

Exploration of Learning Strategies in the Social Studies Based on the Merdeka Curriculum

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Abstract: The objective of this study is to explore innovative social studies teaching strategies within the framework of the Merdeka Curriculum in Indonesia, aiming to enhance the effectiveness of social studies education. Utilizing a methodological approach that combines qualitative and quantitative methods such as classroom observations, teacher interviews, and student surveys the research evaluates the implementation and impact of various teaching strategies. The findings indicate that effective integration of these strategies can create a more dynamic and engaging social studies curriculum. The Merdeka Curriculum, emphasizing freedom and flexibility in education, offers a unique opportunity to integrate teaching methods tailored to the evolving needs of students. This research focuses on four main strategies: Project-Based Learning, Inquiry-Based Learning, Collaborative Learning, and Experiential Learning. Each strategy is analyzed for its potential to foster critical thinking, engagement, and the application of social studies concepts in real-world contexts. Project-Based Learning is examined for its ability to connect academic content with real-world issues and develop students' problem-solving skills. Inquiry-Based Learning is analyzed for its role in promoting students' curiosity and independent research. Collaborative Learning is explored for its effectiveness in building teamwork and communication skills. Experiential Learning is evaluated for its capacity to provide hands-on experiences that deepen students' understanding of social concepts. This research integrates these strategies into social studies education by aligning teaching methods with Merdeka Curriculum principles, educators can create a more responsive and impactful learning environment that meets the diverse needs of students and prepares them to be active citizens in an increasingly globalised world.

Keywords: Learning strategy; merdeka curriculum; social studies.

How To Cite: Suari, S., Indrawadi, J., & Syahrani, F. (2024). Exploration of Learning Strategies in the Social Studies Based on the Merdeka Curriculum. *Al-Ta'lim Journal*, 30(2). doi:<https://doi.org/10.15548/jt.v30i2.920>

Article info: Submitted: 13th December 2022 | Revised: 28th Juny 2023 | Accepted: 30th July 2023

INTRODUCTION

The Merdeka Curriculum is a revolutionary step taken by the Indonesian government to respond to the increasingly complex demands of education in the 21st century (Ridgeway, 2019). This curriculum is designed to be more flexible and adaptive to the individual needs of each student, providing space for them to explore their interests, talents and uniqueness (Wardani et al., 2023). With a more dynamic approach, Merdeka Curriculum replaces the old paradigm that seems rigid and uniform. In this approach, learning is no longer focused on a one-way transfer of knowledge from teacher to student, but places students as the main subject who is active in the learning process (Suyadi et al., 2022). They are encouraged to collaborate, communicate, and think critically through various methods such as project-based learning, group discussions, and independent exploration. One of the main innovations in the Merdeka Curriculum is the use of more in-depth formative assessments, where evaluation is not only based on the ability to memorise material, but also on students' ability to apply knowledge in a real context

(Kharisma et al., 2024). Thus, the Merdeka Curriculum is expected to equip the younger generation with relevant skills and be ready to face increasingly dynamic global challenges.

Social studies subjects in the context of the Merdeka Curriculum play a strategic role in shaping students' social, historical and cultural insights (Jimenez et al., 2017), which are very important in building their social awareness. Social studies not only teaches historical facts and events, but also builds students' analytical skills in understanding the social, political, economic and cultural dynamics that occur in society (Morote Seguido & Olcina Cantos, 2020). One of the problems that often arose in previous social studies teaching methods was the tendency to focus on memorising facts without providing sufficient opportunities for students to develop critical and analytical thinking skills (Holilah et al., 2024). The Merdeka Curriculum seeks to address this issue by introducing a more contextualised and participatory approach. In social studies, students are invited to analyse social issues that occur around them, explore the meaning of historical events, and understand the interaction between various social and cultural aspects. This approach aims to make students not only understand the material textually, but also be able to apply their knowledge in everyday life. In other words, social studies in the Merdeka Curriculum serves as a means to form a generation that is not only intellectually intelligent, but also has high social awareness and ethics in carrying out their roles in society (Rohmah et al., 2023).

The Merdeka Curriculum approach to teaching Social Studies emphasises the importance of more contextual and practical learning. Instead of focusing only on the absorption of textual and rote material, this approach encourages students to understand how social, cultural and historical concepts can be applied in everyday life (Nind & Lewthwaite, 2018). Students are no longer just recipients of information, but also active participants engaged in the exploration of various social issues and phenomena relevant to local and global contexts (Chaleta et al., 2021). The curriculum integrates the development of critical thinking, collaboration, creativity and communication skills as key pillars in the learning process. For example, students are invited to analyse social problems they encounter in the surrounding environment, discuss them with peers, and formulate solutions based on a critical understanding of the theories and facts they learn. Learning assessment has also undergone significant changes, with evaluation emphasising more on formative assessment (Ivanović & Ho, 2019). In this model, assessment focuses more on the process of mastering real competencies rather than just the final result, so that students can continue to improve their abilities throughout the learning process.

Learning strategies in Merdeka Curriculum-based social studies also emphasise active and participatory methods, such as project-based learning, case studies, and interactive discussions. Project-based learning, for example, allows students to work in teams to research certain social issues, collect data, and present their findings in the form of tangible works, such as reports or presentations (Rosenberg et al., 2020). Case studies, on the other hand, give students the opportunity to analyse specific social situations with a critical approach, so that they can understand social and cultural dynamics in a deeper context. Merdeka Curriculum also opens space for the integration of technology in social studies teaching, such as the use of digital platforms, online learning resources, and interactive tools to increase student engagement and motivation (Ezegbe et al., 2019). The use of varied learning materials, including digital materials such as learning videos, as well as contextual sources such as current news or journal articles, supports students' understanding of social studies material. With this strategy, Merdeka Curriculum not only develops students' intellectual competence but also prepares them to face the challenges

and dynamics of the real world with more practical and relevant knowledge (Irawati & Haidar, 2023).

The purpose of this research is to explore the social studies teaching strategies adopted by teachers based on the implementation of the Merdeka Curriculum in Indonesia. This research focuses on how teachers integrate student-centered approaches in social studies teaching, emphasizing contextual, interactive, and relevant learning to students' daily lives. The Merdeka Curriculum, which emphasizes flexibility and the development of 21st-century skills such as critical thinking, collaboration, creativity, and communication, has prompted changes in how teachers design and implement instruction. This research also aims to understand how teachers apply strategies such as project-based learning, active discussions, and technology integration in social studies lessons, with the goal of enhancing student engagement and fostering a deeper understanding of social issues. Additionally, this research will assess how formative assessments are used in teaching to continuously measure student progress, rather than relying solely on final exams. By exploring teaching practices in social studies classrooms, this research aims to provide a comprehensive overview of the effectiveness of these strategies in supporting students' success in understanding social concepts and improving the quality of education in the era of the Merdeka Curriculum.

METHOD

This research uses a qualitative and quantitative methods with a case research framework to explore social learning strategies based on the Merdeka Curriculum in Indonesia. This approach was chosen because it allows researchers to conduct in-depth analyses of the implementation and effectiveness of teaching strategies in the context of an independent curriculum. This research was conducted in a number of schools in Indonesia that are known to implement Merdeka Curriculum. The selection of these schools was based on the criteria of consistent implementation of the independent curriculum. In each school, social studies teachers served as key informants who provided in-depth insights into their experiences, the challenges they faced and the strategies they applied in social studies teaching. In addition, direct observation of classroom teaching and learning activities was conducted to directly observe the implementation of learning strategies.

Data collection techniques include direct observation, in-depth interviews, and document analysis to gain a comprehensive understanding of social learning strategies. Observations were conducted with the aim of recording how teaching strategies are applied in daily practice and the interactions that occur in the classroom. Interviews with social studies teachers aimed to gather detailed information regarding strategies, experiences, and challenges faced in implementing Merdeka Curriculum. Documents analysed included curriculum materials, lesson plans and examples of student work, which provided additional context and complemented data from observations and interviews. The data collected was analysed using a thematic analysis approach, which enabled the identification of key themes and patterns emerging from the data. This analysis process aimed to evaluate the effectiveness and dynamics of social learning strategies in the context of the curriculum, as well as provide recommendations for the improvement of teaching practices and future curriculum development. This research is expected to make a significant contribution to the understanding and improvement of social learning strategies in Indonesia.

RESULT AND DISCUSSION

Innovative Pedagogical Approaches in Social Studies

Project-Based Learning (PBL) is an educational approach that challenges students to solve real-world problems by applying their knowledge and skills. In a social studies context (Ndari et al., 2023), PBL offers students the opportunity to engage with societal issues such as sustainability, governance, and social justice, fostering a deep connection between academic content and its practical applications (Aguirre et al., 2021). For example, a class might investigate urbanization's environmental impact by developing a project that involves creating sustainable city plans. In this process, students research local environmental data, interview urban planners, and propose solutions to mitigate negative effects. The hands-on nature of PBL encourages students to take ownership of their learning, promoting critical thinking and collaboration as they work in teams to achieve common goals. Moreover, PBL can incorporate various forms of assessment, such as presentations, reports, and peer evaluations, providing a well-rounded understanding of a student's capabilities (Børsen et al., 2021). Ultimately, PBL not only engages students but also prepares them for real-world challenges by fostering skills like problem-solving, teamwork, and adaptability, which are essential for success beyond the classroom.

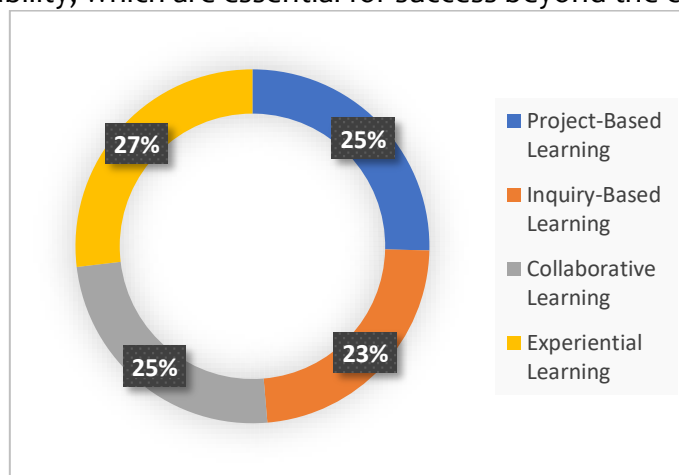


Figure 1: Effectiveness of Learning Approaches

Inquiry-Based Learning (IBL) shifts the role of the teacher from a disseminator of knowledge to a facilitator of learning. In this method, students are encouraged to ask questions, conduct research, and engage in intellectual exploration (Garner et al., 2018). The focus is on the process of discovery, where students take an active role in their learning journey by investigating topics of personal interest or societal relevance. For instance, in a social studies classroom, students might explore topics such as the effects of colonialism or the dynamics of migration. By formulating their research questions, gathering data, and drawing conclusions, students develop a deeper understanding of the subject matter. This method promotes critical thinking, as students are required to analyze multiple sources of information and assess the validity of different perspectives (Molina Puche & Muñoz Cutillas, 2016). IBL also enhances research skills, as students learn how to locate reliable information and use evidence to support their arguments. Teachers, in turn, guide the process by providing resources, offering feedback, and encouraging deeper inquiry. This student-centered approach fosters independence, intellectual curiosity, and a lifelong passion for learning.

Collaborative learning is a powerful strategy that emphasizes the importance of working together to solve problems and achieve academic goals. In the social studies classroom, collaborative learning is particularly effective in tackling complex, multifaceted topics such as economic inequality, political systems, or global conflicts (Kaya et al., 2018). By engaging in group work, students are exposed to diverse perspectives and learn how to navigate differences of opinion, which mirrors real-world social dynamics. For example, a group project on global trade might involve students taking on roles as representatives of different countries, negotiating trade agreements, and analyzing the economic impact of those decisions (Sandahl, 2020). This kind of learning encourages students to practice negotiation, conflict resolution, and effective communication, all while deepening their understanding of global economics (Sandahl, 2020). Collaborative learning nurtures essential soft skills such as empathy, leadership, and teamwork, which are increasingly valued in professional environments. It also promotes a sense of accountability, as students must contribute meaningfully to their group's success, enhancing their individual learning while supporting collective achievement (Halil et al., 2024).

Experiential learning offers a transformative approach by immersing students in real-life situations that enhance their academic understanding through direct experience (Höttecke & Allchin, 2020). In social studies, this might involve field trips, community service, simulations, or interactive activities that allow students to experience firsthand the social phenomena they are studying. For example, a field trip to a historical site or a visit to a local government office provides students with a tangible connection to the material, making abstract concepts more concrete and understandable. Experiential learning is especially effective because it connects classroom content to the outside world, reinforcing the relevance of academic learning. Students not only retain information better but also develop a deeper appreciation for the subject. The method also allows for reflection, a crucial element in experiential learning, where students are encouraged to think critically about their experiences, what they have learned, and how it applies to their lives. By participating in real-world activities, students enhance their critical thinking skills, build empathy, and develop a more nuanced understanding of social dynamics and issues.

Integrating Technology into Social Studies Education

Digital storytelling and multimedia projects have revolutionized the way students engage with social studies content, offering dynamic tools for exploration and presentation. Creating interactive timelines allows students to construct digital representations of historical events (Barak, 2017), providing a chronological framework that highlights key moments and their impacts. These timelines can be enriched with multimedia elements such as images, videos, and audio clips, making the learning experience more immersive and engaging. Developing multimedia presentations further enhances this approach by encouraging students to synthesize information through various formats, including videos, infographics, and audio recordings. This multimodal approach not only caters to diverse learning styles but also helps students to present their findings in creative and impactful ways. Digital narratives offer another dimension, enabling students to create stories that represent different perspectives on historical events or social issues (O'Sullivan et al., 2017). By leveraging digital platforms, students can craft narratives that integrate text, imagery, and audio to convey complex ideas. Additionally, virtual field trips utilize virtual reality (VR) and other multimedia tools to take students on immersive excursions to historical sites or significant locations (Josa &

Aguado, 2021). These virtual experiences allow students to explore and interact with places they might not have the opportunity to visit in person, deepening their understanding of historical and social contexts (Leonard et al., 2016). Collaborative digital projects further enhance this learning by enabling students to work together online to produce multimedia content, fostering teamwork and shared exploration of social studies themes.

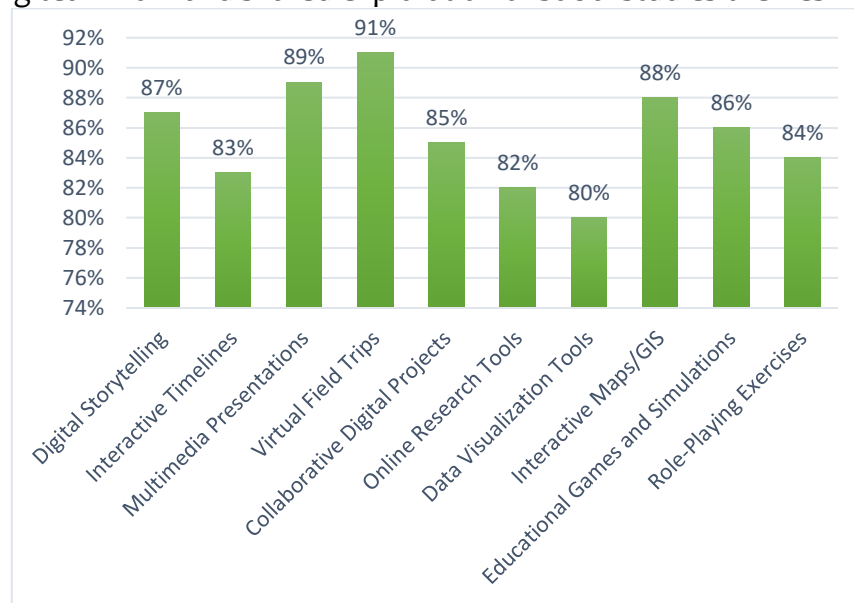


Figure 2: Engaging Digital Strategies for Social Studies

The integration of online research and data analysis tools into social studies education is transforming how students gather, analyze, and interpret information. Utilizing online archives and databases provides students with access to a vast array of historical documents, primary sources, and academic journals that were previously inaccessible. This exposure to diverse materials enriches their research capabilities and deepens their understanding of historical contexts. Data visualization tools play a crucial role in helping students make sense of complex information (Ellwood & Abrams, 2018). By creating graphs, charts, and maps, students can visually represent social studies data, facilitating better comprehension and communication of their findings. Research methodology in the digital age focuses on teaching students effective digital research techniques, including how to evaluate online sources for credibility and bias. This skill is essential for conducting rigorous and reliable research in an increasingly digital world. Interactive maps and Geographic Information Systems (GIS) provide students with tools to explore and analyze geographic and historical data spatially. These technologies enable students to examine patterns and trends across different locations and time periods (Sund & Gericke, 2020). Critical evaluation of digital information encourages students to assess the accuracy and reliability of online sources. By developing these evaluative skills, students learn to navigate the complexities of digital information and construct well-informed, evidence-based conclusions.

Gamification and interactive learning strategies are enhancing student engagement and motivation in social studies education. Educational games and simulations immerse students in historical scenarios, political systems, or economic models, allowing them to experience and interact with the content in a participatory manner (Sanina et al., 2020). These games create an engaging learning environment where students can experiment with different outcomes and scenarios, fostering a deeper understanding of social studies

concepts. Gamified assessments leverage game-based platforms to transform traditional quizzes and tests into interactive challenges. By incorporating elements of competition and rewards, these assessments make learning more enjoyable and motivating. Role-playing and scenario-based learning design digital exercises where students take on roles and navigate historical events or social issues from various perspectives (Li, 2018). This experiential approach helps students develop empathy and a nuanced understanding of complex topics. Interactive learning platforms offer tailored lessons and exercises that adapt to students' needs and progress. These platforms provide a personalized learning experience, allowing students to engage with social studies content at their own pace and according to their interests. Reward systems and badging within gamification frameworks recognize and celebrate student achievements, encouraging continued engagement and progress (Astuti et al., 2024). By incorporating these elements, educators can create a dynamic and motivating learning environment that supports students' growth and development in social studies.

Virtual collaboration and communication have become pivotal in modern education, particularly in social studies. Online discussion forums provide a platform for students to engage in thoughtful discourse on various social studies topics (Sandahl et al., 2022). These digital forums facilitate ongoing discussions, enabling students to share ideas, debate concepts, and collaborate on projects regardless of physical location (Jamilah et al., 2024). Video conferencing with experts further enriches this experience by offering students the opportunity to interact with historians, social scientists, and other specialists. Such virtual meetings can provide real-world insights and firsthand knowledge, bridging the gap between academic theory and practical application. Collaborative digital platforms, such as Google Workspace or Microsoft Teams, are essential tools for enabling group research and project work (Yoto et al., 2024). These platforms support real-time collaboration, allowing students to work together on documents, presentations, and other project components seamlessly. Peer review and feedback processes conducted online offer a structured way for students to critique each other's work and receive constructive feedback, enhancing the learning experience and promoting critical thinking. Lastly, global connections enable students to engage with peers from different countries, discussing and comparing social studies topics from a variety of cultural and national perspectives. This international exchange not only broadens students' viewpoints but also fosters global understanding and collaboration.

Personalized learning and adaptive technology are transforming how students engage with social studies content, making education more tailored and effective. Adaptive learning platforms use sophisticated algorithms to adjust educational content and assessments based on each student's performance and learning needs. This individualized approach ensures that students receive the support they need to master social studies concepts at their own pace (Yosepha et al., 2023). Differentiated instruction is another critical component, where technology provides multiple pathways for learning, accommodating various learning styles and abilities. This approach allows educators to offer customized resources and activities that meet the diverse needs of their students. Learning analytics play a crucial role in this process by utilizing data from educational technology tools to monitor and analyze student progress. Educators can use this data to adapt their instructional strategies and provide targeted interventions. Customizable learning paths allow students to delve deeper into topics of interest within social studies, promoting engagement and motivation (Wasehudin et al., 2023). By choosing their

learning paths, students can explore subjects that resonate with their interests and aspirations. Finally, assistive technology ensures that students with disabilities have equitable access to social studies content. Tools such as text-to-speech, speech-to-text, and other supportive technologies help create an inclusive learning environment where all students can participate fully and achieve their academic goals.

Cultural Relevance and Inclusivity in Curriculum Design

Local Knowledge Integration involves weaving regional history, culture, and traditions into the curriculum to enrich the educational experience and create meaningful connections between students and their immediate environment (Samsudi et al., 2024). This method emphasizes the importance of contextualizing learning within the local setting, thereby enhancing students' understanding of how their specific region's historical and cultural dynamics influence broader societal trends. By integrating local knowledge, educators not only make lessons more relatable and engaging but also provide students with a deeper appreciation of their heritage and community. For example, incorporating local historical events and figures into social studies lessons helps students see the relevance of their regional context in shaping national and global histories. This approach fosters a sense of identity and belonging, as students learn about their community's unique contributions and challenges (Nind & Katramadou, 2023). Additionally, local knowledge integration supports the preservation and transmission of regional traditions and values, ensuring that these cultural elements are not lost but instead celebrated and respected within the educational framework. Through this method, students gain a more nuanced understanding of their place in the world and develop a greater respect for their cultural roots.

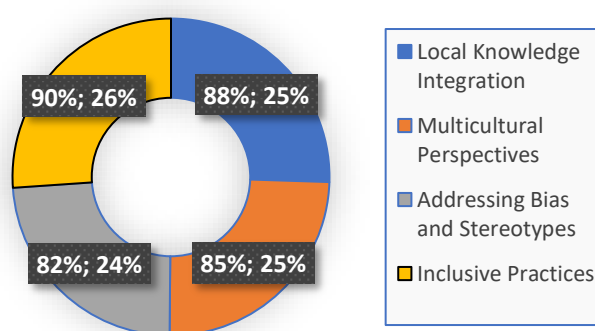


Figure 3: Strategies for Inclusive Social Studies Education

Multicultural Perspectives in education aim to ensure that diverse viewpoints and experiences are represented, reflecting the richness of various cultural, ethnic, and historical backgrounds (Poole et al., 2021). This approach is crucial for creating an inclusive educational environment that acknowledges and values the contributions of all groups, helping students to develop a comprehensive and balanced understanding of social studies topics. By incorporating a wide range of perspectives into the curriculum, educators can expose students to different cultural narratives and historical experiences, fostering empathy, respect, and a broader worldview. For instance, including diverse

texts, case studies, and historical accounts allows students to engage with multiple viewpoints and understand the complexities of global and local issues. This method not only enhances students' knowledge and critical thinking skills but also prepares them to interact thoughtfully and respectfully with people from different backgrounds. Multicultural perspectives encourage students to appreciate and celebrate diversity, which is essential in a globalized society (Taylor, 2017). By making diverse viewpoints a central part of the learning process, educators promote a more equitable and enriching educational experience that prepares students to thrive in an increasingly interconnected world.

Addressing Bias and Stereotypes is a critical aspect of creating an equitable educational environment. This involves implementing strategies to recognize, confront, and mitigate biases and stereotypes that may be present in teaching materials and classroom practices (Waight et al., 2022). Biases and stereotypes can manifest in various ways, including through the portrayal of certain groups, the language used, and the selection of examples or case studies. Educators need to carefully review and critically evaluate their instructional materials to ensure they do not perpetuate harmful stereotypes or present skewed perspectives. Strategies to address these issues include incorporating a diverse range of viewpoints, using inclusive language, and providing training for teachers to recognize and challenge their own biases. By actively working to eliminate biases and stereotypes, educators can create a more inclusive and respectful learning environment where all students feel valued and represented (Morote & Hernández, 2020). This approach not only improves the quality of education but also helps to foster a classroom culture that celebrates diversity and encourages critical thinking about social issues. Addressing bias and stereotypes prepares students to navigate and contribute to a diverse society, promoting social justice and equity.

Inclusive Practices focus on adapting content and teaching methods to accommodate all students, including those with special needs, to ensure that every learner has the opportunity to succeed (Sacchi et al., 2021). This approach recognizes the diversity of students' abilities, backgrounds, and learning styles, and seeks to provide equitable access to education for everyone. Implementing inclusive practices involves differentiating instruction, using a variety of teaching methods, and providing additional supports and resources tailored to individual needs. For example, educators might use assistive technologies (Jiang et al., 2017), provide materials in multiple formats, or offer modified assignments to support students with disabilities. Inclusive practices also involve creating a classroom environment that is welcoming and supportive of all students, including those from diverse cultural or linguistic backgrounds. By adapting content and teaching methods to meet the needs of each student, educators can help ensure that all learners are able to engage with the curriculum effectively and achieve their full potential (Yami et al., 2021). This approach not only benefits students with special needs but also enhances the overall learning experience by fostering a more inclusive and supportive classroom environment. Ultimately, inclusive practices contribute to a more equitable and effective educational system where every student has the opportunity to thrive.

Professional Development and Support for Educators

Training Programs are foundational for advancing educational practices and equipping teachers with the tools and strategies necessary for effective instruction (Lucas

& Delgado-Algarra, 2019). Developing comprehensive workshops and courses addresses the diverse needs of educators by providing them with opportunities to enhance their skills and stay current with the latest pedagogical approaches (Rodriguez & Morrison, 2019). These programs can cover a broad spectrum of topics, including innovative teaching methods, classroom management, integration of new technologies, and strategies for addressing the needs of diverse learners. By participating in training programs, teachers can learn about emerging trends in education, discover new resources, and gain practical skills that can be immediately applied in the classroom. Additionally, these programs offer a platform for educators to collaborate with their peers, engage in professional discussions, and explore solutions to common challenges. The continuous professional development fostered through training programs helps ensure that teachers are well-prepared to meet the evolving demands of education and contribute to improved student outcomes.

Mentorship and Peer Support are vital components of teacher development, offering valuable guidance and encouragement to educators at various stages of their careers (Henriksen, 2016). Creating structured mentorship programs allows experienced teachers to provide support and advice to newer colleagues, sharing their expertise and helping them navigate the complexities of the teaching profession. Mentors can offer practical insights, assist with lesson planning, and provide emotional support, which can be particularly beneficial for teachers facing challenges or transitioning into new roles. Peer support networks further enhance this process by fostering a collaborative environment where educators can share ideas, resources, and best practices. By building strong mentorship and peer support systems, schools create a community of practice that promotes continuous learning, professional growth, and mutual support among educators. This collaborative approach not only aids in the development of individual teachers but also contributes to a more cohesive and effective teaching team (Haşiloğlu et al., 2020).

Feedback and Reflection are critical for ongoing professional development, allowing teachers to assess and refine their practices continually. Implementing systems for regular feedback and reflection enables educators to evaluate their teaching methods (Nind & Lewthwaite, 2018), identify areas for improvement, and make data-informed decisions about their instruction. Structured feedback mechanisms, such as peer reviews, supervisory evaluations, or self-assessment tools, provide teachers with constructive insights into their performance and effectiveness. Reflection, on the other hand, encourages teachers to critically analyze their practices, consider student responses, and explore ways to enhance their teaching strategies (Jamilah et al., 2024). By integrating feedback and reflection into their professional routines, educators can develop a deeper understanding of their teaching impact, address areas of concern, and make informed adjustments to better meet the needs of their students. This process of continuous improvement ultimately leads to more effective teaching practices and better learning outcomes for students.

Resource Access is essential for empowering teachers to deliver high-quality instruction and stay informed about educational advancements (Supianto et al., 2024). Providing educators with access to a range of resources, including academic journals, digital libraries, teaching materials, and research databases, ensures they have the tools needed to enhance their teaching practices (Kyle, 2020). Access to current and relevant resources supports teachers in integrating evidence-based strategies into their lessons,

staying updated with new developments in their field, and addressing the diverse needs of their students. Additionally, resource access can include subscriptions to educational platforms, participation in online communities, and attendance at professional conferences. By equipping teachers with these resources, schools foster an environment of continuous learning and improvement, enabling educators to deliver engaging and effective instruction. This support not only benefits teachers but also enhances the overall quality of education and student achievement.

CONCLUSION

The conclusion of this study shows that the implementation of social learning strategies based on Merdeka Curriculum in Indonesia has a significant impact on teaching effectiveness and students' learning experience. From the results of observations, interviews with teachers, as well as student perspectives, it appears that the strategies implemented in various schools reflect diversity in learning approaches. On the one hand, Merdeka Curriculum offers flexibility that allows customisation of teaching methods to student needs and contexts, which can increase engagement and relevance of teaching materials. On the other hand, the main challenge faced is unevenness in the implementation of the curriculum, caused by differences in teacher training, resource limitations and institutional support. These differences affect the consistency and effectiveness of the learning strategies implemented, which in turn impacts student learning outcomes. To improve the quality of Merdeka Curriculum implementation and the effectiveness of social learning strategies, several key recommendations can be implemented. Firstly, there is a need for increased training and continuous professional development for teachers to ensure they have an in-depth understanding and necessary skills in curriculum implementation. This training should cover both practical and theoretical aspects of learning strategies as well as effective ways to overcome challenges that may arise. Secondly, it is important to provide adequate resources, such as relevant teaching materials, learning aids and technical support, to enable teachers to implement the curriculum more effectively. In addition, regular evaluation and collection of feedback from students should be conducted to monitor and assess the success of learning strategies and to identify areas for improvement. It is also important to build a supportive learning community among teachers so that they can share experiences, best practices and solutions to problems. By implementing these recommendations, it is hoped that a more responsive, dynamic and student-centred learning environment can be created and the overall quality of social education in Indonesia can be improved.

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