The Implementation of the Merdeka Curriculum and Its Implications for the Internalization of Anti-Corruption Values Among Students

Ni Luh Wayan Yasmiati [1], I Wayan Lasmawan [2], I Gusti Putu Suharta [3], I Wayan Widiana [4]

[1] Universitas Pendidikan Ganesha, Indonesia; nyasmiati@undiksha.ac.id
[2] Universitas Pendidikan Ganesha, Indonesia; wayan.lasmawan@undiksha.ac.id
[3] Universitas Pendidikan Ganesha, Indonesia; putu.suharta@undiksha.ac.id
[4] Universitas Pendidikan Ganesha, Indonesia; wayanwidiana85@undiksha.ac.id

Abstract	This study aims to analyze the implementation of the Merdeka Curriculum and its implications for the internalization of anti-corruption values among students in public junior high schools (SMPN) in Singaraja City. The research employed a descriptive qualitative approach, with data collected through in-depth interviews with teachers involved in implementing the Merdeka Curriculum at SMP Negeri 2 and SMP Negeri 4 Singaraja. The findings indicate that implementing the Merdeka Curriculum has positive implications for the internalization of anti-corruption values, particularly through project-based learning and the Pancasila Student Profile Strengthening Project (Proek Penguatan Profil Pelajar Pancasila/P5), which facilitates the contextual cultivation of values such as honesty, responsibility, and integrity. The curriculum's flexibility allows teachers to design character education that is relevant to students' learning experiences. However, these implications have not yet been fully optimized due to several constraints, including limited operational guidelines for anti-corruption education, insufficient teacher training, and uneven understanding among students and educators regarding the substance of anti-corruption values. In addition, institutional support from schools and family involvement in reinforcing value-based practices remain suboptimal. This study recommends strengthening collaborative strategies among schools, local governments, and the community to ensure the sustainable internalization of anti-corruption values within the Merdeka Curriculum framework. This research contributes to the development of contextual character education practices and provides insights for the formulation of anti-corruption education policies at the school level.
Keywords	Anti-Corruption Education; Character Education; Merdeka Curriculum; Value Internalization

Corresponding Author
Ni Luh Wayan Yasmiati
Universitas Pendidikan Ganesha, Indonesia; nyasmiati@undiksha.ac.id

1. INTRODUCTION

Education plays a crucial role in shaping the character of the younger generation, not only in terms of intellectual competence but also integrity in social and national life (Fajari et al., 2022); (Nurhasanah, 2021); (Nurhabibi et al., 2025). In the Indonesian context, corruption has become a critical issue that hinders national development and undermines the values of justice (Rokhim et al., 2025), public trust

(Latuconsina et al., 2020), and social welfare (Rangkuti, 2017). Therefore, anti-corruption education constitutes an integral part of the character education mission that must be instilled from an early age within the school environment (Abdullah Lawang et al., 2024). One of the major challenges in contemporary education is how to effectively internalize anti-corruption values in the learning process, particularly within the framework of the Merdeka Curriculum, which is currently being implemented nationwide (Simanjuntak, 2015).

The Merdeka Curriculum, as a new policy launched by the Ministry of Education, Culture, Research, and Technology since 2022, emphasizes student-centered learning, freedom of thought, and the strengthening of the Pancasila Student Profile, one of whose dimensions is noble character and global diversity (Abdul Fattah Nasution et al., 2023); (Nurazizah et al., 2021); (Indarta et al., 2022). Embedded within this dimension are values such as honesty, responsibility, and social concern, which form the fundamental pillars of anti-corruption education (Wea et al., 2024); (Ambarwati et al., 2023). The Merdeka Curriculum also provides opportunities for the contextual integration of character education, including anti-corruption values, through intracurricular and extracurricular learning, as well as the Pancasila Student Profile Strengthening Project (Sri et al., 2022); (Sa'diyah et al., 2023); (Astutik & Supratno, 2024); (Hanifah et al., 2024).

Nevertheless, implementing the Merdeka Curriculum to internalize anti-corruption values in practice is far from straightforward. Teachers, as the frontline actors in curriculum implementation, often face limitations in understanding effective pedagogical approaches, insufficient training, a lack of specific instructional materials, and persistently high administrative workloads (Sa'diyah et al., 2023); (Sucipto et al., 2024); (Rahmatulloh, 2017); (Nuraini Alkhasanah et al., 2023); (Putri & Kurniawan, 2024). On the other hand, anti-corruption values have not yet fully become a collective awareness within the school environment, particularly when a consistent school culture and active participation from parents and the broader community do not support them. Public junior high schools in Singaraja City, as the focus of this study, offer an interesting context, as the region is known for its strong educational ethos and rich local values that can be utilized as contextual learning resources.

Several previous studies have highlighted the urgency of anti-corruption education within the national education system; however, they tend to demonstrate a fragmented focus between studies on anti-corruption values and those on curriculum implementation. Pradana (2021) and Zuraida (2025), for instance, emphasize that the internalization of anti-corruption values such as honesty, responsibility, and social concern can be effectively integrated into Civic Education (PPKn) through discussion methods and contextual case studies. Nevertheless, these studies place greater emphasis on subject-specific learning strategies without directly linking them to the framework of the latest national curriculum policy, particularly the Merdeka Curriculum (Pradana, 2021); (Zuraida et al., 2025). Meanwhile, Ambarwati et al. (2023) underscore the importance of a community-based approach to internalizing anti-corruption values by integrating spiritual and ethical dimensions into children's character education. This study demonstrates that students' emotional and social engagement plays a significant role in the success of anti-corruption education; however, it does not specifically examine how such approaches are operationalized within the structure and flexibility of the Merdeka Curriculum at the level of formal educational institutions (Ambarwati et al., 2023).

Conversely, several studies have focused more on the implementation aspects of the Merdeka Curriculum as an educational policy. Abdul Fattah Nasution et al. (2023) explain that the Merdeka Curriculum offers flexibility and learning autonomy that have the potential to strengthen the Pancasila Student Profile, including values of integrity and responsibility. However, this study remains general and does not specifically examine the process of internalizing anti-corruption values as part of integrated character education within everyday learning practices (Abdul Fattah Nasution et al., 2023). Furthermore, Sucipto et al. (2024) identify various challenges in implementing the Merdeka Curriculum at the elementary school level, including infrastructure disparities, limited human resources, and suboptimal teacher training in project-based learning. These findings provide a structural overview of

implementation barriers but do not elaborate on their implications for the formation of specific character values, particularly anti-corruption values (Sucipto et al., 2024). Similar findings were reported by Sa'diyah et al. (2023) at the senior high school level, noting that not all teachers possess a holistic understanding of the essence of the Merdeka Curriculum, leading to underachievement in character formation objectives. Nevertheless, this study does not position anti-corruption values as the primary focus of analysis within the curriculum implementation framework (Sa'diyah et al., 2023).

Furthermore, Indarta et al. (2022) view the Merdeka Curriculum as a response to the demands of 21st-century learning and the Society 5.0 era, emphasizing the strengthening of digital literacy, critical thinking, and students' collaborative skills. While this focus enriches the understanding of future-oriented competencies promoted by the Merdeka Curriculum, it remains relatively limited in linking these competencies to the dimension of public ethics and the internalization of anti-corruption values as part of the formation of citizens with integrity (Indarta et al., 2022).

Based on the foregoing discussion, it can be concluded that although numerous studies have examined anti-corruption education and the implementation of the Merdeka Curriculum, there remains a limited body of research that integratively analyzes how the implementation of the Merdeka Curriculum affects the process of internalizing anti-corruption values at the level of educational institutions, particularly at the junior high school level and within the local context of public schools. Therefore, this study occupies an important position in addressing this research gap by focusing its analysis on the dynamics, challenges, and implications of Merdeka Curriculum implementation for the internalization of anti-corruption values in public junior high schools in Singaraja City.

The primary objectives of this study are to: (1) explore how the Merdeka Curriculum is implemented in efforts to internalize anti-corruption values in SMP Negeri 2 and SMP Negeri 4 Singaraja City; (2) identify the constraints and challenges faced by teachers and school administrators in this process; and (3) analyze the extent to which students understand and apply anti-corruption values in their school and social lives. This study is expected to serve as a reference for developing effective learning strategies and curriculum policies to foster an anti-corruption culture in educational settings.

2. METHODS

This study employed a qualitative approach (Ratnaningtyas et al., 2023) using a case study method to explore in depth the challenges of implementing the Merdeka Curriculum in internalizing anti-corruption values within the junior high school environment. This approach was selected because it enables a comprehensive understanding of complex, context-specific phenomena through the direct perspectives of educational practitioners. The research was conducted at two educational institutions, namely SMP Negeri 2 Singaraja and SMP Negeri 4 Singaraja, located in Singaraja City, Bali Province. The selection of these sites was based on considerations of diversity in social and cultural backgrounds, as well as differing levels of readiness for implementing the Merdeka Curriculum at each school.

The research was conducted from April 1 to April 15, 2025. During this period, the researcher conducted observations, in-depth interviews, and documented learning activities and the implementation of the Merdeka Curriculum related to the internalization of anti-corruption values. The primary data collection technique employed was in-depth interviews (Sugiono, 2016), conducted face-to-face with teachers who served as key informants on the implementation of instructional practices and character value cultivation within their respective schools.

The informants in this study were 10 teachers from the two schools, selected purposively for their active involvement in implementing the Merdeka Curriculum and character education. The informants from SMP Negeri 2 Singaraja included: Made Ratna Pratiwi, Putu Widi Ciptaningsih, Tri Wahyuningsih, Gede Wirahtika, and Ni Ketut Rusmadewi. Meanwhile, the informants from SMP

Negeri 4 Singaraja were: Made Roby Pratama Putra, Komars Gumanda, Ketut Cangsih Dhermawan, Ayu Pratiningsih, and Made Iriasmi.

The collected data were analyzed using thematic analysis by identifying key themes emerging from interview transcripts and field notes. The stages of analysis included data reduction, data display, and systematic conclusion drawing. Data validity was ensured through source and method triangulation, informant verification (member checking), and peer debriefing (Burhan Bungin, 2007). The findings are expected to provide an empirical account of the challenges teachers and schools face in integrating anti-corruption values through the Merdeka Curriculum, as well as the strategies implemented, or that may be implemented to address these challenges effectively and contextually.

3. FINDINGS AND DISCUSSIONS

Evaluation of the Implementation of the Merdeka Curriculum in Anti-Corruption Education

The implementation of the Merdeka Curriculum (MC) at the junior high school level has introduced a more contextual, flexible, and character-oriented learning approach (Kurniawati & Matang, 2023); (Muhsinin, 2013); (Devina et al., 2023); (Hakim & Darojat, 2023); (Ningsih, 2019). In the context of anti-corruption education, the Merdeka Curriculum provides opportunities for integrating values such as honesty, responsibility, and social concern into all subjects, as well as into the Pancasila Student Profile Strengthening Project (Suranto, 2016); (Febrianshari, 2018); (Afriani et al., 2023); (Usman, 2015); (Maulidia et al., 2023); (Ali et al., 2025). Nevertheless, evaluations of the implementation of these values still reveal disparities in understanding and practice at the field level.

Based on interviews with teachers from two public junior high schools in Singaraja City, it was found that the interpretation and strategies for integrating anti-corruption values into the learning process remain highly dependent on individual teachers' pedagogical awareness and creativity. Although the Merdeka Curriculum conceptually provides ample space for strengthening character education—including values of honesty, responsibility, and integrity—its classroom implementation has not yet been fully integrated into a systematic anti-corruption education effort. These findings indicate that the main challenge lies not in the curriculum structure itself, but in teachers' understanding of ethical and value dimensions that can be internalized through cross-subject instructional materials.

Furthermore, the interview results reveal that in subjects substantively closely related to public ethics issues, such as Civic Education (PPKn) and Social Studies (IPS), the potential for internalizing anti-corruption values is, in fact, very substantial. However, this potential has not been optimally utilized due to the lack of technical guidelines and specialized training that equip teachers to systematically integrate anti-corruption education into instructional planning tools, both at the planning stage (teaching modules/lesson plans) and in assessment practices. This condition reflects a gap between the policy direction of the Merdeka Curriculum—which emphasizes flexibility and learning autonomy—and the readiness of educators' human resources to translate anti-corruption values into structured pedagogical practices.

On the other hand, the implementation of the Pancasila Student Profile Strengthening Project (P5) demonstrates relatively more effective opportunities for internalizing anti-corruption values. Through collaborative, context-based project activities—such as entrepreneurship and sustainable lifestyle themes—values of honesty, transparency, and responsibility can be more naturally instilled through real-life practices, for example, in simple financial management and group decision-making processes. These findings affirm that experiential learning, which characterizes the Merdeka Curriculum, has strong potential to support anti-corruption education when consciously and reflectively designed by educators.

Nevertheless, this study also identifies serious challenges in evaluation and assessment. To date,

no standardized, objective assessment instruments are available to measure students' internalization of anti-corruption values. Teachers' assessments still largely rely on behavioral observations during learning activities or project implementation, which are often subjective and difficult to measure consistently. The lack of standardized assessment instruments may weaken efforts to evaluate the effectiveness of character education within the Merdeka Curriculum framework.

In addition, from a pedagogical perspective, the effectiveness of internalizing anti-corruption values is strongly influenced by teachers' ability to connect learning materials with students' real-life contexts. Normative and verbally delivered materials tend to attract limited student interest. In contrast, contextual approaches that link anti-corruption issues to actual cases, audiovisual media, or everyday experiences are more effective at fostering students' emotional and reflective engagement. This finding underscores that anti-corruption education requires creative, participatory approaches to avoid indoctrinatory patterns that may, in fact, reduce the depth of value internalization.

Based on these findings, it is indicated that delivery methods significantly influence value internalization, and that contextual approaches and relevant media are necessary to ensure that values do not merely become slogans, but are genuinely embedded in students' consciousness.

Table 1. Summary of Evaluation Results

No	Informant Name	School	Main Findings
1	Made Ratna Pratiwi	SMPN 2 Singaraja	Lack of awareness of the importance of anti-corruption values in routine teaching.
2	Putu Widi Ciptaningsih	SMPN 2 Singaraja	Absence of systematic training related to integrating anti-corruption values.
3	Made Roby Pratama Putra	SMPN 4 Singaraja	Monitoring and facilitating Profile Projects are effective in instilling anti-corruption values through practical applications.
4	Komars Gumanda	SMPN 4 Singaraja	Creative approaches are needed to attract students' interest in anti-corruption issues.

Source: Interview results

Based on the four informants, the implementation of the Merdeka Curriculum in anti-corruption education demonstrates considerable potential but has not yet reached optimal effectiveness. This is primarily due to the lack of teacher training in strategies for integrating anti-corruption values, the absence of specific assessment instruments for character values, low levels of active student participation resulting from limited contextual media, and the fact that anti-corruption values are more effectively implemented through project-based activities than through conventional classroom instruction.

Accordingly, this evaluation emphasizes that the success of anti-corruption education within the Merdeka Curriculum framework is highly dependent on teacher capacity, school policy support, and the development of valid and contextual character assessment instruments (Mawardi, 2019); (Widiarto, 2020). Therefore, the primary recommendation arising from these findings is to develop thematic guidelines, provide continuous teacher training, and strengthen collaboration among schools, local education authorities, and the Corruption Eradication Commission (KPK), the national anti-corruption institution.

Challenges in Implementing the Merdeka Curriculum in Anti-Corruption Education

Although the Merdeka Curriculum (MC) provides educational institutions with greater flexibility to develop contextual and meaningful learning, its implementation in strengthening anti-corruption

values still faces various challenges (Sucipto et al., 2024); (Bimantoro et al., 2021); (Irmayanti et al., 2023); (Sri et al., 2022). Field findings from SMP Negeri 2 and SMP Negeri 4 Singaraja indicate that these obstacles are not only technical in nature, but also structural, cultural, and pedagogical.

One of the main challenges in implementing the Merdeka Curriculum regarding the internalization of anti-corruption values is the lack of specific, operational guidelines. Although the Merdeka Curriculum emphasizes flexibility and learning autonomy, field findings indicate that this flexibility has not been accompanied by clear direction for integrating anti-corruption education. As a result, teachers tend to revert to conventional learning patterns focused on content completion, with limited innovation to strengthen ethical and integrity-based values. This condition underscores that curriculum flexibility, without clear pedagogical signposts, may instead generate confusion at the implementation level.

In addition to policy and pedagogical aspects, this study also identifies cultural and psychological challenges stemming from students' perceptions of anti-corruption issues. Anti-corruption values are still perceived as elitist issues distant from students' everyday lives, rendering them less relevant to their learning experiences. Such perceptions hinder the internalization process because students do not perceive a direct connection between honesty, responsibility, and integrity and their daily practices. These findings highlight the importance of reconceptualizing anti-corruption education as lived values rather than merely as abstract legal or moral issues.

At the practical implementation level, managerial and administrative constraints also emerge as significant factors influencing the success of internalizing anti-corruption values. High administrative workloads—from preparing instructional tools to fulfilling learning outcome requirements—limit teachers' reflective space and creativity in developing value-based learning. Teachers' focus on administrative demands often leads to insufficient attention to ethical themes, including anti-corruption education, unless explicitly addressed through school policies or special programs.

Furthermore, limited support resources and digital literacy further intensify the complexity of implementation challenges. Research findings indicate that efforts to develop project-based learning that emphasizes honesty and responsibility are often hindered by inadequate facilities, limited access to digital learning resources, and students' readiness to use learning technologies. This condition suggests that the success of internalizing anti-corruption values within the Merdeka Curriculum is determined not only by curriculum design but also by the readiness of the school ecosystem, including infrastructure support, digital competencies, and a collaborative climate.

These findings clarify that limitations in infrastructure and digital literacy constitute critical challenges, particularly for the implementation of project-based learning (P5), which is a key component of the Merdeka Curriculum. Without technological support and access to materials, innovative anti-corruption education strategies will be difficult to implement equitably. The following table summarizes challenges in implementing the Merdeka Curriculum in anti-corruption education, based on interviews with four informants.

Table 2. Challenges in Implementing the Merdeka Curriculum

No	Informant Name	School	Main Challenges
1	Tri Wahyuningsih	SMPN 2 Singaraja	Absence of technical guidelines for integrating anti-corruption values into instructional tools.
2	Gede Wirahtika	SMPN 2 Singaraja	Low perception of the relevance of anti-corruption values among students.
3	Ketut Cangsih Dhermawan	SMPN 4 Singaraja	Teachers' administrative workload hinders creativity and the development of character

No	Informant Name	School	Main Challenges
			values.
4	Ayu Pratiningsih	SMPN 4 Singaraja	Limited facilities and digital literacy to support innovative learning.

Source: Interview results

From the findings above, it can be concluded that the implementation of the Merdeka Curriculum in anti-corruption education continues to face challenges at three main levels:

a.   Curriculum and School Policy Level.

The absence of specific modules or guidebooks to assist teachers in preparing lesson plans and assessments grounded in anti-corruption values leads to fragmented implementation without uniform direction.

b.   Cultural and Psychosocial Level

Students' understanding that separates anti-corruption values from everyday realities generates resistance in learning. Without awareness that anti-corruption begins with simple actions—such as refraining from cheating—it is difficult to cultivate students' ethical consciousness.

c.   Operational and Technical Level

Time constraints, workload pressures, limited facilities, and limited digital literacy are major barriers to implementing innovative, value-based learning.

As an initial solution, more specific training designs on integrating anti-corruption values into subjects and project activities are required. In addition, there is a need to develop Merdeka Curriculum–based anti-corruption modules that teachers across subjects can use (Muharudin et al., 2023); (Pujowati et al., 2024); (Ramdhan, 2021); (Siregar & Chastanti, 2022); (Dinata et al., 2025). School-based strategies can also be embedded in principals' policies to instill anti-corruption values in school culture—for example, through slogans, reward and punishment systems, habituation of honesty, and the use of digital bulletin boards to promote anti-corruption campaigns (Mulyasa, 2002). By comprehensively addressing these challenges, the implementation of the Merdeka Curriculum as a vehicle for transforming students' character can be more targeted and yield long-term impacts, particularly in preventing the development of corrupt mentalities from an early age.

Strategies and Recommendations for Implementing the Merdeka Curriculum in Anti-Corruption Education

In responding to the challenges of internalizing anti-corruption values through the Merdeka Curriculum (MC), teachers at SMP Negeri 2 and SMP Negeri 4 Singaraja have developed various implementation strategies, both within intracurricular learning and through the Pancasila Student Profile Strengthening Project (P5). These strategies are not only oriented toward classroom instructional practices but also reflect broader systemic improvement efforts that emphasize the importance of school policy support and educator synergy in building a sustainable anti-corruption education ecosystem (Prasetiyo & Rosy, 2020).

One prominent strategy is the use of local wisdom to internalize integrity values. The research findings indicate that anti-corruption values are more readily accepted and internalized by students when linked to local cultural philosophies such as Tri Hita Karana and Tat Twam Asi, which are deeply embedded in Balinese social life. This locality-based approach helps position the values of honesty and responsibility as part of students' cultural identity, so that anti-corruption education is not perceived as an external imposition but rather as an expression of values students have long recognized. This strategy aligns with the principles of the Merdeka Curriculum, which provides a broad space for the

development of local contexts in learning.

In addition to cultural approaches, cross-subject collaborative strategies also emerge as an important finding in this study. Through P5 activities, teachers from various disciplines are actively involved in designing and implementing project themes that emphasize integrity and responsibility. This cross-curricular approach enables students to understand anti-corruption values holistically, rather than fragmenting them within a single subject area. Furthermore, teacher collaboration contributes to the formation of collective commitment to internalizing anti-corruption values, thereby making learning more integrated and consistent at the school level.

At SMP Negeri 4 Singaraja, strategies for strengthening anti-corruption values have also been developed through systematically monitored daily behavioral reflection mechanisms. The findings reveal the practice of formative, character-based evaluation, in which students are encouraged to assess and reflect on attitudes of honesty, discipline, and responsibility in their daily activities, both inside and outside the classroom. This approach functions not only as a behavioral control tool but also fosters reflective awareness and ethical metacognition among students, which constitute essential foundations for long-term character education.

Furthermore, this study finds that strengthening ethical digital literacy has become an increasingly relevant strategy within the context of Merdeka Curriculum implementation. As the use of technology in learning intensifies, issues of academic integrity—such as plagiarism, data manipulation, and ethics in online group work—pose distinct challenges. Consequently, teachers have gradually integrated discussions and habituation of digital ethics into learning activities, including online assignments, digital assessments, and group reflections. This strategy underscores that anti-corruption education within the Merdeka Curriculum must extend beyond physical classroom spaces to encompass digital learning environments that are increasingly dominant in contemporary educational practice.

This observation points to the development of technology-based anti-corruption education strategies responsive to contemporary challenges. Digital literacy should not merely teach technical skills, but also cultivate ethical attitudes in the use of technology. These strategies can be summarized systematically in the following table.

Table 3. Strategies for Implementing the Merdeka Curriculum

No	Informant Name	School	Main Strategy
1	Ni Ketut Rusmadewi	SMPN 2 Singaraja	Integration of anti-corruption values through local wisdom (Tri Hita Karana, Tat Twam Asi).
2	Gede Wirahtika	SMPN 2 Singaraja	Cross-subject collaboration in integrity-themed P5 projects.
3	Made Iriasmi	SMPN 4 Singaraja	Daily honesty behavior-monitoring cards, supervised by homeroom teachers.
4	Ayu Pratiningsih	SMPN 4 Singaraja	Ethical digital literacy: discussions and cultivation of academic ethics through online tasks and media.

Source: Interview results

From the findings above, it can be concluded that participatory, contextual, and reflective strategies are key to the success of anti-corruption education within the Merdeka Curriculum framework. These efforts require teachers' creativity and commitment to instill values not as dogma, but as lived practices.

Nevertheless, individual teacher strategies will not be sufficient without structural support from schools and government institutions. Accordingly, several important recommendations were conveyed

by the informants, including the following:

a. Development of Merdeka Curriculum–Based Anti-Corruption Modules

Teachers propose that the government, through the Ministry of Education, Culture, Research, and Technology, collaborate with the Corruption Eradication Commission (KPK) to develop thematic P5-based modules for schools, with local contextual adaptations.

b. Thematic and Integrated Teacher Training

There is a need for teacher training focused on integrating integrity values into non-Civic Education subjects such as arts, science, mathematics, and physical education. This is essential to ensure that anti-corruption values are not exclusive to a single subject area.

c. Strengthening a School Culture of Integrity

School principals and committees are expected to establish consistent school culture systems that embed anti-corruption values, for example, through honest class leader elections, transparency in student council fund management, and objective publication of student assessments.

d. School–Parent–Community Collaboration

Anti-corruption education should not be confined to schools alone but reinforced at home and within the community. Regular dialogue forums between teachers and parents should be established to discuss students' behavior and character development.

The above recommendations are not only relevant to the Singaraja context but can also serve as best practices for other schools across Indonesia. Thus, the Merdeka Curriculum can truly serve as a space for the actualization of the nation's noble values, shaping a generation of learners who are not only cognitively competent but also morally grounded and integrity-driven.

4. CONCLUSION

This study concludes that implementing the Merdeka Curriculum in public junior high schools in Singaraja City has significant implications for the internalization of anti-corruption values among students. However, it has not yet been fully optimized. The curriculum flexibility offered through project-based learning and the Pancasila Student Profile Strengthening Project (P5) provides teachers with opportunities to integrate the values of honesty, responsibility, and integrity into learning activities in a contextualized way. The findings demonstrate that when the Merdeka Curriculum is implemented reflectively and creatively, it has strong potential to reinforce anti-corruption character education through meaningful learning experiences. However, these positive implications remain constrained by several inhibiting factors, such as the lack of specific operational guidelines, limited teacher training, and uneven levels of anti-corruption literacy among educators and students.

This study further shows that the implications of Merdeka Curriculum implementation for the internalization of anti-corruption values are influenced not only by pedagogical factors within the classroom but also by structural and cultural dimensions of the school environment. Weak program continuity, limited mechanisms for behavioral evaluation, and low levels of parental and school community involvement also affect the effectiveness of anti-corruption character formation among students. Therefore, the internalization of anti-corruption values through the Merdeka Curriculum requires a holistic and sustainable approach encompassing educator role modeling, value habituation within school culture, and systematic support from school principals, education authorities, and the broader community. These findings affirm that the success of the Merdeka Curriculum in instilling anti-corruption values is highly dependent on alignment among curriculum design, human resource capacity, and the cultural realities of the schools in which it is implemented.

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