

# THE IMPLEMENTATION OF KURIKULUM MERDEKA IN ISLAMIC EDUCATION IN THE 3T REGIONS OF NORTH LOMBOK

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## Abstract

*This research aims to analyze the implementation of the Merdeka Curriculum in the 3T (isadvantaged, forefront, outer) regions of North Lombok. The method employed is qualitative with a multi-site approach to examine the challenges of implementing the Merdeka Curriculum in this area. The study finds that the implementation faces challenges such as inadequate educational infrastructure, limited teacher quality, and high levels of poverty, which hinder effective education. To address these issues, strategic collaboration among local government, educational institutions, and the community is crucial. This includes improving infrastructure, providing continuous teacher training, integrating local content into the curriculum, and enhancing socio-economic support and transportation. Active parental involvement also plays a significant role. Through these combined efforts, inclusive and relevant education can be achieved for students in these regions.*

**Keywords:** *Implementation, Kurikulum Merdeka & 3T Areas*

## INTRODUCTION

The "Kurikulum Merdeka" (Freedom Curriculum) plays a crucial role in the transformation of education in Indonesia. It aims to increase the relevance of education to the realities of students' lives across various regions (Walewangko et al., 2022). This involves not only integrating local wisdom and culture into the learning materials but also promoting the development of 21st-century skills such as critical thinking, creativity, communication, and collaboration (Husna et al., 2024). Through Kurikulum Merdeka, it is expected that students will gain not only academic

knowledge but also the necessary skills to succeed in the era of globalization and technology (Hanipah, 2023). Kurikulum Merdeka has the potential to provide more equitable opportunities for every student to maximize their development, address educational disparities, and enhance the overall quality of human resources on a national scale.

The implementation of Kurikulum Merdeka aims to create a more relevant, inclusive, and responsive education system that meets local needs and global challenges (Rambung et al., 2023). This curriculum is designed to strengthen students' abilities to think

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critically, creatively, and independently through project-based and contextual learning approaches (Hamzah et al., 2022). The goals of implementing Kurikulum Merdeka reflect a commitment to improving the quality of education in Indonesia by introducing a more relevant and inclusive approach (Handayani et al., 2023). The implementation of Kurikulum Merdeka is expected to bring about significant positive changes in the national education system, making education a key driver of social, economic, and cultural progress for the nation (Santy et al., 2024).

Importantly, these transformations also apply to the field of Islamic education, particularly in institutions such as madrasahs and Islamic-based schools, where the integration of modern competencies with Islamic values becomes essential. The curriculum offers opportunities to strengthen the relevance of Islamic education by aligning its goals with contemporary demands while preserving spiritual and moral foundations.

The implementation of Kurikulum Merdeka in 3T areas (frontier, outermost, and disadvantaged regions) such as North Lombok requires special attention due to various limitations faced (Hasthoro et al., 2016). In the context of Islamic education, this includes ensuring that madrasahs and other Islamic schools in remote areas are not left behind in terms of

infrastructure, teacher training, and curriculum alignment.

North Lombok, as one of the 3T regions, offers a unique context that reflects the realities of many areas in Indonesia facing similar challenges (Sarjito et al., 2024). Geographic, socio-economic, and cultural factors are important considerations in analyzing the implementation of Kurikulum Merdeka there (Purwowidodo & Ritonga, 2023). Limited educational infrastructure can be a major barrier to implementing Kurikulum Merdeka (Junaidi, 2021). Schools far from urban centers often face limitations in physical facilities such as adequate classrooms, libraries, or laboratories, which can affect students' learning experiences (Firdaus & Ritonga, 2024).

The implementation of Kurikulum Merdeka is also limited by the availability and capacity of adequate human resources in North Lombok (Hanapi, Lasmawan, & Suharta, 2023). Teachers often face challenges in adapting the new curriculum to local needs and realities, especially if they do not receive adequate training. This situation is also experienced by teachers in Islamic education institutions, who must simultaneously uphold religious values while incorporating more interactive and student-centered approaches.

North Lombok, one of the regions categorized as 3T, faces various unique challenges in the socio-economic context, infrastructure, transportation,

and human resources (Yuniarto, 2016). High poverty rates, limited educational infrastructure, and difficult access to transportation are major obstacles to providing quality education (Firdaus & Ritonga, 2024). Many schools in this area lack basic facilities such as proper school buildings, stable electricity access, and adequate sanitation facilities (Santoso, 2019). Additionally, many students living in remote areas have to travel long and difficult distances to reach school, reducing their participation and attendance.

Human resources are also a critical factor in the implementation of Kurikulum Merdeka in North Lombok (Istiani & Hadi, 2023). The shortage of qualified and trained teachers hampers schools' ability to implement innovative teaching methods in accordance with the new curriculum (Raihansyah et al., 2024). Many teachers are not yet ready to adopt the new approaches that demand student independence and the development of critical and creative thinking skills (Wardani, 2023). This also applies to teachers in Islamic education who may lack access to ongoing professional development programs related to Kurikulum Merdeka.

Besides these factors, the unique socio-economic context in North Lombok also affects education. High poverty levels often force children to work to support their families' economies rather than attend school, while economic disparities between

affluent and less affluent families widen the gap in access to educational resources. This inequality affects students' academic performance and potentially hinders their future development.

To overcome these challenges, collaboration between various stakeholders, including the government, educational institutions (both general and Islamic), local communities, and non-governmental organizations, is necessary (Hamu, 2024). This collective effort aims to improve the quality of education through infrastructure improvements, enhancing teacher competencies, and providing social and economic support for poor families (Sari & Sirozi, 2023). Through a holistic and inclusive approach, it is hoped that Kurikulum Merdeka can be successfully implemented in North Lombok, including in Islamic education institutions, bringing tangible positive impacts on the quality of education in the region.

By outlining this background, the study aims to conduct an in-depth analysis of the implementation of Kurikulum Merdeka in North Lombok, particularly in the context of Islamic education. Through a deeper understanding of the challenges, potential, and impacts of this curriculum, it is hoped that policy recommendations will be found to enhance the effectiveness of education in 3T areas overall.

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This research methodology will utilize a descriptive qualitative approach to gain an in-depth understanding of the implementation of this curriculum in unique contexts such as North Lombok. The study will involve a series of in-depth interviews with various stakeholders, including teachers, school principals, parents, and representatives from the local education department. These interviews aim to explore the perceptions, experiences, and challenges faced in implementing the Kurikulum Merdeka in 3T areas. Special attention will be given to insights from Islamic education institutions to examine how well the curriculum supports their mission and how it can be better integrated. Data from the interviews will be analyzed thematically to identify key patterns, gaps, and factors influencing curriculum implementation.

### **METHOD**

The research will also conduct participatory observations in selected schools in North Lombok. These observations will be carried out to directly observe how the Kurikulum Merdeka is integrated into daily learning practices. The researcher will note the interactions between teachers and students, the teaching approaches used, and the use of local resources in supporting the curriculum. These observations will provide important contextual data to evaluate curriculum

implementation from a practical perspective in the field. Additionally, the research will pay particular attention to how teachers adapt their instructional methods to fit the diverse needs of students in these areas. This includes observing how culturally relevant materials and community knowledge are incorporated into the curriculum, and how these elements affect student engagement and learning outcomes. The study will also examine the infrastructure and resources available to support the curriculum, including the availability of teaching aids, technology, and classroom environments.

The research employs a multi-sited qualitative approach, involving multiple schools across different regions within North Lombok. This approach allows for a comparative analysis of curriculum implementation across varied contexts, providing a broader understanding of how the Kurikulum Merdeka is adapted and experienced in different settings. By examining multiple sites, the study can identify common patterns and unique challenges faced by schools in implementing the curriculum. This comparative element enriches the data, offering insights into the variability and consistency of the curriculum's impact. With a combination of in-depth interviews and participatory observations across multiple sites, this study aims to provide deep insights into the challenges, potential, and impact of

the Kurikulum Merdeka in the 3T (Terdepan, Terluar, dan Tertinggal) areas of North Lombok and offer strategic recommendations to enhance the effectiveness of future curriculum implementation. By doing so, the research hopes to contribute to a more nuanced understanding of how educational innovations can be tailored to meet the specific needs of underserved communities, ultimately aiming to improve educational outcomes and equity in these regions.

## **FINDINGS AND DISCUSSION**

### **Challenges in Implementing the Kurikulum Merdeka in the 3T Areas of North Lombok**

The implementation of the Kurikulum Merdeka in 3T areas, such as North Lombok, presents a number of complex challenges that require strategic approaches to be successfully addressed. These challenges encompass infrastructure aspects, human resources, and the unique socio-economic context of these 3T regions.

#### **1. Educational Infrastructure**

Educational infrastructure in North Lombok is often limited, especially in remote and outermost areas. These limitations include accessibility to physical facilities such as adequate school buildings, stable electricity access, and sufficient sanitation facilities. These conditions affect schools' readiness to implement the Kurikulum Merdeka, which requires adequate

facilities to support project-based learning, group discussions, and the use of supportive technology. The results of interviews with the Head of the North Lombok Education Department and teachers in the region emphasize these issues:

Interviewee 1: We face serious challenges in providing adequate school buildings for students in remote areas. Many schools are still using old and inadequate buildings that do not support an interactive learning process.

Interviewee 2: The electricity often goes out in our village, making it difficult for us to use technology in learning. This limits our ability to implement active learning methods as promoted by the Kurikulum Merdeka.

Based on the results of the interviews conducted, several limitations of the supporting facilities for the Kurikulum Merdeka in North Lombok were identified. These include unstable electricity access and inadequate sanitation facilities.

Additionally, transportation issues are a serious problem in this area. Many students living in remote areas have to walk long distances or cross rivers to reach school, which often serves as a major barrier to their attendance and participation in the learning process (Arismunandar et al., 2021).

Inadequate infrastructure conditions directly affect schools'

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readiness to implement the Kurikulum Merdeka (Ayu, 2022). Project-based learning, group discussions, and the use of supportive technology become difficult to carry out without adequate infrastructure support (Surwuy et al., 2024). Therefore, improving and enhancing educational infrastructure is crucial to supporting the successful implementation of the Kurikulum Merdeka.

### 2. Human Resources

Limitations in the quantity and quality of educators present a serious challenge in North Lombok. Many teachers may not be adequately prepared to adapt to the new approaches promoted by the Kurikulum Merdeka, such as contextual approaches that are more related to the daily lives of students in the region. Continuous training and professional development are key to improving teachers' competence in implementing a curriculum oriented towards skill-based learning and character development.

According to data gathered from the local Education Department, about 30% of teachers in the area do not meet the national qualification standards. This indicates that many teachers are not fully prepared to adapt to the new approaches promoted by the Kurikulum Merdeka. Another issue is

the limited access to continuous training and professional development for teachers. A principal at a public junior high school in North Lombok emphasized the difficulty in providing quality training for teachers to effectively implement the Kurikulum Merdeka. Limited resources and budget constraints are major barriers to improving teachers' competence (Paulina & Patimah, 2023). Additionally, differences in cultural and linguistic backgrounds between teachers and students pose their own challenges in the teaching process. For example, the dominant Sasak language in North Lombok often hinders the understanding of lessons presented in standard Indonesian (Susilo & Sarkowi, 2018).

The lack of a holistic approach in improving teachers' competence through comprehensive and continuous training is key to the low readiness for implementing the Kurikulum Merdeka in the region. Weak collaboration between local governments, educational institutions, and the local community in supporting efforts to improve the quality of education in North Lombok also greatly affects the low quality of curriculum implementation. Therefore, continuous evaluation and monitoring of the Kurikulum Merdeka implementation are

important to ensure its success and positive impact on student learning.

### 3. Socio-Economic Context

North Lombok, as one of the areas categorized as 3T (frontier, outermost, and disadvantaged), faces significant socio-economic challenges that greatly affect children's access to education. One of the main issues is the high poverty rate in this area. The poverty affecting many families in North Lombok often makes meeting basic needs like food and shelter a higher priority than education. As a result, many children have to help their parents work to supplement the family income, reducing their time and energy for studying and attending school.

In addition to high poverty levels, income inequality is also a significant issue in North Lombok. The economic gap between affluent families and those less fortunate creates a disparity in access to educational resources (Sukarma et al., 2023). Children from wealthier families may have access to books, technology, and additional tutoring, while children from poorer families often struggle with limited educational facilities (Paramansyah, 2020). This inequality exacerbates the academic achievement gap among students, which can affect their participation and retention in school.

Limited access to transportation is also a major barrier to consistent education in North Lombok. Inadequate transportation infrastructure, such as damaged roads or a lack of adequate public transport, makes the journey to school difficult and time-consuming. Children living in remote areas often have to travel long distances and navigate challenging terrain to reach school. This not only exhausts their energy but also diminishes their motivation to attend school regularly, especially in extreme weather conditions.

The socio-economic issues faced by North Lombok have a direct impact on student participation and retention rates in schools. Many children are unable to complete their basic education because they have to work or because their families cannot financially support their education. Low student retention is one of the main challenges to the successful implementation of the curriculum in this area. Without adequate participation and retention, it is difficult to ensure that the curriculum can be effectively implemented and that all children receive a quality education.

Interviews with school principals and teachers in North Lombok provide deeper insight into these challenges. The principal of SD Negeri Bayan explained, "Many of our students have to work in the

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fields or help their parents with their businesses, so they are often absent from school. Additionally, poor road conditions make them walk for hours to reach school, especially during the rainy season." This is echoed by Mr. Rahmat, a teacher at SMP Negeri 1 Tanjung, who said, "Some of our students are forced to drop out because their parents cannot afford transportation and other school expenses. Some even have to marry early to ease their family's economic burden."

Parents' opinions also offer important insights into the socio-economic conditions in North Lombok. Mrs. Aisyah, a housewife in Sigar Penjalin Village, said, "I want my children to go to school, but sometimes we don't have money for the fare. I hope the government provides assistance for transportation and school needs." Meanwhile, Mr. Hasan, a farmer, added, "We live off uncertain agricultural yields. If the harvest fails, the children have to help in the fields and can't go to school."

Addressing these challenges requires a comprehensive and collaborative approach (Ardhiyansyah et al., 2023). The government, educational institutions, and the community need to work together to create solutions that can mitigate the impacts of poverty, income inequality, and transportation

limitations on educational access (Anwar, 2022). This could include scholarship programs, providing safe and affordable school transportation, and improving educational facilities in remote areas. By doing so, it is hoped that student participation and retention rates in North Lombok can be increased, ensuring a more inclusive and equitable implementation of the curriculum.

#### 4. Infrastructure

Schools in North Lombok often face various infrastructure limitations that hinder the teaching and learning process. One of the major issues is unstable electricity access (Anggraini & Winarti, 2023). Frequent power outages or inconsistent supply pose difficulties for schools in conducting optimal teaching activities (Yulianti, 2019). Without stable electricity, the use of electronic devices and information technology becomes limited, significantly impacting modern learning that increasingly relies on technology. Mr. Yanto, the Principal of SD Negeri 2 Kayangan, explained, "Frequent power outages make it difficult for us to use projectors or computers in class. This is especially hindering when trying to deliver multimedia-based lessons."

In addition to electricity problems, adequate classroom availability is also a significant challenge. Many schools in this area

operate with limited classroom space, often leading to overcrowding (Paku, Hidayati & Santosa, 2017). Overcrowded classrooms not only reduce student comfort but also hinder teacher-student interaction and attention (Setyanto, 2017). Mr. Haris, a teacher at SMP Negeri 3 Pemenang, revealed, "We often have to combine two classes into one due to lack of classroom space. This makes the learning environment less conducive and students find it difficult to focus."

Limited access to information technology is also a major barrier to education in North Lombok. In this digital era, the ability to access information and use technology are crucial skills. However, many schools in this area lack adequate computers, stable internet access, or even basic knowledge of technology use. This results in students lagging behind in essential skills for their future. Ms. Lina, a ICT teacher at SMA Negeri 1 Tanjung, stated, "We have some computers, but not enough for all students. Additionally, the internet network is often slow or down, making it difficult to conduct internet-based learning."

These inadequate infrastructure conditions not only affect students but also teachers. Without adequate facilities, teachers struggle to design and deliver engaging and effective learning materials (Hidayati, 2024). This

potentially lowers the overall quality of education. Teachers often have to resort to traditional methods that may no longer be effective in capturing students' attention and interest in learning (Zubaidah, 2016). Mr. Widi, a teacher at SD Negeri 4 Bayan, commented, "We have to be creative with very limited resources. Many subjects could be taught more effectively if we had better access to technology."

Addressing infrastructure limitations in schools in North Lombok requires serious attention and collaborative efforts from various parties (Hasanah et al., 2024). The government needs to increase investment in educational infrastructure development, including providing stable electricity, adding classrooms, and improving access to information technology (Ali, 2009). Furthermore, collaboration with the private sector and non-governmental organizations can help provide additional necessary resources. By improving educational infrastructure, it is expected that the quality of education in North Lombok can improve, providing students with better opportunities to reach their full potential and compete in this era of globalization.

##### 5. Human Resources

Limitations in human resources, particularly qualified and trained teachers, are a major

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constraint in implementing the Merdeka Curriculum in North Lombok. The Merdeka Curriculum requires teachers to have a deep understanding of new learning approaches, focusing more on student autonomy, creativity, and critical thinking. However, many teachers in this area are still accustomed to conventional teaching methods and are not yet ready to adopt these significant changes. Ms. Rini, a teacher at SD Negeri 5 Bayan, expressed, "We find it difficult to transition to the Merdeka Curriculum because we haven't fully understood how to apply it in our daily teaching."

Training and competency development for teachers are urgent priorities to ensure the success of implementing the Merdeka Curriculum. Comprehensive training programs need to be regularly conducted to equip teachers with the necessary skills and knowledge. This training should include practical aspects such as lesson planning, appropriate evaluation techniques, and the use of technology in teaching. Furthermore, training should provide opportunities for teachers to share experiences and effective strategies in implementing the new curriculum. Mr. Andi, a school principal at SMP Negeri 2 Tanjung, said, "Continuous training is crucial so that teachers can continuously update their

knowledge and skills according to the demands of the curriculum."

In addition to training, mentoring and coaching are also crucial steps in teacher competency development. Experienced teachers who have successfully implemented the Merdeka Curriculum can serve as mentors for their colleagues who still need guidance. This approach not only facilitates knowledge transfer but also builds a learning community among teachers. Ms. Siti, a senior teacher at SMA Negeri 1 Pemenang, explained, "We strive to support each other and learn from one another. This mentoring is very helpful in understanding and overcoming challenges that arise in curriculum implementation."

Limitations in human resources are also evident in the insufficient number of teachers (Hasbiyallah et al., 2022). A high teacher-to-student ratio burdens teachers heavily, making it difficult for them to provide the individual attention needed by each student to develop according to the principles of the Merdeka Curriculum. This shortage is exacerbated by teachers having to teach in more than one school or class due to insufficient teaching staff (Yosada, 2017). This certainly affects the quality of teaching and the effectiveness of curriculum implementation. Mr. Hasan, a teacher at SD Negeri 3 Gangga, stated, "We lack teachers, so

one teacher often has to handle many classes at once. This makes it difficult for us to focus on the development of each student."

To address these limitations, the government and educational institutions need to collaborate in recruiting and placing more qualified teachers in areas that need them (Saprianto, Simbolon & Hukom, 2023). Additionally, incentives and recognition for teachers who excel in implementing the Merdeka Curriculum can serve as additional motivation to enhance their performance and dedication (Darmadi & MM, 2018). With the right investment in human resource development, it is hoped that teachers in North Lombok can be more prepared and capable of effectively implementing the Merdeka Curriculum, thus positively impacting the quality of education and the development of students in the region.

#### 6. Socioeconomic Conditions

The socioeconomic conditions in North Lombok have significant impacts on curriculum implementation in the 3T (remote, frontier, and underdeveloped) regions. High levels of poverty in this area are a major barrier to accessing quality education. Many families in North Lombok live below the poverty line, forcing children to work to support their family's economy rather than attending school. This

results in low student participation in teaching and learning activities and often hinders the learning process.

Furthermore, uneven access to educational services in North Lombok is also a crucial issue. Many schools in this area lack basic facilities such as adequate buildings, libraries, and laboratories. The shortage of qualified teachers is also a challenge because many educators are reluctant to be placed in remote areas due to the lack of facilities and support. This condition leads to low educational quality received by students, making it difficult for them to compete with students from more developed areas (Firdaus & Ritonga, 2024).

The implementation of curriculum in North Lombok requires adjustments to be more relevant to local conditions. National curricula designed for general application often do not meet the specific needs of 3T regions like North Lombok. These adjustments include integrating local content and teaching methods that are suitable for the socio-economic conditions of the local community (Sya'roni, 2019). The government and other stakeholders need to collaborate to address these challenges by increasing investment in educational infrastructure, improving teacher welfare, and providing assistance programs for poor families so that

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their children can continue to attend school (Bawor & Masduki Ahmad, 2023). These efforts are crucial to ensure that every child in North Lombok has an equal opportunity to receive quality education, regardless of their socioeconomic status

### Strategies Implemented in Implementing the Merdeka Curriculum in 3T Areas of North Lombok.

#### 1. Development of Local Content

The development of local content is a critical strategy in enhancing the relevance and effectiveness of education in 3T areas, including North Lombok. Schools in these areas collaborate with the local community to develop learning materials that align with local contexts and needs. This collaboration involves community leaders, parents, and local cultural experts to ensure that the taught materials not only align with the national curriculum but also reflect local wisdom and cultural values important to students.

Local wisdom encompasses knowledge and practices passed down through generations related to the environment, economy, and social life. By integrating local wisdom into learning materials, students not only acquire academic knowledge but also understand and appreciate their own culture and traditions. For example, in North

Lombok, teaching traditional farming methods, wood carving arts, or traditional weaving techniques can be incorporated into the curriculum. This approach not only makes learning more engaging for students but also helps preserve local culture. Cultural values such as mutual cooperation, respect for elders, and a sense of community are also taught through the development of local content. These values are crucial for shaping good character among students and strengthening social cohesion within communities. Schools in 3T areas can integrate these values into various subjects such as civics education, language, and arts. Thus, education not only focuses on academic achievement but also on the development of students' character and cultural identity.

The collaboration between schools and the local community in developing learning materials also allows for the adaptation of teaching methods to be more relevant and effective (Oktavia & Khotimah, 2023). Teachers can employ contextual and practical approaches that resonate with students' daily lives (Cahyani, Maimunah & Hutapea, 2022). For instance, science lessons can be taught through experiments involving the local environment such as rivers, forests, or rice fields. This approach not only enhances students'

understanding but also nurtures their love and responsibility towards their environment. Overall, the development of local content is a crucial step in creating inclusive and relevant education for students in 3T areas (Maulido, Karmijah & Rahmi, 2024). By involving the local community and incorporating local wisdom and cultural values into the curriculum, schools can provide more meaningful and contextual education for students. This enables them to grow into individuals with broad knowledge, strong character, and pride in their cultural identity (Syaharuddin, 2020).

## 2. Use of Adaptive Technology

The use of adaptive technology is an innovative solution to overcome the limited access to advanced technology in 3T (Terdepan, Terluar, Tertinggal) areas, including North Lombok. Despite many schools in these regions lacking adequate access to computers, the internet, or other modern technological devices, they strive to utilize simpler and more affordable technologies to support the learning process. One example of adaptive technology use is the utilization of radio as a learning medium. Radio has long been an effective communication tool in remote areas. Some schools in North Lombok use radio broadcasts to deliver lessons to students who live far from school or cannot attend for

various reasons. These radio learning programs are typically prepared by local teachers and cover various subjects, from mathematics to languages and social sciences. Students can listen to the radio broadcasts at home or together in designated places, ensuring they can continue their education even if they are not physically present in the classroom.

In addition to radio, the use of relevant printed books is also an essential part of the adaptive technology strategy. These books are selected and prepared with consideration for local contexts and students' needs. In North Lombok, the books used not only cover standard lesson material but also include local elements, such as folklore, traditional knowledge, and local cultural values. These printed books become the primary learning resource accessible to all students, especially in areas without internet access. The use of adaptive technology demonstrates that limited access to technology does not have to be a significant barrier to providing quality education. With creativity and initiative, schools can find ways to utilize available and relevant technologies for local conditions. This approach also teaches students to be more independent and creative in their learning, as they become accustomed to using various learning resources.

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Furthermore, the use of adaptive technology can enhance parental and community involvement in the educational process (Hidayat et al., 2023). For example, radio learning programs often involve parents in helping their children understand the lesson material (Achmad, 2021). Similarly, relevant printed books can be used by families as reading and discussion materials at home. This creates a more inclusive and collaborative learning environment, where education occurs not only at school but also at home and within the community. Overall, the use of adaptive technology is a strategic step in addressing the challenges of limited technological access in 3T areas like North Lombok. By utilizing radio and relevant printed books, schools can continue to provide effective and meaningful education for students, while also engaging the entire community in the learning process (Wiedarti, Laksono & Retnaningsih, 2018).

### 3. Teacher Training and Support

Teacher training and support are crucial components in implementing the Kurikulum Merdeka in 3T areas, including North Lombok. Continuous training programs for teachers aim to strengthen their competencies in applying various innovative learning approaches, such as project-based learning and the use of local

resources. With appropriate training, teachers can more effectively deliver lesson materials and create more relevant and engaging learning experiences for students. Project-based learning is a method that encourages students to learn through active exploration and solving real-world problems. Through the provided training, teachers in North Lombok can learn how to design and manage projects relevant to students' daily lives. For example, projects involving the study of local ecosystems or simple entrepreneurship activities can give students the opportunity to apply their knowledge in real-world contexts. This training also helps teachers understand how to assess student progress based on the skills they develop during the project, not just through traditional test results.

the use of local resources in the learning process is an important focus in teacher training. Teachers are trained to identify and utilize resources available in the surrounding environment as teaching materials. For example, in science lessons, teachers can use local plants and animals to explain ecological concepts and biodiversity. In history or cultural lessons, local community members can be invited to share their knowledge and experiences. This approach not only makes learning more interesting and contextual but also helps students

develop pride and appreciation for their environment and culture. Continuous training programs also include the development of teachers' pedagogical and managerial skills. Teachers are taught more interactive and participatory teaching methods, effective classroom management techniques, and strategies to support students with diverse learning needs. This training is usually conducted through workshops, seminars, and mentoring sessions, where teachers can share experiences and best practices with their peers. Ongoing support from trainers and mentors is also crucial to ensure that teachers can continue to develop and adapt to curriculum changes and educational demands.

This support is not limited to formal training but also includes access to relevant educational resources and technology that can support the learning process. Governments and educational organizations can provide the necessary teaching materials, books, and teaching aids, as well as offer technical support for the use of educational technology (Sundari, 2024). With adequate support, teachers in North Lombok can feel more confident and motivated to implement the Kurikulum Merdeka effectively. Overall, teacher training and support play a vital role in the successful implementation of the Kurikulum Merdeka in 3T areas

(Maskur, 2023). Through continuous training programs, teachers can enhance their competencies in project-based learning and the use of local resources, creating more meaningful and contextual learning experiences for students (Putri, 2024). Continuous support from the government and educational organizations also ensures that teachers have everything they need to succeed in their roles as innovative educators who are responsive to students' needs.

### **Impact of Implementing Kurikulum Merdeka in the 3T Areas of North Lombok**

#### **1. Relevance of Education**

The implementation of Kurikulum Merdeka has brought significant changes in enhancing the relevance of education to the daily lives of students in 3T areas, including North Lombok. This curriculum is designed to be more responsive to local needs and conditions, making the lesson materials more relevant and contextual for students. By incorporating local elements and real-life projects, students can see how the lessons they receive at school can be applied in their everyday lives. This not only makes learning more meaningful but also increases students' interest and motivation to learn. One example of the enhanced relevance of education

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through Kurikulum Merdeka is projects involving the local community and local wisdom. For instance, students can learn about organic farming, handicrafts, or environmental conservation by involving local farmers, craftsmen, and experts as resource persons. This approach makes students feel more connected to the lessons because they can see and experience the direct impact of what they are learning. Additionally, using real-life examples from the surrounding environment helps students better understand abstract concepts, making learning more effective and enjoyable.

Kurikulum Merdeka also emphasizes the importance of developing relevant life skills, such as critical thinking, creativity, and cooperation. Students are encouraged to actively participate in the learning process through project-based and thematic learning methods. Thus, students not only learn theoretically but also through practical experiences that enrich their understanding. Teachers in North Lombok, through the training they receive, can design and implement projects that fit the local context, which in turn enhances student engagement and participation. Students' interest and motivation to learn also increase because they feel that what they learn in school has direct value and

relevance to their lives. When students can see the connection between lessons and their daily lives, they become more motivated to learn and more enthusiastic about pursuing education (Ansya, 2023). This is reflected in improved student attendance at school, active participation in class, and better learning outcomes (Putra et al., 2024). With more relevant education, students in 3T areas like North Lombok have greater opportunities to succeed in education and life.

Overall, the implementation of Kurikulum Merdeka has successfully increased the relevance of education to the daily lives of students in 3T areas (Fadil, Amran & Alfaien, 2023). With a more contextual and integrative approach, students feel more connected to what they learn, ultimately increasing their interest and motivation to learn (A'rop & Hadi, 2024). This effort is a crucial step in creating inclusive and meaningful education that not only improves the quality of learning but also empowers students to face future challenges.

### 2. Increased Participation

The implementation of Kurikulum Merdeka in 3T areas, including North Lombok, has had a positive impact on increasing parental participation in education. With a curriculum that is more relevant and considers local needs,

parents feel more involved and motivated to participate in their children's educational process. When the curriculum reflects daily life and local wisdom, parents see the real value of the education their children receive, which encourages them to be more actively involved.

Kurikulum Merdeka provides space for parents to participate in educational activities, such as community-based projects or learning activities that involve local knowledge and skills. For example, parents who work as farmers, fishermen, or craftsmen can share their knowledge with students, providing contextual and relevant learning experiences. This not only enriches students' learning but also strengthens the relationship between the school and the community. Parental participation in school activities also helps create a more inclusive and supportive learning environment. With a more relevant curriculum, communication between schools and parents becomes more effective. Schools can more easily explain to parents the goals and benefits of learning activities designed according to the local context. Parents feel more valued and heard when their views and experiences are considered in the educational process. This increases parents' trust in the school and motivates them to support their

children's education, both at home and at school.

Increased parental participation also positively impacts students' motivation and academic achievement. When parents are actively involved in their children's education, students feel more supported and motivated to learn (Maisaroh & Wathon, 2018). The presence and participation of parents in school activities provide positive examples for students and show that education is something important and valued by the family (Qomariah et al., 2022). This encourages students to take their learning more seriously and participate actively in the learning process. Overall, increased parental participation in education is one of the successes of implementing Kurikulum Merdeka in 3T areas (Mulyasa, 2023). A curriculum that is more relevant and considers local needs creates a more inclusive and collaborative educational environment, where parents feel more involved and supportive of their children's education (Nadhiroh & Ahmadi, 2024). With more active parental participation, students in 3T areas have greater opportunities to succeed in education and maximize their potential.

### 3. Changes in Learning Approaches

The implementation of Kurikulum Merdeka has brought significant changes in learning

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approaches in 3T areas, including North Lombok. There has been a shift from traditional teacher-centered approaches to more collaborative, creative, and student-centered approaches. This aims to support the development of 21st-century skills that are crucial for facing global challenges. More collaborative learning approaches change classroom dynamics, encouraging students to work together in teams, discuss, and solve problems collaboratively. Teachers are no longer just sources of knowledge but also facilitators and guides in the students' learning process. Through student collaboration, they learn to appreciate diverse perspectives and work effectively in groups, skills that are essential in the modern workforce that increasingly demands teamwork and creativity.

Moreover, more creative learning approaches encourage students to think outside the box and develop innovative solutions to the problems they face. Using methods such as project-based learning, arts, drama, or technology, students are invited to explore new ideas and apply their knowledge in various contexts. Teachers in North Lombok, after receiving appropriate training, can design learning experiences that spark students' curiosity and encourage deeper exploration.

Student-centered learning approaches also emphasize the development of 21st-century skills, such as critical thinking, creativity, communication, and collaboration. Teachers not only teach lesson materials but also guide students in developing the skills needed to succeed in the digital and global era (Lase, 2019). By facilitating adaptive learning that responds to individual student needs, Kurikulum Merdeka leads to the creation of a learning environment that supports holistic and sustainable growth for every student (Supriyanto). Overall, the changes in learning approaches seen through the implementation of Kurikulum Merdeka in 3T areas, including North Lombok, are positive steps toward more relevant and responsive education (Uno, 2022). More collaborative, creative, and student-centered approaches not only prepare students to face future challenges but also help them develop their full potential as independent and competitive individuals.

### CONCLUSION

The implementation of Kurikulum Merdeka in the 3T areas of North Lombok faces a variety of complex challenges that require strategic and collaborative approaches to achieve success. One of the main challenges is the limitation of educational infrastructure. Access to adequate

physical facilities such as proper school buildings, stable electricity, and good sanitation facilities is still very limited. This hinders the application of project-based learning, group discussions, and the use of technology, which are integral parts of Kurikulum Merdeka. Additionally, the shortage of human resources, especially in the quantity and quality of teachers, is a significant obstacle in the implementation of this curriculum. Many teachers in North Lombok are not yet ready to adopt new teaching methods that focus more on independence, creativity, and critical thinking skills. To address this, regular training and competency development programs for teachers are needed, covering various practical aspects and providing space for teachers to share experiences and effective strategies.

The high levels of poverty and income inequality in North Lombok also affect the implementation of Kurikulum Merdeka. Many families prioritize basic needs such as food and shelter over education, leading to low student participation in the learning process. Furthermore, limited access to transportation means many students have to travel long and difficult distances to reach school, reducing their motivation to attend regularly. Collaboration between local government, educational institutions, and the local community is essential to improve the quality of education in North Lombok. Continuous support from various stakeholders will ensure

that teachers have everything they need to successfully implement Kurikulum Merdeka. Moreover, integrating local content and teaching methods that suit local conditions can enhance the relevance and effectiveness of education. Active parental involvement in their children's education is also a positive impact of Kurikulum Merdeka. The success of Kurikulum Merdeka implementation in the 3T areas of North Lombok requires improvements in infrastructure, enhancement of human resource quality, as well as socio-economic and transportation support. Close collaboration between the government, educational institutions, and the local community is key to overcoming these challenges, thereby creating inclusive, relevant, and beneficial education for students in the 3T areas.

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