic assessment (Deunk et al., 2018; Faiz et al., 2022; Setiyo, 2022). Starting from the implementation and implementation standards, it is known that the diagnostic assessment has been carried out through the existence of a trigger assignment in the form of Pancasila picture cards and questions about diversity. Learning continued in the core activities. The core activities include providing Pancasila teaching materials in the form of pictures, videos and songs according to the learning profile of students, students learn different materials, namely the application of Pancasila at home and at school, and students display their learning results in different forms through pictures, speeches or song motion.

Providing different learning activities to students is a form of differentiated learning (Lindner & Schwab, 2020; Simanjuntak & Listiani, 2020). The application of diagnostic assessment and differentiated learning is the implementation of learning principles by taking into account the learning needs of students. One of the principles of the Merdeka Curriculum is seeking to fulfill students' learning needs in several activities such as knowing the stages of student development, facilitating student learning profiles, appreciating the talents, interests, and abilities possessed by students, facilitating diverse characteristics and development (Moosa & Shareefa, 2019; Sufyadi. et al., 2021). Classroom learning is carried out with

content and products differentiation, for students in terms of learning profiles and learning interests, this implementation is a form of implication of implementing differentiated learning, but the differentiation that is implemented is not optimal (Herwina, 2021; Lindner & Schwab, 2020). Differentiated learning can be implemented in several approaches including differentiation based on content, processes or products that are adapted to learning readiness, interests or learning profiles of students.

The next activity is for students to group together and discuss material about Pancasila and Diversity, this is a form of collaborative and discussion activity. Students discuss the material in groups and create a project simulating the application of diversity in the surrounding environment. The project shows that there are learning project activities carried out in class. Discussion and collaboration activities, as well as learning projects, show the efforts of teachers in fulfilling learning principles to build lifelong learners (Mahasneh & Alwan, 2018; Wasimin, 2022). Lifelong learners are pursued in activities considering various stimuli that can be used in learning, providing opportunities collaboration, and engage in meaningful project activities (Dewi, 2015; Sufyadi. et al., 2021). Meaningful projects can be pursued in project-based learning. Project-based learning facilitates students to create authentic work/products as a result of students' thoughts in learning; (Çakiroğlu & Erdemir, 2018; Wasimin, 2022). Project-based learning emphasizes the activeness of students to be able to learn by solving problems encountered and can produce a real project or work (Astuti et al., 2022; Kliebard, 2017; Maros et al., 2021). Project-based learning is learning that facilitates students' critical thinking skills through real work (Nurhasanah & Tanjung, 2022; Yustina et al., 2022). The use of project-based learning allows students and teachers to plan their learning easily, cooperate with colleagues and successfully complete innovative product development projects, as implemented in class if students are able to display attitudes in diversity in school and family in an innovative way (Mahasneh & Alwan, 2018; Sufyadi. et al., 2021; Towaf, 2016).

Students in groups are emphasized to work together, express opinions in good and correct Indonesian, and do assignments according to the time given by the teacher. This activity is a form of strengthening the character of Pancasila which is carried out in class. Strengthening Pancasila Character is one of the implications of learning principles that support the competence and character of students holistically. Learning principles that support the competence and character of students holistically are pursued by using various differentiation learning methods, as well as involving strengthening the Pancasila character (Dasmana et al., 2022; Sufyadi. et al., 2021). Judging from this statement, the activities to strengthen Pancasila character carried out in class have demonstrated the implementation of learning principles that support the competence and character of students holistically through strengthening Pancasila character. Implementation of learning to simulate attitudes in diversity also shows how the implications of learning principles that support the competence and character of students holistically through project-based learning (Çakiroğlu & Erdemir, 2018; Kartini & Anggraini, 2021; Nurhayati, 2022).

The implementation of continuous learning by utilizing information technology such as images of the Pancasila symbol, videos of Pancasila implementation, images of diversity in Indonesia, and videos of attitudes towards diversity obtained from the internet and broadcast using laptops via projectors shows that the principle of sustainable future-oriented learning diversity has been pursued in schools. Ideally, the principle of sustainable future-oriented learning is pursued in a number of activities such as involving technology to acquire knowledge, and teaching 21st century skills to students (Saputra & Abdulkarim, 2021; Sufyadi et al., 2021). Searching for sources of information via the internet and computer devices demonstrates the application of this principle. The teacher then gives written questions as a form of formative test. Ideally formative assessment is carried out during the implementation of learning with the teacher observing student processes in discussion, collaboration and making projects, which are then used by the teacher to determine the value of student learning processes (Aditomo, 2022; Mahasneh & Alwan, 2018). The implementation of the formative assessment conducted by the teacher needs to be evaluated because it is not appropriate in measuring the learning process of students.

Learning continues in closing activities. Closing activities include carrying out a summative assessment at the end of learning activities 4. Students work on multiple choice questions and short answers as a form of mastery of the material and are then used by the teacher to determine a summative score. Ideally the implementation of learning involves assessing students' mastery of material on one learning element (Kruit et al., 2018; Sufyadi. et al., 2021). Starting from these results it is known that the summative assessment has been carried out properly. Learning is continued by reflecting on the learning process, and following up by providing guidance and direction to students regarding plans for further learning activities. Closing activities have been carried out properly. The implication of this study provide benefits as data for evaluating the accuracy and constraints that occur during the implementation of the New Paradigm of the Merdeka Curriculum in learning Pancasila Education before creating further impacts so that efforts to improve the program can continue. The results of this study can be used as preliminary data in the mid-program evaluation. The results of the research can assist the government in determining

the assistance or training steps needed in schools. The limitation of this research is the implementation study which was carried out only on Pancasila Education subjects. Future researchers can conduct research on different subjects to expand the study of the implementation of the New Paradigm of the Merdeka Curriculum in elementary school learning.

#### 4. CONCLUSION

This study concludes that the implementation of the Pancasila Education Subject has followed the standard process of the New Paradigm Merdeka Curriculum. The suggestion from this study is to improve teacher skills in applying a more varied differentiated approach and conducting formative assessments through process assessment to optimize the implementation of the Merdeka Curriculum in Pancasila Education subjects.

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