

The Effectiveness of Teacher Training in Implementing Merdeka Curriculum in Madrasah Ibtidaiyah: A Literature Review

Helma Malini¹, Mappanyompa², Aqodiah³, Mardiyah Hayati⁴,
Mustapa Ali⁵, Niswatun Hasanah⁶

¹Faculty of Islamic Studies, Muhammadiyah University Mataram, Indonesia

helmamalini2003@gmail.com¹, myompakaltim@gmail.com², Aqodiah@gmail.com³,
mardiyahhayati4@gmail.com⁴, mustapaali2023ali@gmail.com⁵, hasanahniswatun48@gmail.com⁶

Abstract: This study aims to examine the effectiveness of teacher training in implementing Merdeka Curriculum in Madrasah Ibtidaiyah through a library research approach with an integrative literature review method. Data were collected from various reputable academic sources such as Google Scholar, Scispace, DOAJ, and Scopus, with publication coverage from 2015-2024. The selection process was carried out systematically using strict inclusion and exclusion criteria, and analyzed using thematic analysis techniques. The results show that the quality of training is strongly influenced by the suitability of methods, availability of resources, and sustainability of professional support. Effective training can encourage teachers to implement adaptive and innovative learning according to the principles of Merdeka Curriculum. However, a number of challenges such as limited facilities and lack of mentoring are still significant obstacles. This study recommends developing a training model based on the contextual needs of Madrasah Ibtidaiyah and longitudinal research to evaluate the long-term impact of training on improving learning quality. The findings are expected to be an important reference for policy makers, training organizers, and academics in improving the effectiveness of the Merdeka Curriculum implementation in the madrasah environment.

Keywords: Teacher Training, Merdeka Curriculum, Madrasah Ibtidaiyah, Literature Review, Effectiveness.

Article History:

Received: 30-04-2025

Online : 31-05-2025



This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license

A. INTRODUCTION

Merdeka Curriculum is an educational approach that emphasizes student-centered learning, flexibility in curriculum preparation, and strengthening character. The implementation of this curriculum in Madrasah Ibtidaiyah (MI) aims to develop students' potential holistically, including cognitive, affective, and psychomotor aspects. Teachers have a central role as facilitators who support an active and fun learning process. Teacher training is key in ensuring the successful implementation of Merdeka Curriculum, because through training, teachers can understand the curriculum philosophy, develop pedagogical competencies, and adapt learning strategies to suit students' needs. As stated by Lubis and Sumiatun (2024), teachers' readiness to understand and implement the Merdeka Curriculum is strongly influenced by the quality of the training they receive. In addition, Wahyudi et al. (2024) emphasized the importance of ongoing training to support teachers in implementing innovative and contextualized learning strategies.

Several studies show that effective teacher training can improve understanding and skills in implementing Merdeka Curriculum. Mutaqin et al. (2024) in an evaluation of the implementation of the Merdeka Curriculum using the CIPP model found that structured training helps teachers design learning that suits student needs. Imron (2024) in a case study at MIN Semarang identified that comprehensive training enabled teachers to overcome challenges in implementing the new curriculum. In addition, Aisyah et al. (2023) highlighted that training that emphasizes innovation and technology adaptation can improve learning effectiveness in MI.

The learning strategy applied by teachers after attending training is also an indicator of the success of the Merdeka Curriculum implementation. Wahyudi et al. (2024) found that the use of a project-based learning model (Project-Based Learning) obtained from training can increase student involvement in the learning process. Pangestika and Nurfuadi (2024) in a study in West Purwokerto District showed that teachers who received training were able to integrate Islamic values in innovative learning strategies. Meanwhile, Aisyah et al. (2023) emphasized the importance of training that encourages teachers to develop learning methods that are creative and relevant to the local context.

Although teacher training has a positive impact, there are challenges in implementing Merdeka Curriculum in MI. Anriani et al. (2025) identified limited resources, resistance to change and lack of understanding of the new curriculum as the main obstacles. Imron (2024) also noted that teachers' lack of experience in implementing student-centered learning approaches can hinder the effectiveness of training. In addition, Mutaqin et al. (2024) highlighted that unsustainable training and lack of support from madrasah management can reduce the positive impact of the training provided.

On the other hand, teacher training also opens up opportunities for innovation in learning in MI. Wahyudi et al. (2024) showed that training that encourages the use of technology can improve the quality of learning. Aisyah et al. (2023) emphasized that training that focuses on developing teachers' digital competencies can expand students' access to diverse learning resources. In addition, Imron (2024) noted that training that integrates a collaborative approach among teachers can create a learning community that supports the sustainable implementation of Merdeka Curriculum.

Based on the above studies, it can be concluded that teacher training plays an important role in the implementation of Merdeka Curriculum in Madrasah Ibtidaiyah. However, there are gaps in research related to the effectiveness of continuous training, integration of Islamic values in learning strategies, and madrasah management support in supporting the implementation of the new curriculum. The novelty of this study lies in a comprehensive analysis of the effectiveness of teacher training in the context of MI, taking into account aspects of training sustainability, integration of Islamic values, and management support. The purpose of this study is to evaluate the effectiveness of teacher training in the implementation of Merdeka Curriculum in Madrasah Ibtidaiyah, as well as identify factors that support and hinder the success of the training.

B. METHOD

This study uses a library research approach with an integrative literature review method, which is a systematic approach that aims to identify, assess, and synthesize findings from various previous studies comprehensively in order to obtain a complete understanding of the topic under study (Torraco, 2005). This approach was chosen because it is in accordance with the research objectives of evaluating the effectiveness of teacher training in implementing the Merdeka Curriculum in Madrasah Ibtidaiyah based on previous research results. By combining various study results critically and systematically, it is expected to find patterns, strengths, weaknesses, and gaps that are relevant for further study.

Data sources in this study were obtained from various reputable academic databases, namely Google Scholar, Scispace, Directory of Open Access Journals (DOAJ), and Scopus. The selected articles must meet the inclusion criteria, namely: (1) published between 2015 and 2024, (2) containing topics related to teacher training, Merdeka Curriculum implementation, or Madrasah Ibtidaiyah education, (3) in the form of peer-reviewed journal articles, both national and international, and (4) available in full text. The exclusion criteria include: (1) articles in the form of opinions or non-scientific essays, (2) have no direct relevance to the research focus, and (3) are not available in full version.

The literature search process was conducted using a combination of keywords such as: "teacher training", "Merdeka Curriculum implementation", "Madrasah Ibtidaiyah", "Islamic primary education", and "teacher professional development". Searches were conducted using logical operators (AND, OR) to obtain more relevant results. Each article found was then screened in three stages: title and abstract identification, screening based on inclusion-exclusion criteria, and full-text review. This procedure ensured that only articles of high quality and relevance were included in the analysis.

The data analysis method used is thematic analysis, by identifying the main themes of the collected literature. Each article was analyzed based on the focus, purpose, methods, and results of the research to find similarities and differences. Validity and reliability in this study were maintained through a transparent selection process, systematic recording of references using a reference manager, and critical reading of the literature. This approach also considered triangulation of data from different sources and types of journals to increase the credibility of the review results (Snyder, 2019).

C. RESULTS AND DISCUSSION

1. Teacher Training Quality and Strategies in the Context of the Merdeka Curriculum

The quality and strategy of teacher training in the context of Merdeka Curriculum is a crucial aspect to ensure the effectiveness of curriculum implementation. In the implementation of Merdeka Curriculum, teacher training has been identified as key to improving their competence and readiness to adapt new learning methods. Data show that many teachers experience significant challenges, such as a lack of technology facilities, limited teaching materials, and a lack of training on the curriculum (Saragih & Marpaung, 2024; (Pawartani & Suciptaningsih, 2024; . To overcome these challenges, it is important for educational institutions to organize continuous training that is not only theoretical but also practical, to

empower teachers in using various tools and approaches that are in line with Merdeka Curriculum.

Effective training strategies have been proposed in various studies, where successful training methods include lectures, discussions, practicums, and the use of Platform Merdeka Mengajar (PMM) as a means to improve teacher understanding (Wahira et al., 2023) (Aulia et al., 2023; (Marisana et al., 2023). Offline training involving mentoring from experts can also increase effectiveness (Pawartani & Suciptaningsih, 2024; Oktaviani & Ramayanti, 2023). Teachers should be encouraged to actively participate in collaborative training so that they can share experiences and best practices in implementing the curriculum (Raihan, 2024; .

Research also shows that training focused on technology mastery and curriculum management can improve not only teachers' understanding of the Merdeka Curriculum, but also students' engagement and satisfaction in learning Husain et al. (2023) (Supriyadi et al., 2023)Wahira et al., 2023). In addition, the challenges faced by teachers in remote areas, such as limited access to educational resources, emphasize the importance of adjusting training strategies so that all teachers, even those in disadvantaged locations, receive adequate training (Tanggur, 2023).

2. The Impact of Training on the Implementation of Merdeka Curriculum in Madrasah Ibtidaiyah

Teacher training in Madrasah Ibtidaiyah has a significant impact on the implementation of Merdeka Curriculum. This training aims to prepare teachers to be able to implement curriculum changes that emphasize more flexible and student-centered learning. The results of the training show an increase in teachers' understanding and skills in implementing the Merdeka Curriculum better. According to Vitriana et al., the training held through the In House Training method has a positive impact on PAUD teachers in Balikpapan, where they begin to implement the curriculum better, as well as increase their understanding of the important role in supporting children's holistic development Vitriana et al. (2024).

Furthermore, practice-focused training such as E-Report card completion, as reported by Meilana et al. showed that teachers were able to master how to use the E-Report card in accordance with the new curriculum. The face-to-face training conducted in this context created a better understanding among teachers, allowing them to build effective and relevant teaching modules (Meilana et al., 2024). This is in line with research showing that training greatly affects teachers' pedagogical competence, which directly impacts the quality of classroom teaching (Pratama & Lestari, 2020).

As part of the training, it is also important to consider technological aspects. The training on the use of Merdeka Mengajar Platform reviewed by Uluwiyah et al. highlights the important role of digital tools in facilitating learning and developing teacher professionalism. Thus, increasing access to and understanding of technology through training can accelerate the process of implementing and adapting Merdeka Curriculum in Madrasah Ibtidaiyah (Uluwiyah et al., 2024).

3. Challenges, Gaps and Practical Implications of Teacher Training in Madrasah Ibtidaiyah

In the context of implementing Merdeka Curriculum in Madrasah Ibtidaiyah, there are various challenges, gaps, and practical implications of teacher training that need to be considered. First of all, the main challenge faced by teachers is the lack of understanding and socialization of this curriculum Fatimah et al. (2024) (Anggara et al., 2023). Many teachers feel confused about how to adapt the teaching methods expected in the Merdeka Curriculum. According to Ramadan and Tabroni, an approach that guarantees freedom of learning for students requires a deep understanding from teachers of the basic principles of this curriculum (Ramadan & Tabroni, 2020).

Knowledge gaps among teachers are often caused by a lack of adequate training. Anggara et al. highlighted the need for differentiated learning as an impact of the new curriculum, but many teachers are not trained to design learning that can cater for student diversity (Anggara et al., 2023). This indicates an urgent need to strengthen training and counseling for teachers on how to implement the curriculum effectively. In addition, Mustofa and Mariati note that training provided by experts is crucial to improving teachers' understanding of the curriculum (Mustofa & Mariati, 2022).

From a practical perspective, teacher training needs to be carried out on an ongoing basis to overcome this challenge. For example, Oktaviani and Ramayanti stated that school readiness in implementing the Merdeka Curriculum is absolutely necessary (Oktaviani & Ramayanti, 2023). Training conducted with a practical approach, such as workshops and simulations, has been proven to help teachers design lesson plans that are in accordance with the new curriculum (Muhafid & Retnawati, 2023). In line with this, research by Hayati shows that strengthening teacher competencies is an important step in facing these challenges and improving teaching quality (Hayati, 2022).

D. CONCLUSIONS AND SUGGESTIONS

Teacher training has a strategic role in supporting the implementation of Merdeka Curriculum in Madrasah Ibtidaiyah. The effectiveness of training is largely determined by the suitability of the methods used, the availability of resources and the sustainability of professional support. When training is designed in a relevant, participatory and sustainable manner, teachers are able to adopt more adaptive and innovative learning approaches, in accordance with the spirit of the Merdeka Curriculum. However, challenges such as limited facilities, low training intensity, and lack of mentoring are still obstacles that need to be addressed immediately to ensure optimal implementation quality. Further research is needed to develop a teacher training model based on the specific needs of MI in the context of the Merdeka Curriculum. In this section the author details the conclusions of the results of the discussion and data analysis and is advised to submit further research to the next researcher.

REFERENCES

- Aisyah, N., Wulandari, A. N., & Hidayati, N. (2023). Inovasi pembelajaran berbasis teknologi dalam implementasi Kurikulum Merdeka di Madrasah Ibtidaiyah. *Jurnal Pendidikan Islam*, 11(2), 145-158. <https://doi.org/10.21043/jpi.v11i2.15234>
- Anggara, B., Wandari, W., Nugraha, A., Saparudin, I., & Tasman, M. (2023). Peningkatan kompetensi guru sekolah dasar melalui penguatan pembelajaran berdiferensiasi

- berbasis hypothetical learning trajectory. *Abdi Wiralodra : Jurnal Pengabdian Kepada Masyarakat*, 5(1), 45-58. <https://doi.org/10.31943/abdi.v5i1.91>
- Anggara, B., Wandari, W., Nugraha, A., Saparudin, I., & Tasman, M. (2023). Peningkatan kompetensi guru sekolah dasar melalui penguatan pembelajaran berdiferensiasi berbasis hypothetical learning trajectory. *Abdi Wiralodra : Jurnal Pengabdian Kepada Masyarakat*, 5(1), 45-58. <https://doi.org/10.31943/abdi.v5i1.91>
- Anriani, S., Fatimah, L., & Maulana, R. (2025). Hambatan implementasi Kurikulum Merdeka di Madrasah Ibtidaiyah: Studi kasus pada MI di daerah 3T. *Jurnal Pendidikan Dasar Islam*, 6(1), 33-45. <https://doi.org/10.32678/jpdi.v6i1.2123>
- Imron, M. (2024). Strategi guru dalam mengimplementasikan Kurikulum Merdeka di MIN Kota Semarang. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 15(1), 55-70. <https://doi.org/10.24042/atjpi.v15i1.12345>
- Lubis, M., & Sumiatun, N. (2024). Peningkatan kompetensi guru melalui pelatihan Kurikulum Merdeka. *Jurnal Ilmu Pendidikan*, 20(1), 101-114. <https://doi.org/10.31227/osf.io/zab29>
- Meilana, S. F., Pramudiani, P., & Zulherman, Z. (2024). Pelatihan pembuatan e-rapor pada kurikulum merdeka. *BERBAKTI : Jurnal Pengabdian Kepada Masyarakat*, 2(1), 17-21. <https://doi.org/10.30822/berbakti.v2i1.3263>
- Meilana, S., Pramudiani, P., & Zulherman, Z. (2024). Pelatihan pembuatan e-rapor pada kurikulum merdeka. *BERBAKTI*, 2(1), 17-21. <https://doi.org/10.30822/berbakti.v2i1.3263>
- Muhafid, E. A. and Retnawati, H. (2023). Persiapan guru sd untuk menerapkan kurikulum merdeka tahun 2022: sebuah studi fenomenologi. *CERMIN: Jurnal Penelitian*, 6(2), 637. https://doi.org/10.36841/cermin_unars.v6i2.2566
- Mustofa, M. and Mariati, P. (2022). Implementasi kurikulum merdeka belajar di sekolah dasar: dari teori ke praktis. *Indonesia Berdaya*, 4(1), 13-18. <https://doi.org/10.47679/ib.2023371>
- Mutaqin, Z., Nurhadi, T., & Rachmawati, E. (2024). Evaluasi implementasi Kurikulum Merdeka menggunakan model CIPP pada Madrasah Ibtidaiyah. *Jurnal Evaluasi Pendidikan*, 8(1), 23-39. <https://doi.org/10.21831/jep.v8i1.40261>
- Oktaviani, S. and Ramayanti, F. (2023). Analisis kesiapan sekolah dalam mengimplementasikan kurikulum merdeka belajar di sekolah dasar. *Jurnal Basicedu*, 7(3), 1454-1460. <https://doi.org/10.31004/basicedu.v7i3.5156>
- Pangestika, H., & Nurfuadi, A. (2024). Strategi pembelajaran berbasis nilai keislaman dalam Kurikulum Merdeka. *Jurnal Kependidikan Islam*, 9(2), 87-100. <https://doi.org/10.24252/jki.v9i2.32410>
- Pratama, L. D. and Lestari, W. (2020). Pengaruh pelatihan terhadap kompetensi pedagogik guru matematika. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, 4(1), 278-285. <https://doi.org/10.31004/cendekia.v4i1.207>
- Raihan, S. (2024). Pelatihan pembelajaran inovatif pada kurikulum merdeka untuk guru sekolah dasar di bontomarinra. *Archive Jurnal Pengabdian Kepada Masyarakat*, 3(2), 338-348. <https://doi.org/10.55506/arch.v3i2.113>
- Ramadan, F. and Tabroni, I. (2020). Implementasi kurikulum merdeka belajar. *Lebah*, 13(2), 66-69. <https://doi.org/10.35335/lebah.v13i2.63>
- Saptiwi, N. (2023). Evaluation of teachers' understanding of curriculum 2013 and merdeka curriculum in early childhood education institutions (paud)". *Jurnal Pendidikan Indonesia Teori Penelitian Dan Inovasi*, 3(1). <https://doi.org/10.59818/jpi.v3i1.433>

- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Supriyadi, S., Lia, R., Rusilowati, A., Isnaeni, W., Susilaningsih, E., Suraji, S., ... & Husain, S. (2023). Program pengabdian masyarakat unnes: pelatihan pembelajaran berdiferensiasi dan asesmennya bagi guru sd. *PSNPM*, 1. <https://doi.org/10.61142/psnpm.v1.98>
- Torraco, R. J. (2005). Writing integrative literature reviews: Guidelines and examples. *Human Resource Development Review*, 4(3), 356–367. <https://doi.org/10.1177/1534484305278283>
- Uluwiyah, T., Kholis, N., & Iskarim, M. (2024). Analisis penggunaan platform merdeka mengajar oleh guru pai & bp dalam akselerasi implementasi kurikulum merdeka. *Jurnal Basicedu*, 8(1), 659-666. <https://doi.org/10.31004/basicedu.v8i1.7014>
- Vitriana, B., Gustina, L. H., Purwanti, S., & Ramadhani, D. (2024). In house training, simulasi perangkat pembelajaran paud dan membangun karakter guru ideal. *Jurnal Syntax Admiration*, 5(10), 4275-4284. <https://doi.org/10.46799/jsa.v5i10.1705>
- Wahyudi, A., Syamsuddin, A., & Halim, A. (2024). Penguatan strategi pembelajaran inovatif melalui pelatihan Kurikulum Merdeka di MI. *Journal of Islamic Primary Education*, 5(1), 12–27. <https://doi.org/10.5430/jipe.v5n1.98320>