



Nationalism in History Learning: Reflections on *Kampus Merdeka* Learning *Kurikulum Merdeka* Through *Modul Nusantara* Program

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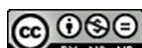
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ABSTRACT

The purpose of the study is to explore the advantages and disadvantages of the *Modul Nusantara* Implementation Process, Independent Student Exchange, and Knowing Nationalism in History Learning in the Context of *Kurikulum Merdeka*. History teaching in high schools has undergone a significant transformation. This concept encourages students to be more actively involved in managing their learning, exploring personal interests, and increasing independence. Students have the freedom to choose historical topics that interest them, explore various perspectives, and develop research and analysis skills. History teachers act as facilitators, providing guidance and support. Even though history teaching has had many breakthroughs and developments to make learning interesting, this research analyzes and explores one universal breakthrough, namely the advantages and disadvantages of the *Nusantara Module* implementation process, independent student exchange, and to get to know nationalism in history learning in the context of the independent curriculum. This research uses a mixed-method approach using a sequential Explanatory design. The researcher collected and analyzed quantitative data first, followed by qualitative data collection and analysis to help explain or deepen the quantitative findings. The respondents of the study were the first batch of independent exchange students from the Ministry of Education and Culture. Semi-structured questionnaires, interviews, and document analysis were used as data collection strategies. The findings show that after taking *Modul Nusantara*, and third, related to pride in Indonesian culture, out of 52 respondents (100%), all stated that they were proud. Through *Modul Nusantara*, their love for their homeland could be increased.



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INTRODUCTION

Nationalism is a concept that plays an important role in shaping the identity of a nation. In Indonesia, nationalism is a fundamental element in building a national spirit that can encourage the unity and progress of the country. And history in the context of nationalism is one of the subjects that play an important role in the education process at the Senior High School (SMA) level. History also discusses humans in the dimensions of time and place (space) (Ayundasari, 2022). Through the study of history, students not only understand past events but also develop a deep understanding of the social, cultural, political, and economic developments that shape the world today. History is a learning that practically requires a different perspective to expand

learning practices (Naredi et al., 2022). Besides that, teaching science is also a challenge for teachers, because teachers must have a broad insight into various national issues.

A good understanding of history can also hone students' critical, analytical, and interpretive skills, enabling them to become more aware and competent citizens. One of the projects in *Kurikulum Merdeka* that is relevant to learning history is the Pancasila Student Profile Project. In strengthening the achievement of Pancasila student profiles, it is developed based on certain themes determined by the Government (Sumiyati et al., 2023). The results of the project implementing P5 in history learning at Maitreyawira High School in Palembang, which has been carried out, are the themes of local wisdom, building the body and soul, and carrying out social service (Agustina et al., 2023). Not only that, but in learning *Kurikulum Merdeka* or in the process of implementing P5 in schools, the driving force has a goal. The independent curriculum learning process at driving schools refers to the Pancasila student profile, which aims to produce graduates who are competent and uphold character values (Rahayu et al., 2022). Therefore, it is important for educators and related parties to continue to improve history teaching methods in high school in order to produce more skilled and informed students.

In the Independent Curriculum, learning focuses on essential knowledge and developing students' abilities according to their phases (Arisanti, 2022). In recent years, the concept of "Freedom to Learn" has been in the spotlight in discussions of education in Indonesia. This concept encourages students to be more active in managing their learning process, pursuing personal interests and talents, and increasing independence. Students may find it easier to learn without feeling burdened by assignments if *Kurikulum Merdeka* is adapted to their needs and personality traits, but the lack of preparation to implement *Kurikulum Merdeka* is also an obstacle for educational units, especially inadequate human resources, and a poor education and teaching system (Almarisi, 2023). This independent curriculum requires children to be more creative, to unleash more of their potential, because this independent curriculum emphasizes that students' skills must stand out compared to teachers who have to provide a lot of material to students (Lestari & Ofianto, 2023). Within the *Merdeka belajar* framework, history learning in high school also needs to be transformed to better motivate, involve, and enable students to be more actively involved in their learning. History learning is an integral part of the educational process at the Senior High School (SMA) level, which has an important role in forming students' understanding of national and world history in the context of nationalism. Within the *Merdeka belajar* framework, the approach to teaching history in high school has undergone significant changes. Freedom to Learn is an educational concept that gives students the freedom to be more active and independent in their learning process, with support from the teacher as a facilitator. Learning planning in an independent curriculum means teachers have the freedom to create, select, and modify available teaching modules according to the context, characteristics, and needs of students (Purnawanto, 2022).

There are differences and similarities between the class X history learning documents in the 2013 Curriculum and *Kurikulum Merdeka*. There are two big differences between the Minister of Education and Culture document No. 37 of 2018 concerning KI/KD, SK BSKAP Kemendikbudristek No. 33 of 2022 concerning CP for history learning, namely: practical differences which contain aspects of the structure of writing documents and substantive differences which contain aspects of attitudinal competence, history subject rationale, history learning objectives, characteristics of history subjects, as well as class X history knowledge and skill learning competencies (Herman, 2022). History is the key to understanding the journey of civilization, cultural development, social change, and decision-making in the past. In the context of Indonesian nationalism, understanding history is the first step to instilling a sense of love for the country and respecting the services of the heroes and the nation's struggle. Under the concept of *Merdeka belajar*, the History learning approach in high school aims to develop a deeper, critical, and reflective understanding of the past. In *Merdeka belajar*, students are given the opportunity to choose historical topics that interest them, understand various perspectives,

and develop research and analytical skills. History teachers serve as guides who provide guidance, resources, and support so that students can achieve a more comprehensive understanding of history. More than just memorizing historical facts, this approach prioritizes the formation of critical thinking, analytical skills, and communication abilities.

History education in senior secondary schools (SMA) within the *Merdeka belajar* framework reflects the spirit of giving students more control and independence in their learning process. One of the processes of implementing the Independent Learning Curriculum in Class 10 History Subjects at SMA N 1 NGLAMES since 2022 requires students to be more active in class with discussions in completing the material presented by the teacher (Renggani et al., 2023). The concept of Independent Learning stimulates the development of intellectual competencies and social skills that are not only relevant for understanding history but also play a role in forming individuals who are responsive to social changes and societal dynamics in the 21st century. *Merdeka belajar* promotes student-centered learning principles, where they have the freedom to determine their own learning goals, choose learning resources, and develop creativity in their approach. This opens up opportunities for students to explore historical topics that interest them, which may include specific historical periods, historical figures, or historical themes relevant to their lives. Through *Merdeka belajar*, students are invited to become active historical researchers. They are taught to ask questions, collect and analyze evidence, and develop their understanding of historical events. This approach encourages students to see history as a complex and contextual process, not just as a collection of dates and events. As a result, students learn to think critically and analyze historical sources critically, so that they can make conclusions based on evidence.

The transition from the 2013 curriculum to the independent curriculum is quite time-consuming, because the independent curriculum is very different from the 2013 curriculum. The school must prepare a mature program to be implemented in the independent curriculum; apart from that, the preparation must also be thorough in terms of the facilities available at the school and also the teaching staff, who must further improve the quality of their teaching so that it runs well (Rawi et al., 2023). The role of the History teacher in *Merdeka belajar* becomes more prominent as a facilitator and guide rather than as an authority figure. Teachers provide in-depth guidance, offer resources, and help students develop critical thinking skills. Differentiated learning will change the teacher's mindset about how to teach well into a better differentiated teaching system. Differentiation requires a teacher to realize that the classroom must be a place where the teacher will always try to pursue the best understanding (Ahsani, 2023). Differentiated learning has three elements, namely content, process, and product differentiation. These three elements must be arranged according to students' learning needs (Jayanti et al., 2023). Teachers also play an important role in ensuring that students understand complex historical concepts and can relate them to today's context. 21st-century teachers are required to have competence in carrying out learning innovations, especially in learning evaluation (Pramono et al., 2021). As time goes by, the hope is that *Merdeka belajar* will produce high school graduates who are better prepared to face the challenges of the modern world, have a deep understanding of their historical heritage, and are able to participate actively in building the nation's future. Thus, history education within the Independent Learning framework in high school has the potential to form a generation that is more intelligent, aware of history, and contributes positively to society.

It is very important for teachers to understand local history and the independent curriculum that has been designed by the government specifically to improve the quality of education for the nation's children, because it ensures that history is taught appropriately to achieve its goals and to address the skills needed. Therefore, this study explores the advantages and disadvantages of the *Modul Nusantara* implementation process, independent student exchange, and to get to know nationalism in history learning in the context of the independent curriculum.

The researcher compared this research with previous research to prove the novelty of this research, some previous studies are as follows: first, the results of the study by Mulyani (2024) showed that the teaching modules of the two schools in this study had met the curriculum standards of the Ministry of Education and Culture and were in accordance with the Decree of the Minister of Education and Culture Number 008/H/KR/2022. Teachers in both schools succeeded in integrating historical thinking skills, historical awareness, and historical research into learning. However, there were differences in the development of practical history skills, local materials included, and the development of summative assessments. This analysis shows variations in the approach, completeness, and presentation of material in the history teaching modules in the two schools. Evaluation of the components of the teaching module, skill development, material contained, and formative and summative assessments is needed to improve the quality of history learning in both schools. The implications of this study indicate that there are variations in the approach, completeness, and presentation of material in the history teaching modules in the two schools. Furthermore, the results of Kuwoto (2024) show that curricular learning consists of an assessment of history teaching and learning activities that are integrated into the learning process, and a structured summative assessment schedule is determined based on the assessment. Implementation constraints and their solutions will be seen if the RPP or teaching modules are not applied in classroom learning activities. Therefore, the Independent Curriculum must implement ATP, CP, and teaching modules. The Independent Curriculum provides more space for learning approaches that emphasize critical thinking. This allows students to explore historical analysis and source evaluation, and understand the historical context in more depth. This study concludes that the Independent Curriculum improves the quality of history learning in high school by emphasizing critical thinking and analysis skills. In addition, the results of Soleha's research (2025) show that six dimensions of the Pancasila student profile have been identified. The religious dimension, devotion to God Almighty, and noble morals are 33.2%; global diversity is 12.9%; cooperation is 16.7%; independence by 20.4%; critical reasoning by 7.5%; and creativity by 9.3%. Of the 20 aspects in the Pancasila student profile, only 19 aspects were found, with one aspect missing (intercultural communication and interaction). Most of the characters in the novel are implicitly woven into one. The main focus dimensions of the English textbook for the Archipelago are faith, devotion to God Almighty, and noble morals. The textbook emphasizes the importance of being polite to others. The textbook received a 95% rating for the quality of character education, placing it in the very high category. Then Wahyudi and Wuryandani (2024) explained that activities to foster nationalist character in learning activities in the Merdeka Curriculum can be carried out with various activities, ranging from recognizing, appreciating, interacting, and reflecting on cultural experiences. The formation of a nationalist character in each school is carried out with various activities, which can be adapted to the culture in a region. Cultural diversity in school learning is good news because there will be more activities used to foster a nationalistic character based on culture.

Based on the results of the research that has been conducted, several strategies were found to foster a nationalistic character in students in Elementary Schools that implement the Merdeka Curriculum, namely, carrying out cultural introduction activities that aim to learn about the various cultures that exist around them; carrying out activities to appreciate diverse cultures in students to maintain harmony; interacting with various cultures in students to foster an understanding of new cultures; reflecting on newly learned cultural knowledge so that they can understand and practice the culture in everyday life. The difference in this study focuses on the application of nationalism in history learning through the Merdeka curriculum with the Nusantara module approach. This study seeks to explore how nationalism is taught and understood in the context of more independent higher education. At the same time, research by Mulyani (2024) focuses more on the analysis of history subject teaching modules at the high school level within the Merdeka curriculum framework. While the first study focused on higher

education and reflection on nationalism, this study focuses more on evaluation and effectiveness.

RESEARCH METHOD

The pragmatist paradigm in research is a philosophical approach that emphasizes practical consequences, usefulness, and solutions to real problems (Kaushik & Walsh, 2019). This pragmatism involves stakeholders (teachers, students, policy makers) in the research process to ensure the relevance and applicability of research results. In history learning research, the pragmatism paradigm can be applied in assessing the effectiveness of history learning programs or interventions in achieving the stated goals (Kelly & Cordeiro, 2020). Namely, evaluating the impact of using *Modul Nusantara* in improving students' understanding of history. This study used a survey to measure students' attitudes towards history learning, followed by interviews to understand the purpose of the research on the application of *Modul Nusantara*. In this paradigm, this research uses the Mixed Methods design. Study Mixed Methods is a type of research approach or paradigm that combines qualitative and quantitative research in a particular research field (Samsu, 2017). Using a Sequential Explanatory design approach, namely combining quantitative data with qualitative data systematically. Meanwhile, for research, the instrument used is a questionnaire. Research respondents of the first batch of independent exchange students from the Ministry of Education and Culture.

The subject of this research is the student exchange program called *Modul Nusantara*. The steps in this research were through Mixed Methods using a Sequential Explanatory design, namely. First, data collection in the form of documentation and questionnaire results. Documentation involves collecting data from written records such as transaction records, books, newspapers, magazines, agendas, and institutional archives. These documents provide a deeper understanding of the research subject and serve as a triangulation tool to verify the accuracy of the data. To ensure data validity, this study used strategies such as data triangulation and prolonged participation. Triangulation, as explained by Moleong (2018), involves verifying data by comparing it with other sources or methods.

Researchers involved in the research environment at the student exchange, *Modul Nusantara*, gather extensive information. Pragmatic Research begins by identifying practical problems or challenges in learning history using *Modul Nusantara*. This is done through observation, interviews, or analysis of existing data. Then the researcher formulates clear research questions that are relevant to the problems identified. Research questions must be action and solution-oriented. Then collect relevant data using quantitative, qualitative, or mixed methods. The choice of method depends on the research question and the objectives to be achieved. In analyzing data to identify patterns, trends, or themes that are relevant to the research question. Analysis can involve statistical techniques, content analysis, or thematic analysis.

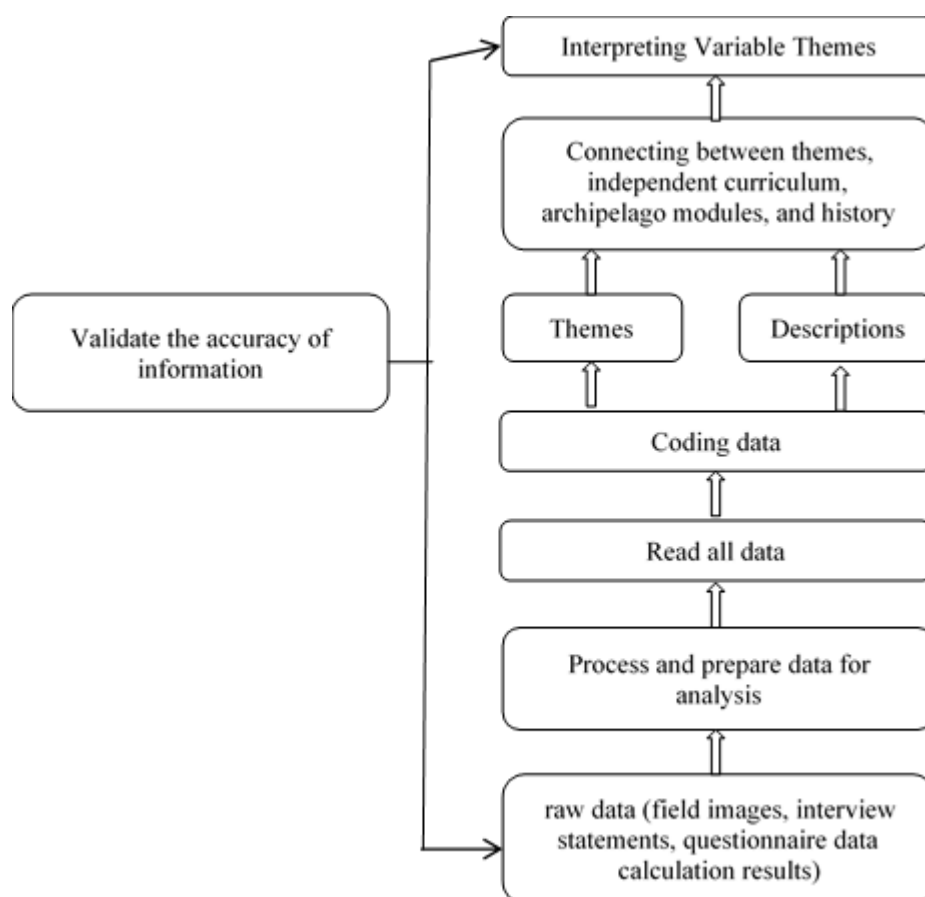


Figure 1. Research analysis flow

The steps of the research analysis flow are explained in more detail using thematic analysis. First, understanding qualitative data research aims to review in depth what actually happened based on the perspective of research participants, which are sourced from recordings and interview transcripts that are explored in more depth. For this reason, researchers need to understand and have deep involvement in understanding the data they have, by reading and re-listening to and repeatedly the recordings and transcripts of interviews during the data collection process. The purpose of this stage is to help researchers understand the content of the interview. The second stage is coding, which is finding the main themes from the interview results. When coding, researchers will find and evaluate relevant themes that are not relevant. The code can be done directly on the interview results that appear by providing a code. The third stage in thematic analysis is finding themes, themes that are in accordance with the research objectives, which describe the pattern of the phenomena being studied (Baruan & Clarke, 2006). If the themes are complete, then each theme is evaluated to see the relationship between the theme and the question. If there is the same theme, it can be classified into one theme. The last conclusion contains the drawing of conclusions on the existing codes to be made as major themes.

RESULTS AND DISCUSSION

The results presented in this section are the interpretation of the field data. For quantitative research, statistical calculations and hypothesis testing processes are not necessary to be presented. Only the analysis results and hypothesis testing results need to be reported. For qualitative research, the results section should contain detailed sub-topics that are directly related to the research focus.

Program in Modul Nusantara

The independent student exchange program, which is carried out for one semester from one region to another, certainly provides benefits, especially for students, namely to explore and study the diversity of the archipelago, make friends with students from various regions, and to strengthen and expand academic competence. Of course, to maximize the benefits of the independent student exchange program, a supporting program is needed. One of the supporting programs to maximize the goals of independent student exchange is *Modul Nusantara*. *Modul Nusantara* provides a comprehensive understanding of diversity, national insight, and patriotism, which includes four types of activities: diversity of inspiration, reflection, and social contribution (Ministry of Education and Culture's Independent Student Exchange Team RI, 2021). In the implementation process in *Modul Nusantara*, students are, of course, guided by the archipelago module supervisor who has been selected and appointed at the recipient university and will be assisted by mentors in the archipelago module activities.

The programs in the archipelago module consist of four components, namely insight into diversity, inspirational activities, reflection after participating in the activity, and finally making social contributions to have an impact on the surrounding environment.

The activities contained in the program in the Indonesian module, especially for the first batch of independent student exchanges in this country, are carried out using an online and offline scheme due to the related problems of COVID-19. So, many recipient universities and students cannot carry out activities directly offline. However, this does not eliminate the existence of activities in accordance with the objectives of the archipelago module program to provide understanding and introduce Indonesian culture based on sources from various races, groups, tribes, religions, and beliefs in Indonesia. The program implementation process contained in *Modul Nusantara* is as follows Figure 2.

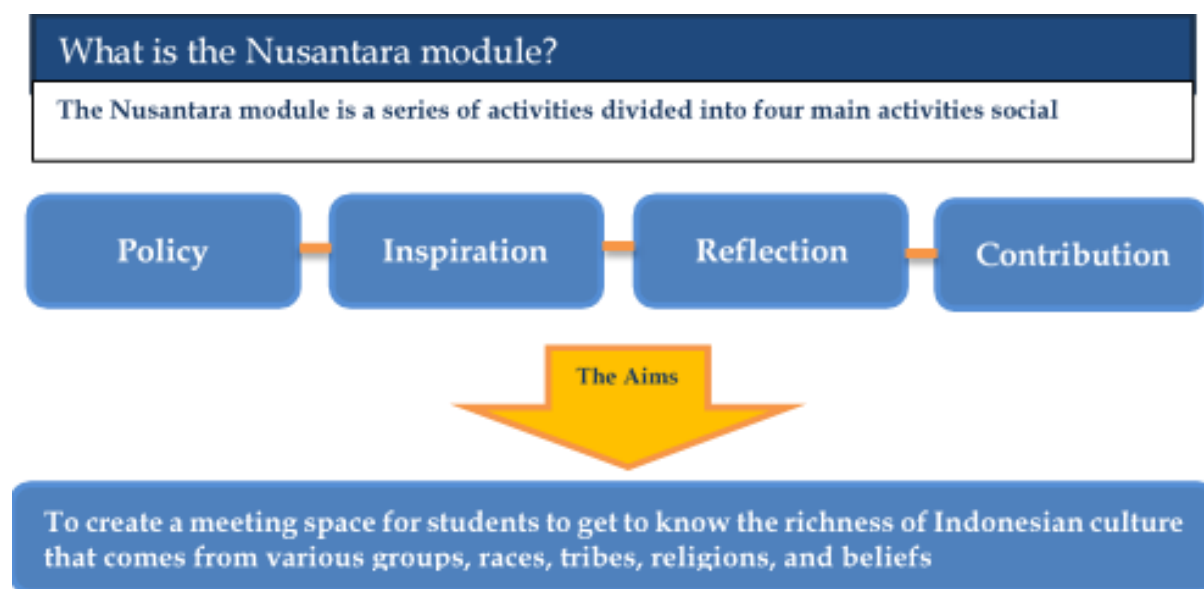


Figure 2. Programs in the Indonesian module, independent student exchange

Diversity

In diversity activities, independent exchange students carry out an analysis according to the topic in the activity that has been given by the lecturer in Spadadikti. Diversity activities are carried out once a week for 14 activities in one semester during the independent student exchange. History learning can be more interesting and less boring if we can utilize technology (Kurniasih et al., 2021). The use of learning media during the Nusantara Diversity module also uses technological media in learning.



Figure 3. Discussion process in discussing diversity in the film "*Di Timur Matahari*" in diversity activities

The aim of diversity activities is to foster a sense of love for the homeland through the introduction of race, religion, ethnicity, food, and customs. One of the activities related to diversity is carried out collectively online, which was carried out at the Muhammadiyah University of Education, Sorong, namely dissecting the film about "*Di timur matahari*". Students from all corners of Indonesia carried out analyses related to the film, especially in taking meaning related to tolerance, diversity, and local cultural wisdom.

After dissecting the film "*Di Timur Matahari*", of course, each student carried out a discussion process, especially in conveying the values contained in the film related to diversity. Then the lecturer provides conclusions in the process of diversity activities related to the values that have been conveyed by the students.

Inspiration

Inspiration activities are carried out once a month, with three activities in one semester. Inspiration in the archipelago module is related to activities that discuss inspirational figures who are driving forces, especially among people who maintain their regional culture in changing times. One of the inspirational figures given by lecturers, especially at the Muhammadiyah University of Education, Sorong, is Mr. Drs. David Womiswor (Owner of Carving House). In this inspirational activity, students can adopt the values carried out by an inspiration in maintaining Indonesian culture in the current era of globalization. This is related to the

After watching the inspiring story of Mr. David, who has a high sense of enthusiasm for maintaining culture and education in the Sorong area, students write about their impressions and messages after participating in the Inspiration activity in the archipelago module. The aim of this inspiration is to foster the character values of Pancasila students in maintaining the unity and unity of the Indonesian nation by maintaining culture and diversity.



Figure 4. Inspirational story of Drs. David Womiswor (carving house owner)

Reflection

Furthermore, the Reflection activity, which is carried out twice a month for seven activities in 1 semester, aims to reflect on the process of the archipelago module activities related to Inspiration and Diversity activities. So that students can instill the values that have been obtained through the Indonesian module program through a reflection process. This reflection is really needed by students, with this reflection activity, it will definitely increase enthusiasm and evaluate that from previous activities, you need to carry out self-awareness in order to support yourself and be more competent. This activity is, of course, guided by the archipelago module supervisor, with a presenter providing the material presented. This is done so that there is a discussion process and sharing session in order to understand the material presented. Even though it is interesting, this activity is carried out using a hybrid learning method, where students attend offline and online, so that everyone has the same rights in participating in this reflection activity.



Figure 5. Reflection activity with the theme "realizing diversity with cultural tourism

In the Indonesian module program, there is also a social contribution that is made once during the independent student exchange program. The aim of social contribution activities is to foster a sense of caring by carrying out community service in the tertiary environment where students are placed, so as to create Pancasila students who care about society, culture, nature, and so on.

As befits a student Agent of Change, this activity stimulates students to be able to contribute to society with schemes or strategies that are adapted and urgent in each university where students are placed, with guidance from a *Modul Nusantara* lecturer who is responsible for this Social Contribution activity. What is interesting about this social contribution activity is that students need skilled observation in order to be able to process the problem analysis, which will later require a proposal for submission as a form of activity to be carried out, and the disbursement of funds that will be used in this Social Contribution activity.

Based on the results of distributing questionnaires regarding aspects of the level of difficulty in learning the Indonesian module experienced by students in the independent student exchange program, it can be seen in the following circle diagram, Figure 6.

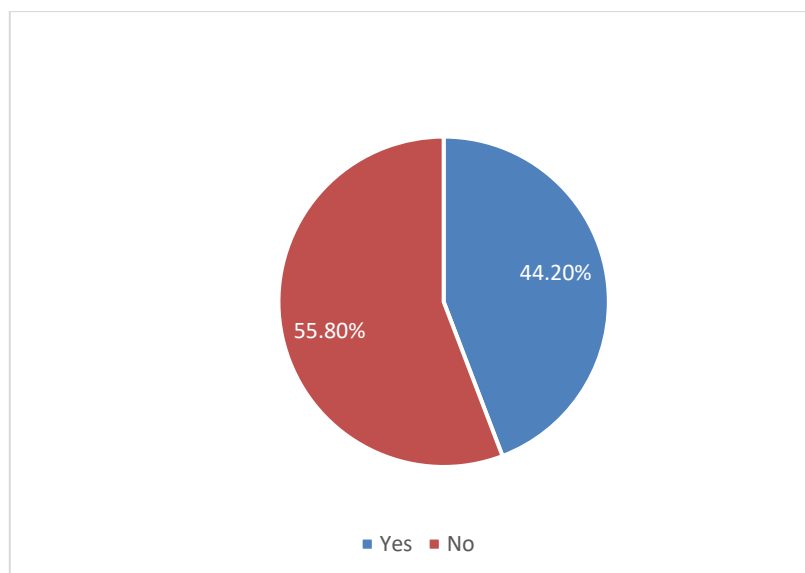


Figure 6. Level of difficulty in learning *Modul Nusantara*

In terms of the difficulty of the learning process for the Indonesian module, 52 respondents were divided into two groups. A total of 29 respondents (55.8%) said yes, they felt difficulties in the learning process for the Indonesian module in the independent student exchange program. Meanwhile, 23 (44.2%) stated that they did not feel any difficulty in learning through the Indonesian module. In the first analysis, which explains the level of difficulty in the learning process with the Indonesian module, it shows that many students experience difficulties. Therefore, we also analyze the obstacles that occur so that many students find it difficult to understand the Indonesian archipelago module because it is an intercultural country, especially for students who take part in independent student exchange activities through the activity scheme. Online or Offline.

Based on the results of distributing questionnaires/questionnaires regarding the obstacles felt by students, Online or Offline, in participating in activities in Modul Nusantara, can be seen in the following circle diagram, Figure 7.

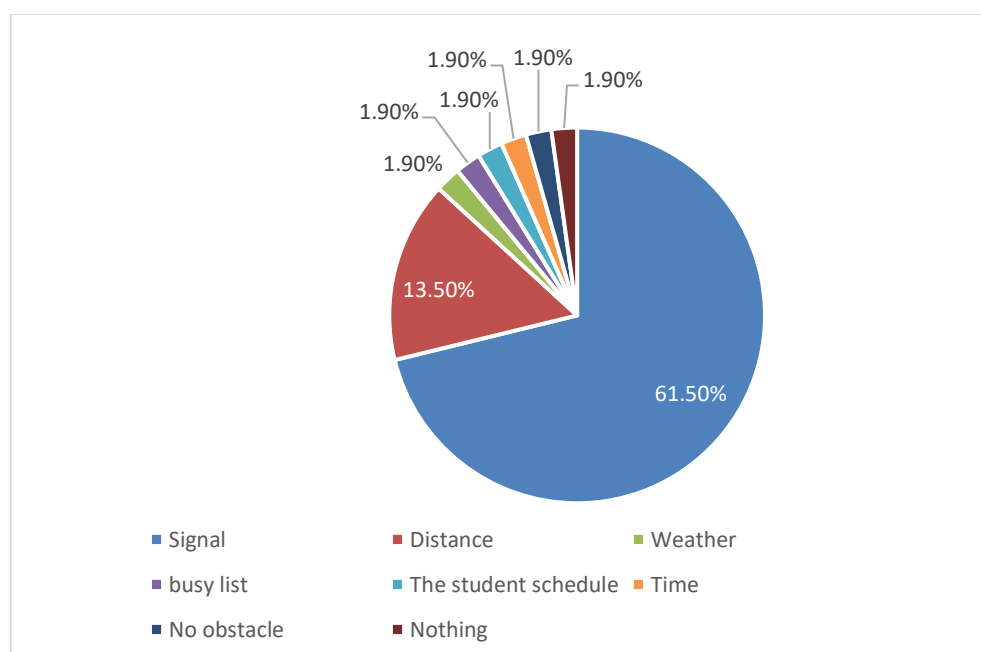


Figure 7. Obstacles in learning *Modul Nusantara*.

In reviewing the level of difficulty in the learning module, we also distributed questionnaires to find out the obstacles that occurred in the learning process for the Indonesian module to 52 students who took part in an independent student exchange either through the scheme Online or Offline. The results of distributing questionnaires/questionnaires show that this is especially true for students taking part in the Indonesian module program Online showed that their obstacles were caused by Signal with a total of 32 respondents (61.5%) and what was felt by students Online Also, one respondent (1.9%) said that the archipelago module activities were for students Online only given material in the form of videos of activities, so there is no purpose of activities with lecturers. Then it becomes an obstacle, especially for students, offline, namely as many as seven respondents (13.5%) indicated obstacles related to location distance. Then, one respondent (1.9%) indicated that the obstacles were caused by funds. As well as being the main obstacle in the process of Modul Nusantara activities, one respondent (1.9%) stated that it was because of the assignments that were always given after participating in Modul Nusantara activities.

However, in the process of implementing the Indonesian module learning for independent exchange students for the first generation, there were several shortcomings. However, students are also good in terms of activity schemes offline and online feel the advantages of independent student exchange activities through the Indonesian module. This is based on distributing questionnaires/questionnaires regarding aspects related to feelings of pride in Indonesian culture after participating in the Indonesian archipelago module learning, which can be seen in the following circle diagram, Figure 8.

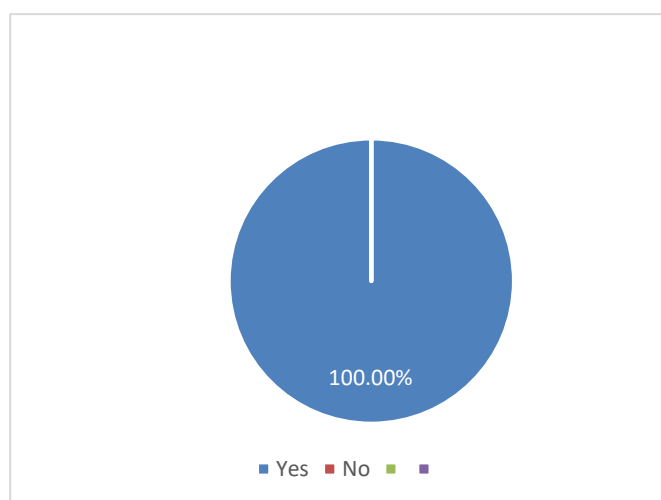


Figure 8. Feeling proud of Indonesian culture after participating in the Indonesian archipelago module learning

Based on the results of the questionnaire/questionnaire regarding feelings of pride after independent exchange students carried out archipelago module activities, it showed that as many as 52 respondents (100%) indicated yes. This shows that the archipelago module can increase feelings of love for the country.

Discussion

Disadvantages and Advantages in the *Modul Nusantara* Implementation Process, Independent Student Exchange

In the process of implementing the Indonesian archipelago module in the student exchange program, of course, it is necessary to analyze, especially regarding the advantages and disadvantages in the process of implementing the Indonesian independent student exchange module. In the process of analyzing the Indonesian independent student exchange module, we

conducted a survey via questionnaires to students who took part in independent student exchange at the recipient universities at the Muhammadiyah University of Education, Sorong and Asahan University with the scheme Online and Offline, as many as 52 students filled in the process of implementing the Indonesian archipelago module. This is supported by the findings of Jumansyah (2022), related to the Nusantara Module, which has been effective in improving the understanding of the four pillars of nationality. Students feel more nationalistic, tolerant, diverse, familial, and social attitudes as well as leadership after attending the Nusantara Module lectures. These attitudes are developed by students through a learning process that is not lecture-based, but through an alternative learning process where students learn independently through interesting and enjoyable experiences. Thus, the Nusantara module can develop students' Pancasila, Indonesian unity, diversity, and love for their homeland attitudes, where these attitudes are very valuable for maintaining the Unitary State of the Republic of Indonesia. According to Siringo-ringo (2022) the results of the study indicate that the Nusantara Module course has a role in increasing the attitude of cultural tolerance of inbound students through; first, an attitude of appreciating and respecting other people's cultures; second, not belittling or elevating one tribe over another; third, considering all tribes as brothers and sisters; fourth, not committing acts of discrimination, and treating everyone equally and on an equal footing.

After analyzing the learning process through the Indonesian module, a way is needed to overcome the problems experienced by independent exchange students in the first generation. In overcoming schema differences, Online or Offline, for the next generation, clear and written confirmation is needed that independent student exchange participants are required to use the scheme regularly offline to overcome problems related to material and signals perceived by students Online. Therefore, to provide health insurance in activities on an ongoing basis, offline, there must be an agreement made by the student, parents, and the recipient university to use the scheme offline, especially in reviewing applicable health protocols. If independent student exchange activities are carried out with one implementing activity scheme, it will have an impact on sustainability and maximum learning in the Indonesian module learning process. This is related to the research results of Utra (2024) who found that strengthening religious moderation in students was carried out in three stages, namely one of which was inspirational activities, and learning to be in harmony with the Limau Barong traditional tradition, visiting minority communities in Padang, learning local wisdom with religious and traditional figures from Kubu Gadang Village. Additionally, the results of the Community Service program by Saumantri (2023) explain the independent shopping program by creating a higher awareness among teenage students about their role in building a more harmonious and peaceful society and contributing to the formation of a more tolerant, harmonious, and patriotic generation. Then there is another finding by Sintiawati (2022), the results of the study stated that the academic community has understood the *Merdeka belajar* policy in the study program environment, the *Merdeka belajar* curriculum document has been compiled, the study program has courses related to *Merdeka belajar* programs, and entrepreneurial activities have been running to support *Merdeka belajar*. The obstacles faced are limited funding, the academic information system is still not optimal, human resources are inadequate, lack of information about the *Merdeka belajar* program.

In dealing with aspects of activity location and funding, before carrying out the independent student exchange program. Receiving universities, before carrying out the process of implementing the Indonesian module activities, are required to carry out a survey analysis of the activity location and provide supporting facilities to facilitate access to the activity location, so that students do not feel tired due to the distance to the activity location being too far. Then, to overcome funding problems, the government should be more consistent in providing funds to independent student exchange students so that students do not experience difficulties, especially regarding funding issues, which became problematic during the independent student

exchange program for the first generation. The findings of Rasyad (2025) revealed that the implementation of *Kurikulum Merdeka* increases the sense of love for the homeland towards inclusivity and individual potential by providing tailored educational strategies, especially through the development of Individualized Education Programs (IEPs). This study highlights the importance of adaptive teaching methods, flexible assessment systems, and increased coordination between educators, caregivers, and professionals to maximize CSN development.

Nationalism in History Learning in the Context of the Independent Curriculum

Nationalism in history learning in Indonesia plays an important role in building national character, forming national identity, and strengthening feelings of love for one's country. According to Fitriani and Fatmariza (2022), history learning about nationalism plays a role at all levels and levels of education in implementing a personality that is in accordance with the character of the true Indonesian nation. The values that can be developed in this case are related to the ability to be honest, tolerance, responsibility, nationalism, and patriotism. These personality values can be integrated through history learning, which can be transmitted by teachers through the learning provided, so that the optimal character of students is formed. Fajri (2023) *Kurikulum Merdeka* has a different program from the previous curriculum, namely the Pancasila Student Profile Strengthening Project (P5). Yulianti and Sulistiyawati (2020) state that the implementation of online learning is intended so that students practice developing their character through self-confidence and responsibility, forming discipline and honesty in carrying out learning. The findings reveal that the implementation of online learning aims to provide students with the opportunity to develop character through several important aspects. First, self-confidence is increased when students have to adapt to technology and learning situations that are different from usual, encouraging them to be more independent in completing assignments. Second, responsibility is emphasized because students have to manage their own time and learning, ensuring they stick to the schedule and assignments given. In addition, online learning helps build discipline because students must commit to attending virtual classes and completing assignments on time without direct supervision from teachers. Finally, honesty is a crucial element, especially in situations where exam or assignment supervision is not as strict as face-to-face learning, encouraging students to be honest and responsible for their own work. Thus, online learning does not only focus on transferring knowledge, but also on forming better character.

The findings of Hakim (2024) reveal that the implementation of the Merdeka curriculum is at a developing stage. Curriculum planning carried out at the beginning of the 2022/2023 academic year followed the prepared workflow. The school extensively improvised the guidelines provided by the government in developing operational curricula and project modules to better suit the needs of students and industry. The teaching approach at SMK PK Krian 2 is project-based, with the implementation of P5BK using monthly blocks to replace extracurricular hours after activities, covering five themes to achieve the six dimensions of the Pancasila learner profile. The assessment results showed that students made progress towards the goals set in the project modules, although the full formation of the Pancasila learner profile had not been achieved due to the newness of the project.

History, as a scientific discipline that studies the journey of nations, provides many lessons about the struggles, conflicts, and socio-political dynamics that played a role in the formation of the Indonesian state. In this context, nationalism is not only defined as a feeling of pride in one's country, but also as an awareness of the importance of preserving and maintaining the national values that were fought for by the nation's founding fathers. *Kurikulum Merdeka* is present as a reform in the Indonesian education system with the main aim of providing freedom for students to develop their personal potential, organize learning paths according to their interests and talents, and improve critical and reflective abilities in understanding various issues, including the history of the nation. The findings on *Kurikulum Merdeka* by Syafrizal (2023) show

that the independence of the learning process, in the learning process, pays attention to the diversity of students, flexible time allocation, interest development, and inclusive programs, then in teaching tools consisting of teaching modules, project modules, and teaching materials. One important aspect in implementing the Independent Curriculum is the integration of learning that is more contextual, flexible, and prioritizes the active involvement of students. In this case, learning history not only conveys factual information but also fosters a sense of nationalism that is based on a deep understanding of the nation's identity and journey.

Abdulah explained the findings (2018) in a philosophical perspective, in the discourse of nationalism, the collective consciousness of the founding fathers tends to be nationalism rooted in the principle of multiculturalism (*Bhineka Tunggal Ika*) as the foundation of the nation's natural diversity. This principle has never been thought of forever, but has experienced ups and downs, in line with historical dynamics. If in the pre-, early, and post-independence periods the principles of nationality were actualized in real attitudes and assertiveness, then when Indonesia carried out physical and economic development, uncertainty and a number of deviations from these principles emerged. In addition, Tröhler and Maricic (2023) provide a relationship between history learning and the development of independent education, in which the performance of educational knowledge in the dominant theory of nationalism is critically assessed. The results of research by Sirait (2023) show that the *Modul Nusantara* course has a very important role in reflecting on learning local wisdom at Ganesha University of Education. The concept of learning this Indonesian Language module is to maximize students' abilities to improve their understanding in learning local wisdom that they have never studied before on their home campus. The discussion of the reflection activity was adjusted, but had been prepared well by the presenter, from the material to the venue. This happened because it was exactly what the purpose of this reflection was, namely a process of encouragement with previous inspirational and diversity activities that included self-evaluation to become better again.

CONCLUSION

Modul Nusantara serves as a vital component in enhancing the independent student exchange program by fostering a comprehensive understanding of Indonesia's rich diversity and cultural heritage. This initiative significantly contributes to students' academic and personal growth by promoting national insight and patriotism through its four main activities: diversity, inspiration, reflection, and social contribution. However, the successful implementation of these activities hinges on fundamental funding to overcome challenges related to technology, geographical disparities, and financial constraints. The survey results indicate that students face difficulties primarily due to signal issues, location distances, and funding shortages, which can impede the effectiveness of both online and offline learning experiences. To address these challenges, it is crucial for the government and educational institutions to provide consistent financial support and enhance technological infrastructure. Additionally, ensuring clear communication and agreements regarding the mode of participation, whether online or offline, will help mitigate these issues. By addressing these obstacles, *Modul Nusantara* can continue to cultivate a strong sense of nationalism and pride in Indonesian culture, ultimately preparing students to become well-rounded global citizens.

The study on " carries significant implications for both educators and policymakers. By integrating the Nusantara Module Program into the curriculum, there is an opportunity to enhance students' understanding of nationalism within a historical context, fostering a more profound appreciation for their cultural heritage. This approach may lead to the development of a more engaged and informed citizenry, capable of contributing positively to national discourse. Furthermore, educators can utilize the insights from this research to create more inclusive and diverse learning environments that reflect the rich historical tapestry of Indonesia, promoting unity and collaboration among students from different backgrounds.

The research offers valuable insights; it is important to acknowledge its limitations, which can be addressed in future studies. One limitation is the scope of the study, which may be confined to specific educational institutions or regions, potentially limiting the generalizability of the findings. Future research could expand the sample size and diversity of institutions to ensure a more comprehensive understanding of the curriculum's impact. Additionally, the study may not fully capture the long-term effects of the Nusantara Module Program on students' attitudes and behaviors towards nationalism. Longitudinal studies could provide deeper insights into how historical education shapes students' perspectives over time, offering a clearer picture of the curriculum's effectiveness in fostering a sense of national identity.

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