The Importance of Merdeka Curriculum in Sociology and Anthropology Learning

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Abstract
The Merdeka Curriculum is of utmost importance in revolutionizing the study of sociology and anthropology in Indonesia. This research addresses key concerns in the 21st century, specifically emphasizing the critical need for the Merdeka Curriculum in the fields of sociology and anthropology. The urgency of the Merdeka Curriculum was explored using a qualitative research method that employed a descriptive approach. Data for the study was collected through an extensive literature examination. The research findings suggest that the Merdeka Curriculum is crucial in incorporating sociology and anthropology education to address social and cultural transformations, while also fostering creativity, innovation, and inclusiveness. Students are given the authority and ability to become engaged and discerning participants in the learning process, as they investigate their individual capabilities. This curriculum further enriches the significance of educational resources by integrating both local and global perspectives, while also molding students' character with a strong focus on professional ethics and moral principles. To summarize, the Merdeka Curriculum serves as both an educational framework and a tool for developing individuals who are equipped to navigate the complexities of contemporary society. Applying this approach in the field of sociology and anthropology education yields a notably beneficial outcome, fostering a learning environment that is flexible, all-encompassing, and pertinent to contemporary demands.

Keywords: merdeka curriculum, sociology, anthropology

INTRODUCTION

The 21st century experienced a swift advancement in information and communication technology, globalization, and the overall transformation of society. The advent of technology has revolutionized our modes of interaction, employment, and learning, granting unrestricted entry to knowledge via the internet, and facilitating global connections among individuals residing in disparate regions (Salsabila & Nawawi, 2023). As per the findings of Suyato et al. (2023), globalization leads to transformations in the economic, cultural, and political systems, broadening the extent of connections between nations and cultures. This phenomenon presents novel problems and prospects that necessitate an educational methodology that is adaptable to evolving circumstances.

Education systems in nations such as Indonesia are endeavoring to adapt to the intricacies of the 21st century, with the aim of cultivating graduates who possess the necessary skills to confront both global and local difficulties. An essential transformation is required, shifting from a fixed educational system and a centralized curriculum to a flexible, innovative, and skill-based approach to learning (Malikah & Wafroturrohmah, 2022). In accordance with the findings of Che Awang and Tayeb (2022), education in the 21st century serves the purpose of not only imparting knowledge, but also cultivating skills, attitudes, and values that are pertinent to the demands of society and the dynamic nature of the workforce. Indonesia implemented the Merdeka Curriculum as a novel approach in the field of education, in response to the prevailing dynamics (Duman et al., 2021).

The Merdeka Curriculum, as a pioneering initiative in Indonesian education, demonstrates a dedication to instigating a profound metamorphosis in the learning process. The fundamental principle
of the Merdeka Curriculum is centered around offering educators and students with flexibility and autonomy. This strategy enhances individuals' capacity to fully realize their potential by offering enough opportunities for creativity, invention, and discovery. (Wulandah et al., 2023).

The Merdeka Curriculum places great emphasis on creativity, which allows for boundless opportunities for inquiry. This enables educators and students to delve into many instructional techniques, materials, and learning approaches (Rahmatika et al., 2022a). This offers a chance to adapt unique variations among individuals and provide a more tailored and pertinent learning experience. Hence, the Merdeka Curriculum aims to cultivate not just information acquisition but also the development of persons who possess a critical, creative, and independent mindset to confront forthcoming difficulties.

The importance of incorporating the Merdeka Curriculum into the study of sociology and anthropology cannot be overstated, given the pivotal role these two disciplines play in developing students' comprehension of social and cultural processes. Sociology is the academic discipline that examines social interactions, social structures, and collective phenomena within society. On the other hand, anthropology focuses on the study of human culture, specifically the cultural norms, beliefs, and practices that characterize different human groups. The Merdeka Curriculum, in this particular setting, offers a sufficient basis to ensure that the study of sociology and anthropology not only emphasizes academic principles, but also promotes practical comprehension that is applicable in a dynamic society.

Sociology and anthropology require a comprehensive and flexible approach towards societal heterogeneity. The Merdeka Curriculum, with its allowance for flexibility among educators and students, provides an opportunity to incorporate a wide range of viewpoints. This entails a more profound examination of sociological and anthropological principles, tailored to both local and global circumstances. Acquiring a profound comprehension of social and cultural dynamics necessitates employing critical thinking and analysis, while also having the liberty to explore and experiment with diverse learning approaches.

Conversely, within the field of anthropology, the Merdeka Curriculum offers the opportunity to delve into diverse ethnographic research methodologies, enabling students to get firsthand knowledge in comprehending culture through direct observation, interviews, and active involvement in the daily activities of certain groups. Therefore, students not only depend on anthropological theories but also cultivate the capacity for direct involvement with the society they are studying.

An essential feature of the flexibility offered by the Merdeka Curriculum is the capacity to synchronize instructional materials with evolving social circumstances (Sartini & Mulyono, 2022). Teachers have the ability to incorporate real-life situations or contemporary social phenomena into the educational program, allowing students to engage with and examine present society dynamics. This not only enhances the significance of learning but also instructs students on how to utilize sociological and anthropological principles in the context of their daily lives.

The Merdeka Curriculum serves as both a pedagogical framework and a tool for cultivating students' character and fostering their critical thinking abilities in the domains of sociology and anthropology. By implementing this curriculum, instructors and students are empowered to cultivate a conducive environment for the growth of individuals who possess not only a deep understanding of academic subjects, but also the ability to adapt and engage in critical thinking amidst the ever-changing dynamics of contemporary society. Given the information provided, the objective of this study is to assess the necessity of implementing a separate curriculum for studying sociology and anthropology.

**METHOD**

This study employs a qualitative methodology. In qualitative research, data is derived from the spoken or written language that researchers evaluate. This analysis involves doing thorough observations of the research subject, including objects, with the purpose of uncovering underlying meanings within the documents or objects (Robbani and El Adawiyah, 2023).
Research data is acquired by a comprehensive examination of literature, encompassing diverse sources such as books, scientific journals, research papers, and government documents pertaining to the Independent Curriculum and the fields of sociology and anthropology education. These sources serve as the foundation for analysis. The process of literature selection is conducted methodically in order to investigate pertinent facts and bolster this investigation.

Data analysis is conducted by going through the processes of reduction, presentation, and drawing conclusions. The reduction phase entails gathering data from literature, which is subsequently gathered and structured to discern patterns, themes, and fundamental concepts pertaining to the urgency of the Merdeka Curriculum. Moreover, during the presentation phase, the data is given by elaborating on the discoveries that arise from the literature in a methodical and organized fashion.

The process of drawing conclusions involves integrating these data in order to generate answers to research questions and constructing argumentative syntheses. Researchers examined the significance of the urgency of the Merdeka Curriculum in the context of studying sociology and anthropology. They also explored the potential beneficial effects that could result from its implementation.

RESULTS AND DISCUSSION

The Merdeka Curriculum in Learning Sociology and Anthropology

The Merdeka Curriculum is an innovative approach in Indonesian education that emphasizes granting educators and students with freedom and autonomy in the learning process (Ramadina, 2021). The Merdeka Curriculum seeks to establish a dynamic learning environment that is responsive to the current demands by offering more opportunities for creativity, innovation, and exploration. As to the findings of Isa et al. (2022), this curriculum is not merely a collection of subjects, but rather a holistic strategy that recognizes learners as distinct persons with their own unique capabilities.

According to (Fahira et al., 2022), the Merdeka Curriculum enables students to go beyond being passive users of information and instead become active, critical, and creative agents of learning. It provides them with abilities that are not only applicable to academia, but also have a beneficial impact on the comprehension and control of social and cultural processes in society.

The Merdeka Curriculum provides an opportunity for educators in the field of sociology and anthropology to examine different approaches and ideas that align with the complexities of contemporary society (Sugih et al., 2023). Therefore, students not only acquire fundamental concepts, but also cultivate the ability to adapt to the evolution of a dynamic society. The Merdeka Curriculum has a beneficial influence on the development of character, enhancement of social comprehension, and cultivation of students’ analytical thinking abilities in the domains of sociology and anthropology.

The Merdeka Curriculum grants educators the liberty to investigate diverse methodologies and theories that align with the ever-changing nature of contemporary society (Anas et al., 2023). This strategy not only facilitates the dissemination of knowledge, but also fosters a learning environment that is adaptable to current social and cultural advancements.

The significance of the Merdeka Curriculum in these two fields is also evident in endeavors that nurture students’ analytical abilities. The Merdeka Curriculum allows for the exploration and selection of suitable approaches to learning content, hence fostering the development of critical thinking and analytical abilities required in the fields of sociology and anthropology. It encompasses not just academic comprehension, but also the capacity to utilize that information in interpreting intricate social and cultural contexts.

The crucial role of the Merdeka Curriculum in incorporating the study of sociology and anthropology encompasses several crucial elements that enhance the advancement of education in this domain. The significance of the Merdeka Curriculum in studying sociology and anthropology is as follows:
Encouraging Creativity and Innovation

The Merdeka Curriculum places great importance on fostering creativity and innovation, which is particularly evident in its approach to teaching sociology and anthropology. The Merdeka Curriculum grants educators and students the liberty to cultivate instructional approaches that not only foster creativity but also inspire innovation in teaching and learning (Sulistyosari et al., 2022).

Within the contexts of sociology and anthropology, disciplines that are inherently intertwined with a profound comprehension of society and culture, creativity assumes a pivotal role in navigating the intricacies of social systems and cultural fluctuations. The Merdeka Curriculum offers instructors the chance to design distinctive learning experiences, such as cooperative research endeavors, simulated social scenarios, or project-based learning, which inspire students' imagination and creativity.

Through granting autonomy to explore inventive pedagogical approaches, educators can establish a more dynamic and stimulating learning milieu. This encompasses the utilization of emerging technology, the implementation of dynamic learning strategies, and the exploration of novel methodologies that align with the requirements of educational progress in the contemporary day (Rahmatika et al., 2022b).

Moreover, the Merdeka Curriculum offers assistance for self-directed investigation and examination of pertinent and contemporary subjects in the fields of sociology and anthropology. This fosters possibilities for students to generate novel ideas, resolve issues, and promote innovative notions in academics. In an educational setting that fosters creativity, students can engage in conversation and cooperation with more participation. Engaging in discussions and interactions among students can foster the emergence of novel ideas and viewpoints, so cultivating a dynamic and inventive classroom environment.

Moreover, the Merdeka Curriculum's emphasis on freedom enables students to actively engage with and incorporate several disciplines within their study of sociology and anthropology. It has the ability to generate a multidisciplinary integration of information that is inventive and applicable to the current difficulties.

The Merdeka Curriculum fosters creativity and innovation, enhancing the learning process and equipping students with the necessary skills and critical thinking abilities to navigate dynamic changes within and beyond the academic sphere.

The Merdeka Curriculum in learning sociology and anthropology emphasizes the crucial significance of adapting to social and cultural changes. This field of study, which is intricately connected to comprehending societal and cultural transformations, need an educational methodology that can effectively adapt to advancements and shifts in society.

The Merdeka Curriculum enables the adaptation of educational resources to reflect real-time societal changes. By incorporating case studies and real-life situations into the learning process, educators can foster a stronger connection between students and the ongoing social and cultural processes.

Moreover, the Merdeka Curriculum provides educators with the liberty to modify their teaching approaches in the most efficient manner to address social and cultural transformations. Examples of this can encompass the utilization of information technology, replicating contemporary social scenarios, or extending invitations to guest speakers who can offer valuable perspectives on recent societal developments.

Furthermore, the Merdeka Curriculum promotes the incorporation of worldwide viewpoints into the study of sociology and anthropology. Globalization is a defining characteristic of the contemporary world, and it is crucial for students to comprehend the far-reaching effects of local changes on social and cultural dynamics. The Merdeka Curriculum offers instructors the opportunity to incorporate the global context into their instruction, enabling students to cultivate comprehensive perspectives. (Gunawan, 2022).

Moreover, findings from the study conducted by Alfiyanti and Erita (2023) indicate that the Merdeka Curriculum allows students to adapt to social and cultural changes by offering them the freedom to select a study area or research project that is pertinent to contemporary
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Enhancing Relevance of Educational Resources

Enhancing the relevance of educational resources is a crucial element in the imperative of the Merdeka Curriculum for studying sociology and anthropology. The significance of educational resources establishes a link between the theories, concepts, and concerns being taught and the practical experiences of students, hence enhancing their motivation and engagement in the learning process (Wulandah et al., 2023).

The Merdeka curriculum empowers educators to modify instructional materials in order to align with current societal challenges and events, hence enabling curricular modifications. Teachers have the ability to choose case studies that are connected to recent advancements, which can make the topic more relevant and stimulate students' curiosity and analytical thinking.

In addition, as stated by (Hanik Mufaridah et al., 2023), the Merdeka Curriculum permits the incorporation of local contexts into educational resources. Teachers have the ability to incorporate cultural and social elements that are present in the students' surroundings, so facilitating comprehension and enhancing the knowledge of sociological and anthropological topics within a more relatable setting.

This adaptability also provides opportunities for a wider range of innovative and imaginative learning methods. Teachers have the option to employ several techniques, such as group discussions, simulations, or research projects, to create a more immersive learning environment that aligns with the social context of students.

The Merdeka Curriculum creates a sense of ownership and responsibility for the learning process by tailoring learning materials to suit the individual needs and interests of students. Students' motivation will increase as they perceive a clear correlation between their learning and their everyday lives, hence attributing higher significance and applicability to each taught subject (Jannah & Rasyid, 2023).

Moreover, this technique can establish correlations between sociological and anthropological ideas and prevailing global challenges that hold sway over the international agenda. Engaging students in comprehending the global dimensions of these fields might broaden their perspectives on the cultural and socioeconomic variety that prevails worldwide (Ningrum & Suryani, 2022).

Enhancing the relevance of educational resources in the Merdeka Curriculum serves two purposes: enhancing the caliber of learning and equipping students with the ability to think critically and adaptably, enabling them to apply sociological and anthropological principles in intricate and practical situations they encounter.

Building Character and Professional Ethics

The development of personal character and commitment to professional ethics are crucial aspects of the imperative Merdeka Curriculum in the study of sociology and anthropology. The Merdeka Curriculum creates an environment conducive to the cultivation of moral principles and ethical conduct by granting educators and students a certain degree of flexibility.

The Merdeka Curriculum grants teachers the autonomy to incorporate character virtues such as honesty, accountability, and discipline within the curriculum. Teachers have the ability to design educational activities that present difficult moral dilemmas, with a focus on the significance of ethics and honesty in the fields of sociology and anthropology. Students
are encouraged to contemplate and comprehend the ethical ramifications of their studies, enhancing their moral and professional ethical awareness.

Moreover, by exercising this choice, students can actively participate in educational activities that necessitate collaboration, communication, and adaptation to diverse locations and circumstances. This fosters opportunities for collaborative character development and develops the professionalism necessary for sociological and anthropological studies.

The Merdeka Curriculum allows for the building of leadership skills and the fostering of initiative by promoting freedom. Students are encouraged to assume accountability for their learning, establishing leadership both within and beyond the confines of the classroom. This facilitates the development of a proactive and socially responsible character.

In addition, the Merdeka Curriculum provides students with opportunity to develop professional ethics by placing a strong emphasis on employing ethical research methods and doing thorough data analysis. Students are instructed to uphold the rights and privacy of those who participated in the study, and to present their research findings with integrity and objectivity. This establishes a robust and principled ethical framework in academic endeavors and research.

Moreover, within the fields of sociology and anthropology, the Merdeka Curriculum offers an opportunity for introspection and the development of compassion towards the multifaceted nature of society. Students are encouraged to comprehend the significance of subjectivity and the variety of views in research and build empathy and cultural sensitivity, which are crucial components of professional ethics.

Therefore, the implementation of the Merdeka Curriculum not only produces graduates with academic excellence, but also develops persons with robust moral and professional ethical principles. It is crucial in molding future leaders and practitioners of sociology and anthropology who possess the ability to make constructive and enduring contributions to society.

Accommodating Diversity and Inclusivity

The incorporation of diversity and inclusivity in the Merdeka Curriculum within the field of sociology and anthropology education demonstrates a strong commitment to establishing an educational environment that is inclusive, considering the many backgrounds, perspectives, and experiences of the students. Here are some more intricate facets pertaining to this particular point:

The Merdeka curriculum offers teachers the ability to create learning experiences that cater to different learning styles and student preferences. Each student possesses a unique learning style, and by allowing flexibility in instructional approaches, the curriculum can be adjusted to cater to the diverse ways in which pupils comprehend and assimilate knowledge.

In the field of sociology and anthropology, which examine a wide range of societies and cultures, the Merdeka Curriculum offers a chance to develop educational resources that accurately represent the heterogeneous nature of society. In order to foster inclusivity in their teaching, educators might incorporate diverse examples and case studies that encompass a wide range of ethnic, social, and cultural groups. This approach allows students to recognize and appreciate the diversity within these subjects.

The significance of inclusivity is also evident in the liberty for students to articulate their perspectives without apprehension of mockery or disregard. Within an inclusive setting, each individual's perspective is esteemed and acknowledged, fostering an atmosphere conducive to open discussion and a broader range of various analytical thought processes. This fosters a classroom ambiance that promotes active student engagement without apprehension, thereby strengthening a feeling of personal responsibility for the learning journey.

In addition, the Merdeka Curriculum allows for the integration of both local and global settings into the study of sociology and anthropology. This presents possibilities for developing educational resources that are pertinent to students' lived experiences and societal contexts, so bridging the gap between learning and their everyday existence.

The significance of embracing diversity and inclusivity is also evident in the provision of research topics or case studies for students that mirror the diversity of their local
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This experience broadens their perspective on social and cultural diversity, enhancing their comprehension of the intricate dynamics of contemporary society.

The Merdeka Curriculum provides an inclusive learning environment that empowers all students, irrespective of their background or identity. This not only maintains equitable educational opportunities, but also cultivates graduates who possess heightened empathy, tolerance, and the capacity to make more impactful contributions to a heterogeneous society.

CONCLUSION

The Merdeka curriculum is highly important when it comes to studying sociology and anthropology. This curriculum creates a dynamic learning environment that is responsive to the current demands and places a strong emphasis on adaptability and self-reliance for both instructors and students. The Merdeka curriculum for sociology and anthropology offers a broad range of techniques and theories, enabling students to not only acquire fundamental concepts but also improve their ability to adapt to societal changes.

BIBLIOGRAPHY


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