Journal of Practice Learning and Educational Development
https://digitalpress.gaes-edu.com/index.php/jpled
E-ISSN: 2809-1205
Vol 6, No. 3 (2026) 3339-3346
DOI: 10.58737/jpled.v6i3.1304

Submitted: 17-05-2026
Revised: 19-08-2026
Accepted: 26-08-2026

The Role of Educational Philosophy and the Implementation of the Merdeka Curriculum in Developing Excellent Human Resources in the Society 5.0 Era

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Abstract

This study examines the role of the philosophical foundation of education in the implementation of the Merdeka Curriculum in order to develop superior human resources in the era of Society 5.0. The background of this study is based on the need for an education system that not only focuses on cognitive achievement but also emphasizes character development and adaptability in the digital era. This research uses a qualitative method with a literature review approach by analyzing relevant scientific articles, books, and previous studies related to educational philosophy and curriculum implementation. The results show that philosophical foundations such as Pancasila, humanism, and progressivism play an important role in shaping the direction of the Merdeka Curriculum. The curriculum emphasizes student-centered learning, character strengthening through the Pancasila Student Profile, and the integration of technology in the learning process. In conclusion, the Merdeka Curriculum is able to support the development of superior, independent, and adaptive human resources who are prepared to face the challenges of Society 5.0.

Keywords: Philosophical Foundation, Merdeka Curriculum, Human Resources, Society 5.0, Character Education

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Introduction

Education is the primary foundation in developing high-quality human resources that are competitive in the global era. In the context of Society 5.0, education is expected not only to emphasize knowledge acquisition but also to foster critical thinking skills, creativity, and character development among students. In this regard, the philosophical foundation of education plays a fundamental role as it serves as the basis for determining the direction, objectives, and implementation of educational practices.

From a conceptual perspective, the philosophy of education provides a systematic framework for formulating educational goals, curriculum design, and instructional strategies. Curriculum implementation that is not grounded in a strong philosophical foundation may lead to an unstructured educational process that is less responsive to contemporary challenges. Therefore, the curriculum as the central instrument of education must reflect philosophical values that are capable of addressing technological advancements and the evolving social dynamics of modern society.

In response to these demands, the Indonesian government has introduced the Merdeka Curriculum as an educational innovation that emphasizes student-centered learning, flexibility, and holistic development of learners' potential. This curriculum is aligned with the principle of "independent learning," which is consistent with Ki Hajar Dewantara's educational philosophy,

positioning learners as the central subjects in the learning process. Nevertheless, critical questions remain regarding the extent to which the implementation of the Merdeka Curriculum genuinely reflects the philosophical foundations of education in practical settings.

Based on these issues, this study aims to analyze the philosophical foundations of education and the implementation of the Merdeka Curriculum in developing high-quality human resources in the Society 5.0 era using a Systematic Literature Review (SLR) approach. The initial hypothesis of this study is that the implementation of the Merdeka Curriculum, when grounded in a robust philosophical foundation, can enhance learning quality and significantly contribute to the development of adaptive, creative, and character-oriented human resources.

Methods

This study employs a Systematic Literature Review (SLR) approach, which is a research method conducted in a systematic, structured, and comprehensive manner to identify, evaluate, and synthesize previous studies relevant to the research topic. This approach is selected to obtain an in-depth understanding of the philosophical foundations of education and the implementation of the Merdeka Curriculum in developing high-quality human resources in the Society 5.0 era.

The research process is carried out through several stages, namely planning, conducting, and reporting. In the planning stage, the researcher formulates the research questions and determines the search keywords, such as "philosophy of education," "Merdeka Curriculum," and "Society 5.0." In the conducting stage, literature is retrieved from academic databases such as Google Scholar, accredited national journals, and relevant scientific proceedings. The inclusion criteria consist of: (1) articles published between 2019 and 2025, (2) studies relevant to the philosophical foundations of education and curriculum, and (3) studies employing clear scientific methodologies. Meanwhile, the exclusion criteria include articles with unclear methodologies, duplicated data, and studies not aligned with the focus of the research.

The data used in this study are secondary data obtained from scientific articles, journals, and other relevant literature sources. Data collection is conducted through documentary analysis by identifying, classifying, and organizing the selected literature. The primary research instrument is the researcher, supported by tools such as a personal laptop and internet access. In addition, reference management software such as Mendeley is used to manage citations and references, while word processing software is used to prepare the research manuscript. All tools utilized in this study are personally owned by the researcher.

Data analysis is conducted using content analysis, which involves an in-depth examination of each selected article, followed by the classification of findings into thematic categories such as philosophical foundations of education, curriculum implementation, and its implications for human resource development. The analysis is carried out systematically to ensure that the data obtained can be verified and provide a comprehensive overview of the research problem.

Through this procedure, the study is expected to present clear and traceable findings and to enable other researchers to replicate the study using similar methodological steps.

Results and Discussions

1. Results

Table 1.
Synthesis of Previous Research Findings

No.	Authors/Year	Methods	Objective	Results
1.	Andhika Wahyudiono/2023	The study uses a descriptive qualitative approach. Data were collected through a literature review using	This study aims to analyze the development of the Merdeka Learning Curriculum in	The Merdeka Curriculum is relevant to Society 5.0 as it supports technology-based learning and

		Google Scholar. This research is based on previous studies related to qualitative research and library research.	addressing the challenges of the Society 5.0 era.	21st-century skills (4C) to develop high-quality human resources.
2.	Mardiana, Emmiyati/ 2024	This study aims to describe the implementation of the Merdeka Curriculum at Madrasah Aliyah Negeri Labuhanbatu through an in-depth evaluation and to identify possible improvement steps that can be applied.	This research methodology is designed to provide a comprehensive overview of various aspects of the implementation of the Merdeka Curriculum, ranging from resource readiness to its impact on students' character.	The Merdeka Curriculum at MAN Labuhanbatu still faces challenges but also provides opportunities for improvement. Project-based learning increases student engagement and enhances the roles of teachers and parents. Improvement in teacher competence, facilities, and technology is required.
3.	Yohanes Redan Langoday, et al. /2024	This study uses a literature review method, which involves examining various scientific articles to analyze a specific topic in depth.	This study analyzes the implementation of the Merdeka Curriculum in the Society 5.0 era and identifies its challenges and opportunities based on 68 selected articles.	The main themes identified include educational innovation, implementation challenges, and the need for improvement to align with the demands of Society 5.0.
4.	Shabir Ahmad, et al. 2023	A literature/paper review analysis on Education 5.0 and its supporting technologies.	It explains the concept of Education 5.0, its needs, supporting technologies, as well as its challenges and impacts on education.	Education 5.0 has the potential to transform education through AI, blockchain, and VR/AR by enhancing personalization, engagement, and access to learning; however, it still presents challenges and ethical issues that need to be addressed.
5.	Iim Siti Karimah et al. /2024	This study employs a qualitative approach using a case study method based on relevant articles, books, and documents.	It analyzes educational human resource management in supporting Society 5.0 and the implementation of the Merdeka Curriculum in Indonesia.	Effective human resource management can improve the quality of education and enhance students' readiness to face the challenges of the Society 5.0 era.
6.	Devitri Natalia/2024	A literature study that analyzes and identifies various scholarly sources related to the Merdeka Curriculum and students' character.	To examine the role of the Merdeka Curriculum in enhancing students' character based on its philosophical foundation.	The Merdeka Curriculum is based on humanism and progressivism and plays a role in strengthening character through the Pancasila Student Profile, which

				is implemented in learning activities, projects, extracurricular programs, and school culture.
7.	Novi Maria Kamil, Grafita Ari Pramudiya/2016	This study employs a literature review using secondary data from relevant books, journals, and articles.	It analyzes the impact of technological development, including students' interaction with robots, on the development of the Social Studies (IPS) curriculum.	The Social Studies (IPS) curriculum needs to be developed to become more innovative and interactive, and to foster critical thinking, creativity, collaboration, social awareness, and problem-solving skills.
8.	Rusyaidi Thahery/2023	A qualitative literature study that examines relevant journals through data collection and analysis stages.	It analyzes the implementation of the Merdeka Learning–Independent Campus (MBKM) Curriculum in improving the quality of human resources to face the era of disruption and Society 5.0.	The implementation of this curriculum supports the development of creativity and innovation, thereby producing resilient, skilled, and globally competitive human resources, as well as improving the quality of education in Indonesia.
9.	Salmiyanti, Desyandri/2023	This study aims to analyze the implementation of the Merdeka Learning Curriculum from the perspective of idealist philosophy.	This study employs a literature review method by examining various sources such as books, articles, and relevant references related to the foundation of idealism in education in Indonesia.	The findings show that the Merdeka Learning Curriculum is aligned with idealist philosophy, as it emphasizes the development of thinking, independent learning, and the importance of teachers' understanding of philosophical foundations as a basis for instructional practice.
10.	Yose Indarta et al. / 2022	The study employed a descriptive qualitative method through a literature review of various relevant sources.	This study aimed to examine the relevance of the Merdeka Curriculum to 21st-century learning models in addressing the challenges of the Society 5.0 era.	The findings indicated that the Merdeka Curriculum is relevant to 21st-century learning because it supports the development of 4C skills, namely critical thinking, communication, collaboration, and creativity, which are essential in the Society 5.0 era.

11.	Eka Maftuhatil Riskiyah et al. /2024	This study aims to examine the role of the Merdeka Curriculum as a foundation in preparing a superior young generation to face the Society 5.0 era.	This study employs a qualitative method using a literature review approach, through data collection from relevant articles, books, and previous research studies.	The Merdeka Curriculum is a student-centered curriculum model focused on human resource development, serving as an improvement of the 2013 Curriculum. It is implemented at all levels of education to optimize the development of students' competencies.
12.	Nikmah Sistia Eka Putr et al./2023	This study aims to examine the implementation of character education in the Merdeka Curriculum to face the Society 5.0 era.	This study uses a library research (literature review) method based on relevant articles, books, and previous studies.	Character education is strengthened through collaboration between families, schools, and society within the Pancasila Student Profile framework. The Merdeka Curriculum supports character strengthening through P5 and the utilization of technology such as the Merdeka Mengajar platform to improve learning quality in the Society 5.0 era.
13.	Heri Santoso et al. /2026	It analyzes the comparison of the philosophical foundations of the 2013 Curriculum and the Merdeka Curriculum, as well as the implementation of Pancasila educational philosophy in both curricula.	The study uses a comparative analysis method through curriculum document analysis, employing thematic content analysis on aspects of philosophical foundations, Pancasila integration, and philosophical depth.	The 2013 Curriculum is dominated by progressivism and essentialism, with limited implementation of Pancasila values, whereas the Merdeka Curriculum integrates Pancasila more holistically across all dimensions of graduate profiles and is more aligned with the philosophical foundation of Pancasila-based education.
14.	Ainur Rofiqi/ 2023	This study aims to identify the strengthening of character education through the Project for Strengthening the Pancasila Student Profile (P5) in facing the Society 5.0 era.	This study employs a library research method using secondary data sources. Data analysis is conducted through three stages, namely data condensation,	The findings show that the implementation of P5 in character education in the Society 5.0 era is capable of producing high-quality human resources. Character strengthening does not

			data display, and drawing conclusions.	only emphasize soft skills and hard skills, but is also grounded in Pancasila values as the nation's identity. Therefore, the implementation of P5 in schools needs to be optimized as it can enhance competence, competitiveness, and the preservation of national values.
15.	Muhammad Syafii Maarif/2024	This study aims to evaluate the national education system and the alignment of the curriculum with local characteristics and potentials, as well as to examine the implementation of the Merdeka Campus policy and Civic Education in facing the modern era. .	This study employs a literature review method by collecting and analyzing relevant sources related to the curriculum, educational policies, and Civic Education.	The findings indicate that the Indonesian education curriculum continues to evolve in response to contemporary needs, while still being grounded in Pancasila values and civic principles. Civic education plays an important role in supporting students' digital literacy, creativity, and critical thinking skills.

2. Discussions

The synthesis of 15 articles indicates that the Merdeka Curriculum is closely aligned with the educational demands of the Society 5.0 era. The majority of studies highlight that this curriculum supports the strengthening of 21st-century skills (4C), the integration of technology in learning processes, and character development through the Pancasila Student Profile.

The findings also show that the implementation of the Merdeka Curriculum through the Project for Strengthening the Pancasila Student Profile (P5) contributes to increased student engagement, as well as the development of creativity and critical thinking skills. Several studies further emphasize that the transformation toward Education 5.0 is supported by the utilization of digital technologies such as artificial intelligence, virtual reality, and big data analytics.

In addition, there is a consistent finding that the implementation of the Merdeka Curriculum still faces challenges, particularly related to teacher readiness, availability of infrastructure, and the level of understanding of curriculum implementation at the school level. Nevertheless, all studies affirm that Pancasila values remain the fundamental basis for educational development in Indonesia.

Overall, the synthesis indicates that the Merdeka Curriculum is a relevant policy in supporting educational transformation in the Society 5.0 era. However, its effectiveness largely depends on strengthening educator capacity and improving systemic educational support.

Conclusion

The findings of the literature review indicate that the Merdeka Curriculum is closely aligned with the educational demands of the Society 5.0 era. The curriculum emphasizes the strengthening of 21st-century skills, the integration of technology in learning processes, and character development through the Pancasila Student Profile.

The implementation of the Merdeka Curriculum through the Project for Strengthening the Pancasila Student Profile (P5) contributes to increased student engagement, critical thinking skills, and creativity. However, its implementation still faces several challenges, particularly in terms of teacher readiness, availability of learning facilities, and conceptual understanding at the school level.

Overall, the Merdeka Curriculum is considered relevant in supporting the transformation of education in the Society 5.0 era. Nevertheless, further strengthening of its implementation is required to achieve more optimal outcomes.

Future research is recommended to conduct empirical studies in educational settings in order to obtain more in-depth and context-specific findings regarding the implementation of the Merdeka Curriculum.

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Acknowledgment

The author would like to express sincere gratitude to all parties who have provided support in the completion of this research, both directly and indirectly. Special appreciation is addressed to the academic supervisor for the valuable guidance, constructive suggestions, and continuous assistance throughout the research process. The author also extends gratitude to the educational institution for providing facilities and reference sources that supported the completion of this study. Furthermore, appreciation is conveyed to all individuals who contributed through moral support, recommendations, and references utilized in this research. It is hoped that this study will contribute positively to the advancement of knowledge, particularly in the field of education.