



Applying Merdeka Belajar in non-formal curriculum at PKBM Rumbai Koteka

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ABSTRACT

Non-formal education plays a crucial role in providing access to learning for communities that are not served by the formal education system. This study aims to analyze the implementation of the Merdeka Belajar policy within the non-formal education curriculum at PKBM Rumbai Koteka. The research employs a qualitative descriptive approach, involving subjects such as administrators, tutors, learners, and alumni of the equivalency program. Data were collected through observation, interviews, and documentation. Data analysis was conducted through data reduction, presentation, verification, and conclusion drawing. The findings indicate that the curriculum at PKBM Rumbai Koteka reflects the principles of the Kurikulum Merdeka, which emphasizes flexibility, adaptability, and a learner-centered approach. Curriculum development follows the five-asset approach: human, natural, social, financial, and physical assets. Teaching modules are designed to replace traditional lesson plans and support independent learning. Implementation is carried out through intra-curricular learning and project-based activities aligned with the Pancasila Student Profile and practical skills. Evaluation is conducted periodically using formative and summative assessments to ensure curriculum relevance. Overall, the Merdeka Belajar policy promotes contextual learning and cultivates independence, creativity, and student readiness to address global challenges.

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ABSTRAK

Pendidikan nonformal memiliki peran strategis dalam menyediakan akses pembelajaran bagi masyarakat yang tidak terjangkau oleh sistem pendidikan formal. Penelitian ini bertujuan untuk menganalisis implementasi kebijakan Merdeka Belajar dalam kurikulum pendidikan nonformal di PKBM Rumbai Koteka. Penelitian ini berpendekatan deskriptif kualitatif dengan subjek penelitian meliputi pengelola, tutor, peserta didik, dan alumni program kesetaraan. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui reduksi, penyajian, verifikasi, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kurikulum di PKBM Rumbai Koteka mencerminkan prinsip Kurikulum Merdeka, yaitu fleksibel, adaptif, dan berpusat pada siswa. Pengembangan kurikulum menggunakan pendekatan lima aset seperti manusia, alam, sosial, finansial, dan fisik. Modul ajar disusun sebagai pengganti RPP untuk mendukung pembelajaran mandiri. Implementasi dilakukan melalui pembelajaran intrakurikuler dan proyek berbasis karakter Profil Pelajar Pancasila serta keterampilan praktis. Evaluasi dilaksanakan secara berkala dengan asesmen formatif dan sumatif untuk menjamin relevansi kurikulum. Secara keseluruhan, kebijakan Merdeka Belajar mendukung pembelajaran yang kontekstual, mendorong kemandirian, kreativitas, dan kesiapan peserta didik menghadapi tantangan global.

Kata Kunci: kurikulum; Merdeka Belajar; PKBM; pendidikan nonformal

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INTRODUCTION

Non-formal education plays a strategic role in providing educational access to individuals who cannot participate in formal education. One of the institutions responsible for organizing non-formal education is the Community Learning Center, also known as Pusat Kegiatan Belajar Masyarakat (PKBM). As an alternative education platform, PKBM serves as a solution for various societal groups, including school dropouts, working-age individuals, and those seeking to improve their skills and competencies (Mustofa et al., 2025). The Indonesian government, through the Merdeka Belajar policy, has placed special emphasis on non-formal education to enhance the flexibility and effectiveness of learning following students' needs. This policy aims to bridge the educational access gap that persists in various regions. Students can receive learning experiences that are more relevant to their personal and professional needs (Rosidah et al., 2022). Therefore, understanding how this policy is implemented in various PKBMs, including PKBM Rumbai Koteka, is crucial.

According to the Indonesian Ministry of Education, Culture, Research and Technology, the Merdeka Belajar policy aims to create a more adaptive education system that aligns with contemporary developments. In the context of non-formal education, this policy grants educational institutions greater autonomy in designing curricula that cater to the needs of the community (Tarso et al., 2025). As part of the national education system, PKBMs are required to implement this policy effectively to improve the quality of educational services they provide. The implementation of this policy is expected to offer students a more meaningful learning experience. Additionally, the policy supports project-based and skill-oriented learning approaches. Consequently, rigorous monitoring is necessary to ensure the optimal execution of this policy. Thus, this research is relevant in understanding how the policy is applied in non-formal education practices.

PKBM Rumbai Koteka, located in Tambrauw, West Papua, is an active non-formal educational institution dedicated to providing accessible education to local communities. The implementation of the Merdeka Belajar policy at this PKBM presents an intriguing area of research, particularly due to the unique characteristics and dynamics of non-formal education compared to formal institutions. PKBM Rumbai Koteka encounters particular challenges in adapting a flexible curriculum that aligns with the learners' diverse needs, while simultaneously optimizing the roles of educators and education personnel to support the policy's objectives. Moreover, the success of this policy's implementation heavily depends on the engagement of various stakeholders, including local governments and the broader community. Financial support and the availability of adequate infrastructure also play vital roles in enhancing the effectiveness of learning processes within this PKBM.

However, the actual implementation of the Merdeka Belajar policy at PKBM Rumbai Koteka is fraught with various complex challenges. These challenges include limited human resources, inadequate facilities and supporting infrastructure, and a lack of community participation in the learning process. The success of this policy is highly reliant on the involvement of all components, both internal and external to the institution (Risna, 2023). Therefore, a comprehensive and in-depth analysis is necessary to explore how the Merdeka Belajar policy can be effectively adapted within the context of non-formal education, while

still upholding its primary aim of providing inclusive, flexible, and high-quality education for all segments of society (Agnevia et al., 2025). In this regard, support from local government authorities and community-based organizations is essential in strengthening the policy's implementation. Furthermore, the role of educators should be optimized beyond mere teaching responsibilities; they must serve as facilitators capable of creating meaningful learning experiences in non-formal educational settings (Bakar et al., 2023).

Nonetheless, the Merdeka Belajar policy also offers significant opportunities for PKBM institutions to innovate in the delivery of education. These innovations may involve the integration of information and communication technologies in teaching, the development of curricula based on the needs and potential of local communities, and the establishment of strategic partnerships with stakeholders such as NGOs, private sectors, and other educational institutions (Rajaloa et al., 2023; Firman et al., 2025). Such opportunities enable PKBM to conduct more contextualized and meaningful learning activities that correspond with the diverse characteristics of their learners. Consequently, innovative learning methods are expected to foster engaging, enjoyable, and impactful educational experiences for learners within the non-formal education sector (Tarso et al., 2025).

Several previous studies have attempted to examine the implementation of the Merdeka Belajar policy across various educational settings, including both formal and non-formal settings. Findings from these studies suggest that institutional readiness, the existence of supportive regulations, and active community involvement are critical factors for successful policy implementation (Apriwulan et al., 2025). In non-formal education settings, the flexibility of the curriculum and the use of learner-centered approaches have been identified as essential components in enhancing motivation and learning outcomes (Agustin & Winarti, 2024). Additionally, the involvement of local stakeholders in aligning national education policies with the unique needs and circumstances of local communities has proven to be an effective strategy for bridging macro-level policies with micro-level implementation (Nadira et al., 2022). These studies collectively highlight that the success of Merdeka Belajar is influenced by a synergistic interaction between institutional support, stakeholder engagement, and the institution's ability to localize the curriculum.

Despite offering valuable insights, existing research has yet to specifically and comprehensively investigate the implementation of the Merdeka Belajar policy within the context of PKBM as a central institution in Indonesia's non-formal education system (Astuti et al., 2023). This is particularly crucial given that PKBM institutions possess unique characteristics and operational dynamics distinct from formal schools in terms of learner demographics, teaching methods, and institutional management. As such, research focused explicitly on the PKBM context is essential to addressing real-world challenges in the field and providing practical insights into how the Merdeka Belajar policy can be effectively operationalized.

Through a holistic and context-sensitive approach, this study aims to make a significant contribution to the development of effective strategies for implementing the Merdeka Belajar policy within the PKBM environment. By identifying both supporting and inhibiting factors, as well as exploring best practices already in use, the findings of this research are expected to yield relevant recommendations for policymakers, PKBM administrators, and other related

stakeholders. The ultimate goal is for the study to serve not only as an academic reference but also as a practical guide that can be adopted by PKBM institutions across different regions. By doing so, the Merdeka Belajar policy can be implemented more optimally and yield tangible improvements in the quality of non-formal education in Indonesia, particularly in addressing the persistent challenges of educational access in remote regions, such as West Papua.

LITERATURE REVIEW

Merdeka Belajar Policy

The Merdeka Belajar policy is an innovation within Indonesia's national education system aimed at eliminating various structural and administrative barriers that have long hindered the learning process. This policy grants greater autonomy to educational institutions, teachers, and students in designing and implementing the teaching and learning process based on their individual potential, needs, and characteristics. The concept positions students as the central subjects of learning, promoting a more meaningful and contextual educational experience. Furthermore, the Indonesian Ministry of Education, Culture, Research and Technology also said that Merdeka Belajar emphasizes the strengthening of character values through the internalization of the Pancasila Student Profile, while encouraging the development of curricula that are adaptive to changing times and responsive to local needs (Azzahra et al., 2022; Cantika et al., 2022).

In practice, the Merdeka Belajar policy creates broad opportunities for educators and educational institutions to innovate in developing the Kurikulum Operasional Standar Pendidikan (KOSP), streamlining teachers' administrative workloads, and designing project-based learning models that foster students' critical thinking, collaboration, and creativity (Hadiapurwa et al., 2021). This policy has demonstrated positive impacts, including increased student motivation, enhanced teacher engagement in developing instructional materials, and increased school participation in determining the direction and strategies of education (Wulandari et al., 2024). However, the implementation of this policy still faces challenges in the field, including limited human resources, unequal access to infrastructure, and a lack of a comprehensive understanding of the policy's core principles.

Non-Formal Education

Non-formal education is one of the educational pathways characterized by its flexibility, adaptability, and inclusivity, designed to meet the learning needs of individuals outside the formal education system (Azli et al., 2024). This pathway plays a vital role in supporting lifelong learning, particularly for communities that lack access to formal education due to economic, geographical, or social factors. In Indonesia, the existence of non-formal education institutions, such as Pusat Kegiatan Belajar Masyarakat (PKBM or Community Learning Centers), serves as a frontline in realizing equitable and inclusive education. PKBM not only provides basic and secondary education services to learners but also acts as a hub

for community empowerment through various skills development and entrepreneurship programs. Non-formal education holds a strategic role in fostering a literate, productive, and self-reliant society (Almeida & Morais, 2024). Moreover, with the integration of Merdeka Belajar principles into non-formal education, learning approaches have become more relevant, contextual, and aligned with the actual needs of both learners and their surrounding communities.

Curriculum Implementation

Curriculum implementation is the concrete process of transforming curriculum design into practical and meaningful learning activities in the classroom and other learning environments. The stages of implementation include organizing learning materials, selecting appropriate teaching methods, utilizing media and technology, and applying assessment strategies tailored to the characteristics and needs of students. The success of curriculum implementation is primarily determined by the educator's ability to translate curriculum documents into concrete teaching practices (Rósa, 2024). This process must involve thorough planning, consistent execution, and continuous evaluation to ensure that learning objectives are optimally achieved (Almeida & Morais, 2024).

In the context of the Merdeka Belajar policy, curriculum implementation becomes more dynamic and responsive to the conditions of each educational institution and the profiles of learners. The curriculum is no longer centralized and uniform but allows for flexibility and the integration of local contexts. One of the innovative forms of curriculum implementation under this policy is the use of *Proyek Penguatan Profil Pelajar Pancasila (P5)* and a competency-based learning approach that emphasizes students' problem-solving skills, collaboration, and initiative. This approach not only increases student engagement in the learning process but also cultivates independent, creative, and future-ready learners (Razali et al., 2024).

METHODS

This research employed a qualitative descriptive approach to analyze in-depth the implementation of the Merdeka Belajar policy within the non-formal education curriculum at PKBM Rumbai Koteka. The research subjects include PKBM administrators, tutors, students enrolled in the equivalency education program, and alumni of PKBM Rumbai Koteka who have completed the Paket C program. These subjects were selected due to their direct involvement in the implementation of the Merdeka Belajar policy. Data collection techniques involved classroom and learning activity observations, in-depth interviews with informants, and documentation studies of curriculum, learning modules, and evaluation records. Informants were selected purposively, meaning individuals were deliberately chosen based on the relevance and depth of information they could provide in relation to the research objectives. Data analysis in this study followed the stages of data reduction, data display, and conclusion drawing with verification. Data reduction was carried out to filter and simplify raw information obtained from the field, which was then presented in narrative or tabular

form for easier analysis. Conclusions were drawn based on the analyzed data and verified with the informants when necessary. To ensure the validity of the data, several strategies were employed, including extended research duration, in-depth observation, data triangulation from multiple sources and methods, and member checking, where the findings were confirmed with the informants to ensure the accuracy of the researcher's interpretations.

RESULTS AND DISCUSSION

Preparation of Non-Formal Education Curriculum

The development of the non-formal education curriculum at PKBM Rumbai Koteka is based on the principles of the Kurikulum Merdeka, which emphasizes a student-centered learning approach. This approach offers learners flexibility in selecting learning methods that align with their interests and abilities. Consequently, the learning process becomes more meaningful and relevant to their real-world needs. Although it grants freedom in learning, curriculum development still adheres to the standardized regulations set by the government. These regulations serve as guidelines for determining curriculum structure, teaching methods, and competency achievement standards for learners. The quality of non-formal education at PKBM Rumbai Koteka remains maintained and aligned with formal education. Therefore, the curriculum is designed to be flexible while staying within the framework of applicable regulations.

In the curriculum development process, PKBM Rumbai Koteka conducts a contextual analysis using the pentagonal asset approach. This approach considers five key aspects: human capital, natural capital, social capital, financial capital, and physical capital. Human assets encompass the competencies of educators and the potential of learners to develop their skills. Natural assets relate to utilizing environmental resources as contextual and applicable teaching materials. Furthermore, social assets involve community participation in supporting the sustainability of non-formal education at PKBM Rumbai Koteka. Financial assets are used to support operational costs and the development of sustainable educational programs. Meanwhile, physical assets encompass facilities and infrastructure that enhance learning effectiveness, such as classrooms, learning devices, and access to educational technology.

Curriculum development at PKBM Rumbai Koteka also involves various stakeholders, including local policymakers and educators. The involvement of policymakers is crucial in providing regulatory support and financial assistance for the continuity of non-formal education programs. Additionally, educators play a role in designing a curriculum that meets the needs of learners and the learning environment. Through collaboration between educators and policymakers, the implemented curriculum becomes more relevant and applicable to learners' daily lives (Cantika et al., 2022). Furthermore, the involvement of various parties ensures that teaching methods at PKBM Rumbai Koteka continue to evolve in response to contemporary challenges. A curriculum developed with multi-stakeholder involvement is also more adaptive to changing societal needs. Thus, non-formal education

at PKBM Rumbai Koteka can maximize its benefits by producing competent, independent learners who are ready to face future challenges.

Development of Teaching Modules

The development of teaching modules at PKBM Rumbai Koteka plays a crucial role in supporting learning effectiveness. Teaching modules serve as substitutes for lesson plans and must be prepared before the development of the Operational Curriculum for Educational Units (KOSP). The preparation of teaching modules is more flexible and practical, making it easier for educators to design learning experiences that cater to the needs of learners. The learning process becomes more structured and systematic with teaching modules. Moreover, these modules offer educators convenience in delivering material in a well-organized manner. Therefore, teaching modules are a critical component of lesson planning at PKBM Rumbai Koteka.

Each teaching module developed at PKBM Rumbai Koteka includes various essential components to ensure effective learning. These components consist of learning outcomes, learning objectives, learning sequences, and time allocation indicators. Learning outcomes serve as guidelines for assessing learners' progress in understanding the material. Learning objectives are clearly outlined to ensure that learners understand the competencies they need to achieve after completing a lesson. The learning sequence is designed to be systematic and easy to understand. Meanwhile, time allocation indicators help educators manage lesson duration more efficiently.

Teaching modules also contribute to educators' pedagogical competencies by enhancing the effectiveness and efficiency of the teaching process. Educators can focus more on implementing innovative and engaging teaching strategies with systematically structured modules. The use of well-developed teaching modules also helps educators enhance their creativity and adapt teaching approaches to the characteristics of learners. Additionally, teaching modules enable learners to study independently, as the material is presented clearly and systematically (Gono & de Moraes, 2023; Niu et al., 2022). Thus, the development of teaching modules at PKBM Rumbai Koteka not only supports teaching quality but also enhances learners' independence in learning. Through well-designed modules, non-formal education at PKBM Rumbai Koteka can run more optimally and have a positive impact on learners' development.

Implementation of the Kurikulum Merdeka

The implementation of the Kurikulum Merdeka at PKBM Rumbai Koteka is carried out through regularly scheduled intracurricular learning sessions that aim to provide learners with a deep and structured understanding of academic content. These learning activities are systematically organized to enhance the effectiveness and direction of the educational process. PKBM Rumbai Koteka aligns its instructional practices with the learners' needs and capabilities, supporting institutional readiness and structured program delivery. Educators assume a central role in creating a supportive learning environment, facilitating student

engagement, and tailoring pedagogy to promote active learning. Through this approach, learners are expected to achieve the core competencies outlined in the curriculum, reflecting adaptive strategies in nonformal education (Almeida & Morais, 2024).

Furthermore, the Kurikulum Merdeka at PKBM Rumbai Koteka emphasizes holistic learner development by integrating the Pancasila Student Profile framework. This character-building component aims to instill essential values such as mutual respect, cooperation, and independence, which are particularly relevant in the diverse social context of Papua Barat. These efforts align with the importance of student-centered learning and values-based education in enhancing motivation and outcomes in non-formal settings. By incorporating these national identity values into daily learning, PKBM Rumbai Koteka positions itself as a transformative space not only for academic advancement but also for cultivating learners' moral and civic responsibilities.

In addition to academic learning, the curriculum includes empowerment and life skills programs delivered through project-based learning (PjBL) activities oriented toward the Pancasila Student Profile. Non-formal institutions can increase their relevance by incorporating practical skill development into their instructional design, as learners benefit from activities such as entrepreneurship training, digital literacy workshops, and community service. These initiatives enable learners to translate theoretical knowledge into applicable competencies. Especially in communities facing socioeconomic challenges, the curriculum serves as a platform for empowerment, equipping learners with tools to navigate social and economic demands with greater autonomy.

A critical dimension of the Kurikulum Merdeka at PKBM Rumbai Koteka is the cultivation of learners' problem-solving and critical thinking abilities through real-world observation and community engagement. This educational design aligns with the strategic importance of connecting national curriculum policies to local community needs. Learners are encouraged to investigate local issues and collaborate on solutions, fostering innovation and social responsibility. Creativity and cooperation are also strengthened through team-based learning activities, supporting the development of essential 21st-century competencies.

In summary, the Kurikulum Merdeka implementation at PKBM Rumbai Koteka represents a contextualized and holistic approach aligned with contemporary research on best practices in non-formal education. Despite facing challenges such as resource limitations and infrastructural constraints, the integration of academic content, character development, and practical empowerment programs has shown potential to enhance learner outcomes. By drawing on evidence-based practices and adapting them to meet the unique needs of the local community, PKBM Rumbai Koteka demonstrates how Merdeka Belajar can be meaningfully operationalized in non-formal education settings to promote inclusive, relevant, and impactful learning.

Evaluation of the Kurikulum Merdeka

The evaluation of the Kurikulum Merdeka at PKBM Rumbai Koteka is conducted to ensure that the teaching materials provided align with the established curriculum standards. This evaluation aims to assess the effectiveness of learning and ensure that learners gain optimal understanding. The evaluation process involves analyzing the suitability of materials in relation to learners' needs and development. Additionally, evaluation serves as a tool to identify strengths and weaknesses in the learning process. Educators can make improvements to their teaching methods, ultimately enhancing the quality of education at PKBM Rumbai Koteka. Learning assessment in the Kurikulum Merdeka is conducted continuously through formative and summative assessments. Formative assessments are applied during the learning process to monitor learners' progress directly. These assessments enable educators to provide constructive feedback, helping learners better understand the material. Meanwhile, summative assessments are conducted at the end of the learning period to measure overall achievement of competency.

The results of summative assessments are used to determine whether learners have met the expected standards. By combining both types of assessments, the evaluation process becomes more comprehensive and objective. The assessment results are used as a basis for decision-making in future learning at PKBM Rumbai Koteka. The data obtained from evaluations help educators design more effective teaching strategies. If challenges in understanding the material are identified, adjustments are made to teaching methods to improve learning effectiveness. Additionally, assessment results help identify learners who require additional guidance. Through this approach, learning becomes more adaptive to the needs of learners. Continuous evaluation ensures that the Kurikulum Merdeka is optimally implemented and aligned with educational objectives.

Assessment as a Determinant of Grade Promotion

Assessment as a determinant of grade promotion at PKBM Rumbai Koteka is conducted to ensure that students have achieved the established competency standards. Upon completion of the assessment, students who meet the graduation criteria will be promoted to the next level. This process aims to evaluate the extent of students' understanding of the material taught throughout the learning period. Through an objective assessment, educators can identify students who require additional guidance before advancing to the next level. Additionally, assessments serve as a tool to measure the effectiveness of teaching methods employed by educators. Consequently, the learning process can be continuously adjusted to improve the quality of education.

Beyond academic aspects, character evaluation is also a crucial consideration in determining students' grade promotions. Students' character is assessed based on their attitude, discipline, responsibility, and active participation in learning activities. This approach aligns with the principles of the Kurikulum Merdeka, which not only focuses on academic achievement but also emphasizes character development. By balancing academic and

character evaluations, educators can ensure that students are optimally prepared to face challenges at the next level. This also contributes to creating a more conducive and meaningful learning environment. Therefore, assessment in grade promotion not only evaluates intellectual intelligence but also considers students' social and emotional aspects.

The implementation of this assessment system aims to ensure that students receive education tailored to their abilities and needs. Students who struggle to grasp the material are not forced to advance before they are fully prepared. Instead, they are allowed to receive additional guidance to catch up. This approach prevents learning gaps and helps create a more effective learning experience. Meanwhile, for students who have met the standards, grade promotion serves as motivation to continue growing. Through this approach, the education process becomes more adaptive and yields optimal results for every student.

Discussion

The development of the non-formal education curriculum at PKBM Rumbai Koteka, which is based on the Kurikulum Merdeka, aligns with previous research that highlights the importance of student-centered learning in improving the quality of non-formal education. Flexibility in learning allows students to take control of their learning process, thereby increasing motivation and learning outcomes (Almaiah et al., 2022; Zhou et al., 2024). While providing such flexibility, the curriculum remains grounded in government regulations, which state that alignment with national policies is necessary to ensure that non-formal education maintains parity with formal education (Faradila et al., 2023; Namog & Agyekum, 2024). Thus, the approach implemented by PKBM Rumbai Koteka integrates flexibility and quality standards, enabling students to gain more meaningful learning experiences. This demonstrates that non-formal education can adapt to students' needs without neglecting established standards. Therefore, this study reinforces previous findings on the effectiveness of student-centered learning approaches in non-formal education.

The Pentagonal Asset approach in curriculum development at PKBM Rumbai Koteka also aligns with previous studies discussing the importance of resources in supporting non-formal education. Utilizing social assets and the surrounding environment can enhance community involvement in the learning process, which is also evident in this study (Tarso et al., 2025). Furthermore, well-managed financial and physical assets can improve the quality of non-formal education by providing adequate facilities and infrastructure. The findings of this study support those conclusions by demonstrating how PKBM Rumbai Koteka optimizes its assets to create a conducive learning environment. Students gain more contextual and applicable learning experiences that align with real-world needs. Therefore, the Pentagonal Asset approach can be an effective strategy in designing non-formal education curricula to enhance the relevance and quality of learning (Hadiapurwa et al., 2021). The Kurikulum Merdeka aims to elevate the educational standards in Indonesia, with its success hinging on educators' preparedness (Al Arsyahdhi et al., 2024; Aprilia & Mustika, 2024).

Additionally, the development of teaching modules as part of curriculum implementation at PKBM Rumbai Koteka supports previous research emphasizing the importance of systematic learning planning. Well-designed teaching modules can improve learning effectiveness by providing a clear structure for both educators and students (Mendieta & Haryudo, 2025). Teaching modules also enable students to learn independently, as module-based learning enhances autonomy and conceptual understanding (Ramkissoon, 2023). The findings of this study reinforce these conclusions by demonstrating that the development of teaching modules at PKBM Rumbai Koteka provides a systematic framework for learning while supporting educators' creativity in designing effective teaching strategies. Learning becomes more efficient, and students can more easily achieve the targeted competencies with structured modules. Therefore, developing teaching modules is a crucial aspect of improving the quality of non-formal education.

Finally, the implementation and evaluation of the Kurikulum Merdeka at PKBM Rumbai Koteka emphasizes the importance of formative and summative assessments in improving student learning outcomes. Consistently applied formative assessments provide valuable feedback to help students understand the material. Additionally, continuous evaluation in the Kurikulum Merdeka can help educators adjust teaching strategies according to students' needs (Kusdarini, 2025; Ratnawati et al., 2024). This study reinforces those findings by demonstrating that PKBM Rumbai Koteka systematically uses assessments to evaluate curriculum effectiveness and identify areas for improvement. Non-formal education can continue to evolve and have a positive impact on students. Therefore, well-planned evaluations are essential in ensuring the successful implementation of the Kurikulum Merdeka in non-formal education.

CONCLUSION

The curriculum development at PKBM Rumbai Koteka is based on the Kurikulum Merdeka, which provides flexibility for students to choose learning methods that align with their interests and abilities. This process adheres to government regulations to ensure that non-formal education maintains the same quality as formal education. In its formulation, a pentagonal asset approach is used, encompassing human, natural, social, financial, and physical aspects to ensure a contextual and sustainable curriculum. Lesson plans or teaching modules serve as the primary instruments to support effective learning with a systematic and flexible structure. The implementation of Kurikulum Merdeka also emphasizes character development through the Pancasila Student Profile and the strengthening of project-based skills. Curriculum evaluation is conducted continuously through formative and summative assessments to ensure learning effectiveness and support better policy-making. Future research is recommended to explore the integration of digital technology in non-formal education.

AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article. The author also affirms that the data and content of the article are free from plagiarism.

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