



## **Contextual Curriculum Development to Improve Learning Quality in the Era of Independent Learning**

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### **Abstract**

Indonesia's Freedom to Learn policy opens up opportunities for educational innovation, including the development of a more contextual curriculum. A contextual curriculum links learning materials to the realities of students' lives, making learning more meaningful and effective. This article examines the concepts, strategies, challenges, and impacts of contextual curriculum development in improving the quality of learning within the Freedom to Learn framework. The method used is a literature review, which aims to gain an in-depth understanding of the development and implementation of a contextual curriculum within the context of the policy. The results of the study show that contextual curriculum can strengthen 21st century skills (e.g. thinking skills, collaboration, creativity, communication), increase student motivation, and improve learning outcomes when implemented with adequate teacher support, facilities, and policies. Key challenges include teacher readiness, infrastructure, curriculum load, and policy synchronization. Therefore, it is understandable that contextual curriculum development is a crucial strategy for improving the quality of learning in the *Merdeka Belajar* era, with recommendations for strengthening teacher capacity, school facilitation, and evaluating the sustainability of its implementation.

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## **INTRODUCTION**

Education plays a fundamental role in shaping the quality of a nation's human resources. High-quality education will produce a generation that is intelligent, creative, and has character, ready to face global challenges. However,

the quality of education cannot be separated from the curriculum, which serves as the primary guideline in the learning process. The curriculum is a design that not only contains objectives, content, and learning methods, but also reflects the direction and vision of national development (Humiati & Budiarti, 2020; Pai et al., 2023). Therefore, curriculum development must always be adapted to the needs of students, developments in science and technology, and societal dynamics. In Indonesia, various curriculum reform efforts have been undertaken, ranging from the Competency-Based Curriculum (KBK), the School Unit Level Curriculum (KTSP), the 2013 Curriculum, to the policy *Free to Learn* which currently serves as the primary foundation for educational management. Freedom to Learn (Merdeka Belajar) is a response to the need for flexible learning, teacher empowerment, and optimal development of student potential. This policy provides greater space for educators and educational units to innovate, design, and implement learning tailored to the local context and student characteristics (Raihan, 2025; Adelia & Salito, 2025).

Although the concept of "Merdeka Belajar" (Freedom to Learn) has brought a breath of fresh air to the world of education, its implementation still faces significant challenges. One frequently encountered issue is the gap between the nationally designed curriculum and the actual needs of schools and students' daily lives. Many teachers still implement theoretical, textual learning, focused solely on achieving curriculum targets, thus preventing students from gaining meaningful learning experiences. This has implications for low learning motivation, underdevelopment of critical thinking skills, and a lack of problem-solving skills, which are crucial in today's global era (Alwathani, 2025).

The development of the 21st century demands the birth of students with 4C skills, namely *critical thinking, creativity, collaboration, And communication*, and mastery of digital literacy. To achieve this, a curriculum approach is needed that can connect learning materials to the realities of students' lives. One approach considered relevant is the development of a contextual curriculum (*contextual teaching and learning*). The contextual curriculum emphasizes the relationship between knowledge learned in class and real applications in everyday life, so that students not only memorize concepts, but are also able to understand the meaning, relate them to personal experiences, and apply them in solving real problems. (Muis, 2023; Jumadil Hamid et al., 2024).

The implementation of a contextual curriculum is also in line with the principles of Freedom to Learn, which emphasize flexibility, independent learning, and a diverse approach. By integrating learning based on local context, culture, and community needs, a contextual curriculum can increase the relevance of education, strengthen national identity, and prepare students to face global challenges. (Habel et al, 2024; Iskandar et al., 2025). This is crucial so that education is not uprooted

from the roots of social reality, but rather becomes a means of empowerment and the formation of holistic individuals. Therefore, the development of a contextual curriculum is not without obstacles. Many teachers still do not fully understand the concept of contextual learning, limited facilities and infrastructure in schools, and attachment to traditional learning patterns that emphasize memorization. Furthermore, not all schools have the flexibility and ability to design a curriculum that suits the local context and the needs of their students. This situation creates a gap between the idealism of the Independent Learning policy and actual practice in the classroom.

The above discussion is expected to provide an overview of how a contextual curriculum is designed, implemented, and evaluated, as well as the extent to which this approach can improve learning motivation, 21st-century skills, and student learning outcomes. With the development of a contextual curriculum integrated into the Freedom to Learn policy, it is hoped that education in Indonesia will produce graduates who are not only academically intelligent but also adaptive, creative, and able to contribute to solving real-world problems in society. This will strengthen the role of education as the primary foundation of national development in an era of increasingly complex global competition.

## **METHODS**

This research uses an approach library research (literature review) which aims to gain an in-depth understanding of the development and implementation of contextual curriculum in the context of policy Free to Learn (Lubis et al, 2023), (Iskandar et al., 2025). Library research was chosen because the data was obtained through a literature review in the form of books, scientific journals, research results, and educational policy documents. The approach used was qualitative, because it emphasizes understanding the phenomenon contextually and holistically. The analysis was carried out using the content analysis method (content analysis), namely selecting, classifying, and interpreting data from relevant literature. The results of the analysis are then synthesized to find a common thread between contextual curriculum theory and implementation Free to Learn, and improving the quality of learning.

## **RESULT AND DISCUSSION**

### **A. Contextual Curriculum Development**

Contextual curriculum development is a systematic process that emphasizes the connection between learning materials and students' real-life experiences, socio-cultural environments, and community needs. In this paradigm, learning is no longer understood as simply a process of transferring knowledge from teacher to student, but rather as a meaningful activity

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(*meaningful learning*) which demands active involvement of students in linking theory with the realities of life (Tamarin et al., 2025).

The contextual curriculum was developed based on the premise that knowledge will be more meaningful when learned in a real-life context, rather than as information isolated from students' experiences (Muhartini et al., 2023). Through this approach, the curriculum is oriented not only toward mastery of academic content but also toward the development of life skills (*life skills*), adaptive attitudes, and readiness to face the challenges of the times. Therefore, developing a contextual curriculum demands integration between the school world and the broader realities of life. Schools are no longer viewed as isolated spaces from society, but rather as an inseparable part of the social, cultural, economic, and technological environment. Therefore, subject matter is structured not only based on the structure of academic disciplines but also by considering their relevance to the needs of students and society.

In practice, the contextual curriculum encourages teachers to adopt innovative and participatory learning methods, such as *project based learning*, *problem based learning*, and *service learning*. These approaches provide students with the opportunity to explore, test, and practice the knowledge they acquire directly in real-world situations. As a result, students not only master cognitive aspects but also develop collaboration, communication, creativity, and leadership skills (Syafila et al., 2024). Furthermore, a contextual curriculum emphasizes the importance of local wisdom as a learning resource. The surrounding environment, rich in cultural values, traditions, and natural potential, can be used as contextual teaching materials, enabling students to see the connection between academic knowledge and the identity and life of their community. In this way, a contextual curriculum not only produces globally competitive graduates but also remains rooted in local values that strengthen national identity (Anzelina, 2023; Andini & Sirozi, 2024).

Therefore, the development of a contextual curriculum is also in line with the government's "Merdeka Belajar" (Freedom to Learn) policy. Through this policy, schools and teachers are given the freedom to design learning processes tailored to the conditions and needs of students. This flexibility enables personalized, adaptive, and relevant learning to meet the demands of the times (Pridar, 2025). Therefore, it can be concluded that the development of a contextual curriculum is a crucial educational innovation. It can address the challenges of globalization, the industrial revolution 4.0, and socio-cultural dynamics, while also providing a path to producing a generation that is intelligent, creative, and has character, ready to face the complexities of life in the future.

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## B. Contextual Curriculum Development Strategies and Processes

The right strategy will ensure the curriculum is truly relevant to needs, while a systematic development process will ensure the curriculum can be implemented effectively. This study of the strategies and processes for developing a contextual curriculum is expected to provide a deeper understanding of how education can equip students with life skills, critical thinking, and readiness to face global challenges without losing their local cultural roots (Novelina et al., 2025; Wati et al., 2025). Thus, the contextual curriculum development strategy is not only oriented towards academic achievement but also emphasizes character building, strengthening cultural values, and students' ability to connect knowledge to the realities of their lives. This strategy includes analyzing student needs, mapping environmental potential, formulating relevant objectives, and implementing active, creative, and collaborative learning methods.

Meanwhile, the process of developing a contextual curriculum requires systematic and continuous steps, from planning, organization, implementation, and evaluation. In this process, collaboration between educators, students, parents, and the wider community is key to success. Through the involvement of various parties, the curriculum can be designed according to real needs and produce meaningful learning (Nasution et al., 2025). Therefore, an in-depth study of the strategies and processes of developing a contextual curriculum is highly urgent in improving the quality of education. This is expected to make education more humanistic, adaptive, and transformative, so that graduates are not only intellectually competent but also possess moral integrity, social sensitivity, and practical skills useful for personal life, society, the nation, and the global world.

Strategies in contextual curriculum development focus on how the curriculum can be designed to be relevant to students' real-life situations and the socio-cultural conditions of society, so that learning takes place not only in the classroom but also connects to everyday experiences. With this strategy, students will more easily understand the material because it is linked to real-life situations they face, whether in their family, school, or community (Akbar et al., 2025). Strategies that can be used include:

1. Analysis of Local Needs and Context. Contextual curriculum development strategies include: (1) analysis of student needs that include character, interests, potential, and socio-cultural background; (2) integration of local learning resources through the utilization of environmental potential, local wisdom, and community culture; (3) selection of active learning approaches such as projects, problems, and experiences to train critical, creative, and collaborative thinking. In addition, the involvement of teachers, parents, the

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community, as well as the business and industrial world is important so that the curriculum is alive, responsive to developments in the times, and remains grounded in local cultural values (Sarmadan et al., 2024; Meiliawati et al., 2024).

2. Integration of Cultural Values and Local Wisdom. Local wisdom can be used as a learning resource to keep students rooted in their culture and adapt to global change. Traditions such as mutual cooperation, folklore, and even traditional agricultural and craft practices can be utilized to instill moral values, strengthen literacy, and develop life skills. By integrating local values into the curriculum, students will not only be proud of their culture but also develop a critical, adaptive global perspective, ready to compete in the modern era (Saleh et al., 2025).
3. Strengthening Contextual Learning. Using a contextual learning approach means actively engaging students through hands-on experiences, problem-solving, discussions, and group work. This approach makes learning more meaningful because students not only receive information but also relate it to real-life situations, practicing critical thinking, creativity, and collaborative skills (Suyadi, 2015).

The above explanation explains that an appropriate strategy will form the basis for developing a relevant curriculum, while a systematic process will ensure its implementation is effective, adaptive, and sustainable. Thus, a contextual curriculum not only produces learning tailored to the needs of students and their environment, but also equips them with the skills, values, and character traits necessary to face global challenges.

#### C. The Impact of Contextual Curriculum on Students

The impact of the contextual curriculum on students is all the influences, changes, and results experienced by students after participating in a learning process that uses a contextual approach. Contextual curriculum or *Contextual Teaching and Learning* (CTL) emphasizes the importance of connecting subject matter to students' everyday experiences and realities. Thus, knowledge is no longer understood simply as a collection of abstract concepts or mere memorization, but rather as something with meaning, relevance, and practical benefits in real life (Romli, 2022).

One of the most prominent impacts of implementing a contextual curriculum is on the cognitive domain. Students are encouraged to learn through direct experience, problem-solving, and exploration of their surroundings. This empowers them not only to passively receive information but also to develop critical, analytical, and creative thinking skills. The knowledge gained is more durable because it is learned through a meaningful process, rather than simply through memorization (Windayani et al., 2025).

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Thus, students are able to understand, connect, and apply theory to various real-world situations, including their future social lives and the workplace.

The next impact is seen in the affective domain, namely attitudes, values, and learning motivation. A contextual curriculum helps students see the direct connection between the material being studied and their life needs. This fosters curiosity, intrinsic motivation, and an awareness that learning is a necessity, not merely an obligation. Furthermore, a contextual approach also fosters positive attitudes such as responsibility, self-confidence, concern for the environment, and the ability to collaborate with others. In the long term, a contextual curriculum can instill moral values and character that align with the culture, norms, and needs of society (Windayani et al., 2025; Meiliawati et al., 2024).

Furthermore, the impact of the contextual curriculum is also evident in the psychomotor domain. Students are given the opportunity to learn through real-world activities, such as practice, projects, discussions, experiments, and fieldwork. These activities require both physical and social skills, such as communication, collaboration, problem-solving, and adapting to new situations. This is crucial for preparing students to face the challenges of the 21st century, which require them to possess *life skills* or life skills, not just academic intelligence (Suleman, 2024).

The explanation above demonstrates that the impact of the Contextual Curriculum on students is not only intellectually intelligent, but also emotionally intelligent, socially skilled, and practically applicable. Students become individuals capable of connecting knowledge to everyday life, possessing strong character, and prepared to face the dynamics of changing times. Thus, the Contextual Curriculum plays a crucial role in realizing the national education goal of producing a well-rounded, balanced, and highly competitive generation in a global society.

#### D. Reflection on Independent Learning and Its Relevance to the Curriculum

Reflection on Independent Learning also serves as a crucial instrument in ensuring that the objectives of the Independent Learning policy are truly implemented in the field. The reflection process encourages educators and educational institutions to not only carry out learning routines but also to engage in continuous introspection and self-evaluation. In this way, education is not trapped in a rigid pattern focused solely on academic achievement, but rather develops into a holistic process that fosters the potential of each student. In the context of the curriculum, reflection plays a crucial role in assessing the extent to which the implemented curriculum aligns with the principles of Independent Learning. The curriculum is no longer viewed as a rigid formal document, but rather as a guide that can be adapted to students' needs,

interests, and talents. Through reflection, teachers can adjust methods, strategies, and teaching materials to be more contextual and relevant to the learners' environment (Walidin & Siregar, 2025).

Furthermore, the Merdeka Belajar reflection encourages innovation in curriculum development. The results of the reflection can be used as evaluation material to correct weaknesses while strengthening existing strengths, so that the curriculum can deliver creative, adaptive, and future-oriented learning (Alfiatin Ni'mah et al., 2025). Thus, reflection not only functions as an evaluation tool but also as a foundation for better and more sustainable curriculum planning. Overall, the Merdeka Belajar reflection is closely relevant to the curriculum because the two complement each other: the curriculum serves as a guideline for implementing learning, while reflection serves as a mirror to assess the effectiveness of the curriculum in realizing educational goals that favor students.

## CONCLUSIONS

The development of a contextual curriculum is essentially a response to the demands of education in the Merdeka Belajar era, which emphasizes flexibility, meaningfulness, and relevance of learning. A contextual curriculum connects subject matter to students' real-life experiences, so that learning is no longer abstract and theoretical, but rather applicable, meaningful, and relevant to everyday life. Through this approach, the quality of learning can be improved because students are actively involved in the learning process. They not only acquire cognitive knowledge but also develop attitudes, values, and practical skills essential for facing the challenges of the 21st century. Teachers, on the other hand, play a strategic role as facilitators and innovators, able to design learning experiences tailored to the social, cultural, and environmental contexts of their students. Thus, the development of a contextual curriculum aligns with the spirit of Merdeka Belajar, which provides space for freedom, creativity, and independence in learning. This curriculum significantly contributes to producing a generation that is intelligent, character-driven, skilled, and adaptable to change, thereby sustainably improving the quality of education and learning.

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