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## Technology Based Development of the Independent Curriculum in the Society 5.0 Era

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### Abstract

The aim of this research is to describe developing a technology-based Independent Curriculum in the Era of Society 5.0. This research method is library research with literature study as a data collection technique. Data was obtained from various articles, books and the latest observations as a reference for researchers. The researcher chose this approach because the researcher sought to understand and describe the phenomenon of technology-based independent curriculum development in the 5.0 era. Apart from that, the data collection method used is literature study (literature study). Researchers used the Google Scholar platform to search for several e-article references. The results of this research show that the development of the Merdeka curriculum is technology-based in the Era of Society 5.0. The integration of technology in the curriculum shows the potential to develop skills that are relevant to the demands of the times, as well as increasing the adaptability of the curriculum to the dynamics of a society that is increasingly connected digitally. These findings provide a strong foundation for developing a responsive and adaptive curriculum in facing changes in society in an era of rapidly developing technology.

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### 1. Introduction

Education drives the growth of human resources, especially in developing countries such as Indonesia. Therefore, it is necessary to improve the quality of our human resources, which are still unable to compete with those of other countries. The government must also be able to provide the necessary space and infrastructure to support the implementation of innovation in education <sup>[1]</sup>. According to the Indonesian National Education Law No. 20 of 2003, the goals of national education focus on three domains: cognitive, affective, and psychomotor. Among these three domains, the affective domain is considered the most dominant. Therefore, formal education alone is not sufficient to achieve the goals of national education in Indonesia; informal education is also necessary, as it places greater emphasis on the affective aspect <sup>[2]</sup>.

The curriculum refers to a structured set of educational strategies that students are required to follow across multiple subjects to achieve defined learning outcomes. Fatirul and Walujo (2022) define the curriculum as an educational program designed to facilitate student learning. This program encompasses a range of activities aimed at supporting the learning process, fostering behavioral and skill development in line with the learners' educational objectives <sup>[3]</sup>.

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<sup>1</sup> Syahrana Ananta Fadh. Persiapan Pendidikan di Indonesia Menghadapi Revolusi Industri 5.0, 'Persiapan Pendidikan Di Indonesia Menghadapi Revolusi Industri 5.0', 2023, 1–10.

<sup>2</sup> Ummu Kulsum Wiyarandi, Khaerudin, and Diana Ariani, 'Pengembangan Kurikulum Program Tahfidz Al-Qur'an Di Pondok Qur'an Bahrul Ulum Bogor', Jurnal Pembelajaran Inovatif, 3.2 (2020), 79–87.

<sup>3</sup> Mulik Cholilah and others, 'Pengembangan Kurikulum Merdeka Dalam Satuan Pendidikan Serta Implementasi Kurikulum Merdeka Pada Pembelajaran Abad 21', Sansara Pendidikan Dan Pengajaran, 1.02 (2023), 56–67

The Independent Curriculum emphasizes the Pancasila Student Profile and high-quality learning. This aligns with Bloom's Taxonomy, which states that curriculum should address the cognitive, affective, and psychomotor domains of each student. As a result, character development should not merely involve the transfer of information (knowledge), but must also be internalized and habituated through affective and psychomotor processes.

Curriculum development is essential in responding to the changing times, particularly in the era of Society 5.0, which is marked by digital transformation <sup>[4]</sup>. The researcher proposes a new approach to curriculum development. With the support of digital technology, the curriculum can be dynamically adapted to meet students' needs and current developments. Technology serves as a learning tool to prepare future generations for the challenges and opportunities that arise in an increasingly digitally connected society. This study demonstrates how the use of technology can enhance the effectiveness of the Independent Curriculum (*Kurikulum Merdeka*) in developing skills relevant to the demands of the times.

When discussing the Industrial Revolution and its relation to the field of education, it becomes clear that the most important aspect to understand is how this revolution shapes high-quality, creative, intelligent, productive, and competitive human resources. During the Industrial Revolution, educational systems, learning styles, and students' ways of thinking shifted to promote creativity and innovation across various fields. This shift aims to enhance the quality of conventional education, including subject matter and instructional recordings <sup>[5]</sup>.

In the era of Technology 5.0, education also enables the development of more inclusive and skills-based learning. This can enhance the quality of education and its relevance to the evolving learning needs of the times <sup>[6]</sup>.

The rapid advancement of technology has brought new challenges for educational institutions. The paradigm of learning practices has shifted from merely delivering information to encouraging students to explore, solve problems, foster creativity, and develop digital literacy. In response to technological progress, new models, strategies, methods, and instructional media have been developed. People in the Society 5.0 era are likely familiar with technology and capable of utilizing it effectively. According to the Ministry of Education Regulation (Permendikbud, 2022), the use of technology in education is mandatory to enhance the efficiency and effectiveness of the learning process <sup>[7]</sup>.

The Merdeka Curriculum, a new curriculum launched by the Ministry of Education, aims to provide students with the opportunity to learn in a more relaxed and enjoyable manner, allowing them to express their character. This curriculum represents a reorganization of Indonesia's national education

system, with a focus on skills development and creativity. Through this curriculum, the government expects students to develop their potential and abilities while receiving a critical and high-quality education <sup>[8]</sup>.

It has rapidly developed and undergone significant changes, especially with the emergence of Technology 5.0. Technology 5.0 includes the Internet of Things (IoT), Artificial Intelligence (AI), robotics, 3D printing, and digital printing, which enable the development of smarter, more adaptive systems that interact more effectively with their environment <sup>[9]</sup>.

In the 5.0 era, technology is integrated into various aspects of society, including education. In this era, education focuses on developing contemporary skills such as creativity, problem-solving, collaboration, critical thinking, and systems thinking <sup>[10]</sup>.

The Society 5.0 era has indirectly contributed to significant advancements in various aspects of life, including the economy, society, culture, and, of course, education. This is closely related to changes in education, as education must evolve and develop in accordance with the demands of the times and cultural shifts <sup>[11]</sup>.

Education in the 5.0 era faces challenges in integrating rapidly evolving technology into the learning process. Therefore, curriculum reform and technology-based learning methods are necessary. This also requires the development of teachers' technological competencies, as well as adequate infrastructure and educational resources. Education in the Technology 5.0 era also presents opportunities for developing more inclusive and skills-based learning, thereby enhancing the quality and relevance of education in line with the evolving demands of the times <sup>[12]</sup>.

"Educating children must be in accordance with their time, for they do not live in the era of their parents."

Quoting a Hadith of the Prophet Muhammad (peace be upon him):

عَلِّمُوا أَوْلَادَكُمْ فَإِنَّهُمْ سَيَعِيشُونَ فِي زَمَانِهِمْ غَيْرَ زَمَانِكُمْ فَأَبْنِهِمْ خَلَقَ لِزَمَانِهِمْ وَنَحْنُ خَلَقْنَا لِزَمَانِنَا

*"Teach your children according to their time, for they live in their era, not yours. Indeed, they were created for their time, while you were created for yours."*

This means that knowledge is dynamic and not static; it evolves in accordance with the present conditions and the demands of future life.

As time goes by, various technologies have begun to develop, such as the invention of machines, and now we are in the information era. Therefore, it is clear that the most successful individuals are those who acquire knowledge the fastest. With the help of digital technology, we can easily access information. The use of technology in the educational process is one of the major shifts in education in the era of Society

<sup>4</sup> maftuhah, 'Strategi Pengembangan Literasi Digital Untuk Meningkatkan Kemampuan Berpikir Kritis Dan Kreatif', Progressa, 2024, 123–31 <<https://doi.org/10.32616/pgr.v8.2.491.123-131>>.

<sup>5</sup> Universitas Presiden, Bekasi Jawa, and Reformasi Pendidikan, '130-Article Text-313-1-10-20191212', 03.15 (2019), 412–19.

<sup>6</sup> Ade Fricticarani and others, 'Strategi Pendidikan Untuk Sukses Di Era Teknologi 5.0', Jurnal Inovasi Pendidikan Dan Teknologi Informasi (JIPTI), 4.1 (2023), 56–68

<sup>7</sup> Durroh Nasihatul Ummah and Nadlir Nadlir, 'Konsep Kurikulum Merdeka Dan Integrasi Media Pembelajaran Berbasis Digital Pada Jenjang Sekolah Dasar', Elementaris : Jurnal Ilmiah Pendidikan Dasar Islam, 5.1 (2023), 26–38.

<sup>8</sup> Mira Marisa, 'Inovasi Kurikulum "Merdeka Belajar" Di Era Society 5.0', Santhet: (Jurnal Sejarah, Pendidikan Dan Humaniora), 5.1 (2021), 72.

<sup>9</sup> Ade Fricticarani and others, 'Strategi Pendidikan Untuk Sukses Di Era Teknologi 5.0', Jurnal Inovasi Pendidikan Dan Teknologi Informasi (JIPTI), 4.1 (2023), 56–68.

<sup>10</sup> Fricticarani and others.

<sup>11</sup> Yose Indarta and others, 'Relevansi Kurikulum Merdeka Belajar Dengan Model Pembelajaran Abad 21 Dalam Perkembangan Era Society 5.0', Edukatif: Jurnal Ilmu Pendidikan, 4.2 (2022), 3011–24.

<sup>12</sup> Fricticarani and others.

5.0. To ensure broader and better access to high-quality education, online learning platforms, technology-based curricula, and innovative teaching approaches are becoming increasingly important. However, issues such as unequal access to technology and data security must be addressed. In order to build a prosperous society in the era of 5.0, the government, educational institutions, private sector, and society must work together<sup>[13]</sup>.

Globalization has both positive and negative effects. The greatest positive impact of globalization is the ease of accessing information. People can obtain various types of information thanks to the internet. To improve quality and achieve goals, society and the education sector are directly taking advantage of this opportunity. The growth of informal education in communities and the implementation of the Internet of Things (IoT) programs actively promoted by the government are two examples of how easy it has become to use the internet<sup>[14]</sup>.

To complement the above studies, the researcher focuses this study on the development of a technology-based Merdeka Curriculum in the Society 5.0 era. The research problems are formulated as follows:

1. Why is the development of the Merdeka Curriculum necessary?
2. How is the Merdeka Curriculum utilized through technology?
3. How is the Merdeka Curriculum developed in the Society 5.0 era?

## 2. Research Methods

This study uses a literature review method, which involves examining various relevant writings such as books, journals, articles, and other sources. The first stage of this research is collecting various sources, reading and studying them, then drawing conclusions about relevant key points, and incorporating them into the writing<sup>[15]</sup>.

This research employs a qualitative research approach using a descriptive method. According to Nurdin and Hartati in Izza *et al.* (2020), qualitative research is a type of research in which the sources of data are used to explain phenomena with reference to previous theories, and ends with the formulation of a theory.

The researcher chose this approach to understand and describe the phenomenon of technology-based Merdeka Curriculum development in the Society 5.0 era.

In addition, the data collection method used is *library research (literature study)*. The researcher utilized the *Google Scholar platform* to search for several e-article references<sup>[16]</sup>.

## 3. Results and Discussion

### The Reasons for the Development of the Independent Curriculum

Every educational institution requires a curriculum to carry out and implement its educational programs. In the book *Curriculum Planning*, J. Galen Saylor and William M.

Alexander state that curriculum encompasses all of a school's efforts to influence student learning, both within and beyond the classroom. It also includes extracurricular activities.

The broad concept of curriculum covers all school actions related to students' learning and experiences that occur both inside and outside the classroom. Curriculum is an educational concept that is implemented in the real world. The understanding of curriculum continues to evolve, meaning that it now refers not only to educational concepts but also to the entire program of study designed by national educational institutions.

A good curriculum is one that aligns with its time and is continuously developed or adapted according to the context and characteristics of the learners in order to build competencies suited to their current and future needs.

Curriculum must always change to keep up with the times, especially in today's era where science and information technology are rapidly advancing. Learning will become dull without change. Isn't it our duty to prepare our students to face a new era—one that is entirely different from the time in which we grew up?

The Independent Learning Plan, according to the National Education Standards Agency (BSNP), is a curriculum tailored to students' talents and interests. Here, students both undergraduate and graduate—can choose subjects they enjoy and that match their abilities. The Minister of Education, Culture, Research, and Technology (Mendikbud Ristek), Nadiem Makarim, launched the Independent Study Program in 2013 to evaluate improvements made to the 2013 Curriculum<sup>[17]</sup>.

A curriculum with versatile internal learning has richer content, providing students with sufficient time to familiarize themselves with concepts and strengthen their skills. This curriculum is developed with the purpose of explaining and validating the achievement of the *Pancasila Student Profile*, which is based on specific issues determined by the government<sup>[18]</sup>.

The curriculum is designed to ensure that education in Indonesia has consistent teaching materials and learning processes. It serves as a learning tool to help students become integrated and provide them with an understanding of the system being implemented, so they can make informed choices about their future education levels. The curriculum is defined as a concept that includes goals, intentions, expectations, or objectives that are thoughtfully developed and optimally achieved in educational activities. It is designed as a means of instruction<sup>[19]</sup>.

Children become integrated as a result of curriculum development. Students gain an understanding of the educational system used to support them in selecting the type of education they wish to pursue at the next level. The curriculum is created with the goal of adapting education to the conditions of its home country. It aims to guide and nurture students to become intelligent, talented, innovative, responsible, and socially engaged individuals.

The curriculum is used to read and comprehend curriculum

<sup>13</sup> Aas Saraswati and others, *Tantangan Pendidikan Di Era Digital 5.0, Pendidikan Era 4.0*, 2022.

<sup>14</sup> Eko Kuntarto, 'Pengembangan Model Pembelajaran Literasi Digital Berbasis Merdeka Belajar Untuk Masyarakat Pedesaan', *SAP (Susunan Artikel Pendidikan)*, 7.1 (2022), 34–42.

<sup>15</sup> Mulik Cholilah and others, 'Pengembangan Kurikulum Merdeka Dalam Satuan Pendidikan Serta Implementasi Kurikulum Merdeka Pada

*Pembelajaran Abad 21*', *Sanskara Pendidikan Dan Pengajaran*, 1.02 (2023), 56–67.

<sup>16</sup> Indarta and others.

<sup>17</sup> AHmad Zainuri, *Manajemen Kurikulum Merdeka*, Paper Knowledge. Toward a Media History of Documents, 2023.

<sup>18</sup> Ilpa Ardani, Br Sitepu, and Teguh Ardiansyah, 'Pengembangan Untuk Kurikulum Merdeka Bagi Guru Smp', 7.2 (2023), 381–92.

<sup>19</sup> Zainuri Ahmad, 'Manajemen Kurikulum Merdeka', (2023), hal: 9.

documents. Its format should be consistent with the curriculum itself. The curriculum consists of subject matter and learning content. It is a set of lessons assessed and implemented by students over the course of a semester. The curriculum represents both the goals and plans expressed in curriculum documents and programs implemented by teachers in schools. Curriculum implementation refers to the teaching and learning process in which both teachers and students are actively involved.

Students are trained to respond realistically to problems in accordance with their developmental and learning stages through this project-based approach. The independent curriculum emphasizes more relevant materials and enhances students' skills at each phase. It is expected that learning will become deeper, more meaningful, more peaceful, and more enjoyable.

According to Tirtoni (2019), the primary goal of implementing the independent curriculum is to emphasize that schools have the authority and responsibility to develop a curriculum suited to their needs. It is the responsibility of the board to develop the course framework. However, schools and teachers have the autonomy to implement it. Teachers are encouraged to foster creativity and activeness among students. *Freedom to learn* emphasizes students' freedom to think creatively and independently. Therefore, teachers are expected to encourage activities that are beneficial for students <sup>[20]</sup>.

### Utilization of Technology Based Merdeka Curriculum

Online learning, also known as new technology, enhances students' access to and experience of learning. Technologies such as the Internet, computers, and mobile devices enable students to use resources and applications developed for online learning. Additionally, tools such as video conferencing, online discussion forums, and others allow students and teachers to communicate and collaborate more effectively.

The use of technology in education offers many benefits, such as increasing the efficiency and effectiveness of the learning process, making education more accessible, and making learning more interactive and engaging. On the other hand, the use of technology also presents numerous challenges, such as the digital divide, limited access, and concerns about the misuse of technology in society if not used properly. Therefore, an appropriate approach is needed to integrate technology into learning in order to maximize its benefits for both students and society as a whole.

Teachers play a crucial role in integrating educational technology into learning. By utilizing the available technologies, teachers can make learning more interesting and interactive. They can also create innovative learning content and take advantage of relevant technological features in the learning process. However, teachers must consider pedagogical aspects and learning objectives when using educational technology <sup>[21]</sup>.

The role of teachers in the field of education is very important to achieve optimal learning outcomes. However, many

educators face difficulties in understanding and adapting to the modern Merdeka Curriculum (Sinaga, 2023). Although educational technology brings many benefits to the teaching and learning process, it also presents additional challenges for educators. Many teachers struggle to access and master technology, as well as face difficulties in digital media literacy. Even among those who have full access to information technology, the number remains very limited <sup>[22]</sup>. There are several advantages to using technology for learning. First, without a rigid curriculum, students can learn anytime and anywhere. Second, students can easily access online resources from anywhere in the world. Third, the use of technology in learning can increase student engagement and enable collaboration between students and teachers.

However, the application of technology in education is associated with a number of challenges and threats, such as lack of technical equipment and internet access, information security threats, and difficulties in managing and monitoring online learning. Therefore, well-planned strategies are needed to overcome these challenges and maximize the benefits of technology implementation in education.

Technology has become an essential part of human life, including in the field of education. The integration of technology into the learning process has brought about many changes and benefits, both for students and educators.

The Digital Based Independent Curriculum has had a significant impact on improving the quality of education and aligning the curriculum with contemporary needs. Students become more independent, creative, and adaptive in facing future challenges. In addition, this curriculum also enables more inclusive access to education for all segments of society, regardless of geographical or economic limitations. Thinking about success in the era of technology 5.0 is crucial, as we are facing an increasingly advanced and complex technological era. Today's rapid technological changes require everyone to continuously adapt and innovate in order to survive and thrive. Succeeding in the era of technology 5.0 demands a different mindset compared to previous eras. A successful mindset in this era includes openness to change, the ability to adapt quickly, and a commitment to continuous learning and growth <sup>[23]</sup>.

Critical and analytical thinking, along with creativity, are also essential to face the changes and challenges of the technology 5.0 era. With the right attitude and skills, anyone can succeed in various fields with the help of technology be it in business, education, or careers. However, a good mindset alone is not enough to succeed in the era of Technology 5.0. It also requires the ability to apply knowledge and skills in everyday practice, as well as hard work and consistency to achieve desired goals.

### Curriculum Development of the Merdeka Curriculum in the Era of Society 5.0

The word *curriculum* originates from the English term "curriculum," which in Greek means the distance of a race. A curriculum functions as a guideline for achieving educational goals and serves as a mechanism that regulates the

<sup>20</sup> Nikmah Sistia Eka Putri, Fatimah Setiani, and Muhammad Sandy Al Fath, 'Membangun Pendidikan Karakter Berbasis Kurikulum Merdeka Menuju Era Society 5.0', *Pedagogik: Jurnal Pendidikan*, 18.2 (2023), 194–201 <<https://doi.org/10.33084/pedagogik.v18i2.5557>>.

<sup>21</sup> Ikhwannuddin Maftuhah, 'Meningkatkan Kualitas Pembelajaran Pai Melalui Pendekatan Inovatif: Menyongsong Generasi Z', 08.02 (2024) <<https://doi.org/10.32616/Pgr.V8.2.497.111-122>>.

<sup>22</sup> Iin Ariyanti and Muhammad Yunus, 'Pendampingan Pemanfaatan Teknologi Dalam Pembelajaran Bagi Guru Senior Matematika', *JURPIKAT (Jurnal Pengabdian Kepada Masyarakat)*, 4.3 (2023), 378–87 <<https://doi.org/10.37339/jurpikat.v4i3.1363>>.

<sup>23</sup> Fricticarani and others. 'Strategi Pendidikan Untuk Sukses Di Era Teknologi 5.0', *Jurnal Inovasi Pendidikan dan Teknologi Informasi (JIPTI)*, 4.1 (2023), 5-68.



implementation of education or learning activities. Curricula in various countries, including Indonesia, are influenced by changes in the times. Philosophy, culture, science, societal needs, and social development are the foundations for curriculum development. Indonesia's national education curriculum has undergone several changes since 1945<sup>[24]</sup>.

The curriculum must be relevant, flexible, sustainable, practical, and effective in order to be successful and meet the needs of society. Students and educators play important roles in curriculum development. The focus of Indonesia's curriculum development is to increase access and foster student self-development. The government strives to educate students to become independent through the curriculum.

The Active Student Learning Approach (Cara Belajar Siswa Aktif, CBSA) concept, introduced in 1984, emphasizes the importance of student participation in the learning process. Then, in 1994, the concept shifted focus to the role of teachers in developing creative learning strategies. The 2006 and 2013 curricula enhanced higher-order knowledge and student-centered learning.

The implementation of these curricula involves collaboration among educators, technology developers, and other educational stakeholders. Adequate technological infrastructure, teacher training in utilizing technology, and the development of diverse and relevant learning content are required. Additionally, the formation of educational policies supporting curriculum flexibility and student learning independence is also necessary.

The Merdeka Curriculum was developed as a more flexible curriculum framework. Its focus is on essential material as well as character and competency development for students. Characteristics of the Merdeka Curriculum include: first, learning based on projects aimed at developing soft skills and character in accordance with the profile of Pancasila students. Second, Project Based Learning for developing soft skills and character aligned with the Pancasila student profile is the first feature of this independent curriculum. Third, it concentrates on the most important information to provide sufficient time for in-depth study of basic skills such as literacy and numeracy. Fourth, teachers must have the freedom to adjust their teaching methods according to student needs and abilities, as well as local contexts and subjects.

The principles of learning in the Merdeka Curriculum involve three components: first, differentiated intramural curriculum learning; second, extracurricular education in the form of projects to enhance the Pancasila Student Profile; and third, teaching unit resources and student interests are considered when conducting extracurricular learning. Diagnostic assessments, planning, and learning are used to implement these steps.

The Ministry of Education, Culture, Research, and Technology began efforts to improve the quality of education in Indonesia in 2019. Their first step was to introduce the idea of Freedom to Learn. As a result of this independent learning policy, the education curriculum was also modified and

adapted<sup>[25]</sup>.

Freedom to Learn is part of the Merdeka Curriculum and an innovation in education in Indonesia. Its implementation, of course, has faced many challenges, such as policies that must adjust to pre-existing conditions. Moreover, the Society 5.0 era has also changed many habits of learners. There are several research findings that the author uses as references related to the implementation of the Merdeka Curriculum, which can be related to Society 5.0<sup>[26]</sup>.

The concept of "Freedom to Learn" is easy to understand and say, but very difficult to implement. Commitment, independence, and execution are three inseparable components. To achieve learning objectives, commitment and independence in learning are very important. However, this is also difficult to apply. The Merdeka learning curriculum does not set performance targets, and innovation in learning will certainly take time. Students seek something different, and the teacher's role is to give them opportunities to explore something new. Students acquire skills that are not limited to classroom learning; they also gain skills in different learning environments. Therefore, the skills learned by students do not come from their personal experiences alone but from the learning environments they build<sup>[27]</sup>.

In line with the emergence of Society 5.0, which is a result of the rapid Industrial Revolution 4.0 that transformed conventional industries into digital ones, humans—who cannot be separated from technology are an interesting subject. Changing societal behavior certainly also impacts learners. The education sector is affected, so assessment cannot be measured by only one aspect. The Society 5.0 era, also known as the super-smart society era, was directly initiated by the Japanese government on January 21, 2019. This era was introduced at the World Economic Forum in Davos, Switzerland. Society 5.0 requires society to solve various social problems or dynamics by using technologies such as the Internet of Things (IoT), artificial intelligence (AI), robotics, and even big data to meet their needs<sup>[28]</sup>.

Society 5.0 emerged as a further development of the Industrial Revolution 4.0, which was seen as replacing the role of humans. Human capability in creating new technologies developed from scientific knowledge makes modern humans think more rationally. With the concept of Society 5.0, humans will become the center, or human-centered, with technology as the foundation<sup>[29]</sup>.

Society 5.0 is also part of Japan's Fifth Science and Technology Plan, envisioned as a society with a promising future in realizing its aspirations. Rapid technological innovation has impacted social life. The virtual and physical worlds no longer have boundaries, becoming a way of life. If various problems of Society 5.0 can be resolved, technology will influence the resolution of social issues<sup>[30]</sup>. The development of information and communications technology (ICT) has brought drastic changes in both society and industry. Digital transformation, which creates new life order, has influenced regulations in various countries. Society

<sup>24</sup> Andhika Wahyudiono, 'Perkembangan Kurikulum Merdeka Belajar Dalam Tantangan Era Society 5.0', *Education Journal : Journal Education, al Research and Development*, 7.2 (2023), 124–31 <<https://doi.org/10.31537/ej.v7i2.1234>>.

<sup>25</sup> Zainuri Ahmad, "Manajemen Kurikulum Merdeka", (2023), hal: 9.

<sup>26</sup> Saraswati and others. 'Tantangan Pendidikan Di Era Digital 5.0' (2022 hal: 1-299.

<sup>27</sup> Nina Indriani and others, 'Jurnal Edukasi Sumba ( JES ) Pengembangan Kurikulum Merdeka Belajar Di Era Society 5. 0', 2018.

<sup>28</sup> Yose Indarta and others, 'Relevansi Kurikulum Merdeka Belajar Dengan Model Pembelajaran Abad 21 Dalam Perkembangan Era Society 5.0', *Edukatif: Jurnal Ilmu Pendidikan*, 4.2 (2022), 3011–24.

<sup>29</sup> Nasywa Tsany Warastri, 'Tantangan Dan Upaya Guru Profesional Di Era Revolusi 5. 0', *Pusat Publikasi S-1 Pendidikan IPS FKIP ULM*, 1.1 (2023), 1–14.

<sup>30</sup> Julita and Pebria Dheni Purnasari, 'Pemanfaatan Teknologi Sebagai Media Pembelajaran Dalam Pendidikan Era Digital', *Journal of Educational Learning and Innovation (ELIa)*, 2.2 (2022), 227–39 <<https://doi.org/10.46229/elia.v2i2.460>>.

5.0 is an era where humans live alongside technology. We now live in a new era where globalization and the rapid evolution of digital technologies such as Artificial Intelligence (AI), Internet of Things (IoT), and robotics bring significant changes to citizens<sup>[31]</sup>.

The disruption era has caused fundamental changes in many life sectors. In the Society 5.0 era, all aspects of life relate to technology, requiring humans to think critically and be able to adapt and innovate. The presence of this new era is expected to encourage humans to continuously develop themselves as technology rapidly advances. Education must also transform in the Society 5.0 era.

In Indonesia, talent and interest-based approaches are one of the learning techniques mentioned in the Merdeka Curriculum. According to their interests, students can choose the disciplines they want to study. The diverse intramural learning curriculum is a general feature of the Merdeka Curriculum. Education plays a very important role, especially in remote areas or villages, to address gaps in education and technology access for the wider community. Society 5.0, formed through data, is expected to become a bridge to overcome these educational gaps.

In the Society 5.0 era, children must be equipped not only with critical thinking but also analysis and creativity. Higher Order Thinking Skills (HOTS) is a breakthrough in discovering the right knowledge concepts through direct practice and experiencing how to face problems in their environment. Inquiry Learning, Discovery Learning, Project-Based Learning, and Problem-Based Learning are learning models that will enhance critical thinking abilities<sup>[32]</sup>.

Educators, in this context, must guide students to identify problems and find solutions to resolve them. Students must be given insights into universal problems, which will add to their new knowledge. In the Society 5.0 era, educators and students will certainly be inseparable from mobile phones and laptops. These two devices are important tools for learning. A supportive internet network is crucial to maximize knowledge transfer to students. Transformation is needed in both learning infrastructure and methods of providing guidance and insights to students.

#### 4. Conclusion

In fact, the Merdeka Curriculum is designed to address the learning crisis by improving the quality of education in all schools. Through it, educators have the opportunity to foster a culture of critical thinking, learning, and sharing with other educators.

Technology in learning offers many benefits for both teachers and students. It can enhance flexibility, accessibility, student motivation, and engagement. Technology also helps teachers collaborate and communicate with students, personalize learning, and facilitate assessment and evaluation. It is important to remember that technology is merely a tool and must be used with appropriate learning strategies and support from teachers, students, and parents in order to succeed.

One important step in preparing future generations to face the era of Reform 5.0 is to build a digitally-based Merdeka Curriculum. With this method, education can become more relevant, inclusive, and provide everyone the freedom to

pursue their potential. To realize the vision of better education in the future, collaboration and commitment from all parties are required. The Merdeka Curriculum in the Society 5.0 era is crucial to aligning the curriculum with technological demands and societal developments in this digital age.

#### 5. References

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