Systematic Literature Review : The Role Of Digital Technology In The Implementation Of Independent Curriculum In Elementary Schools

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Abstrak

Kesenjangan dalam implementasi Kurikulum Mandiri di sekolah dasar masih terlihat, terutama dalam penggunaan teknologi digital yang belum merata dan optimal di berbagai daerah. Penelitian ini bertujuan untuk mengkaji secara berkala peran teknologi digital dalam mendukung implementasi Kurikulum Mandiri di tingkat sekolah dasar. Penelitian ini menggunakan pendekatan Systematic Literature Review (SLR) dengan menganalisis artikel-artikel yang relevan melalui database Google Scholar, Garuda, DOAJ, dan ResearchGate. Dari proses pencarian awal terhadap 200 artikel, berdasarkan kriteria inklusi dan eksklusi, tersaring 15 artikel ilmiah yang diterbitkan pada tahun 2020-2025 yang layak untuk dianalisis. Data dianalisis dengan menggunakan teknik pengodean tematik. Hasil analisis menunjukkan bahwa teknologi digital berperan penting dalam meningkatkan kualitas pembelajaran yang lebih interaktif, adaptif, dan kontekstual sesuai dengan Kurikulum Mandiri. Namun, tantangan seperti keterbatasan infrastruktur dan kompetensi guru menjadi kendala yang cukup signifikan.

Keywords: *Systematic Literature Review, Teknologi Digital, Kurikulum Merdeka*

Abstract

Gaps in the implementation of the Independent Curriculum in elementary schools are still visible, especially in the uneven and optimal use of digital technology in various regions. This research aims to regularly examine the role of digital technology in supporting the implementation of the Independent Curriculum at the elementary school level. The research uses the Systematic Literature Review (SLR) approach by analyzing relevant articles through the Google Scholar, Garuda, DOAJ, and ResearchGate databases. From the initial search process of 200 articles, based on inclusion and exclusion criteria, 15 scientific articles published in 2020-2025 were screened that were suitable for analysis. The data was analyzed using thematic coding techniques. The results of the analysis show that digital technology plays an important role in improving the quality of learning that is more interactive, adaptive, and contextual in accordance with the Independent Curriculum. However, challenges such as limited infrastructure and teacher competence are significant obstacles.

Keywords: *Systematic Literature Review, Digital Technology, Independent Curriculum*

INTRODUCTION

The transformation of education in Indonesia has experienced significant acceleration since the implementation of the Independent Curriculum by the Ministry of Education, Culture, Research, and Technology (Audi et al., 2024). This curriculum emphasizes student-centered learning, character strengthening through the Pancasila Student profile, and providing teachers with the freedom to design and develop learning according to the needs and context of the education unit (Nafi'ah et al., 2023). At the global level, the integration of digital technology in the world of education has become a strategic issue, especially in responding to the challenges of 21st century learning (Lathifah et al., 2023). In Indonesia itself, digital technology is beginning to be seen as a key accelerator in supporting the implementation of the Independent Curriculum (Kemendikbudristek, 2022). In its

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implementation, the role of digital technology is very crucial as a facilitator, accelerator, and amplifier in the learning process based on the Independent Curriculum (Asrulla et al., 2024).

However, in the context of elementary schools, the use of digital technology still faces various challenges (Wahyudi & Jatun, 2024). The main problems that arise include the gap in digital infrastructure between schools, low digital literacy of teachers, limited technology-based training in accordance with the principles of the Independent Curriculum, and suboptimal supporting policies at the regional level (Hadi et al., 2025). In response to this, education experts emphasize the importance of strengthening the digital ecosystem as a whole so that educational transformation is sustainable (Hadziq et al., 2024). Digital technology actually offers great potential in encouraging contextual and inclusive learning, through the provision of online learning platforms, the use of formative assessment applications, and strengthening teacher competencies through digital training (Fatimatuzzahrah et al., 2024). Therefore, a systematic review of the existing literature is needed to see the extent to which digital technology has been utilized in the context of implementing the Independent Curriculum, especially in elementary schools.

Several previous studies have touched on this topic. Istiqomah, Santosa, and Febriyanti examined teacher readiness for the use of digital platforms in the Independent Curriculum (Istiqomah et al., 2024), while Tulak, Gasong, and Baan discussed the effectiveness of interactive digital media in supporting differentiated learning (Tulak et al., 2024). However, these studies are still fragmentary and have not examined this issue comprehensively from various perspectives through the Systematic Literature Review approach (SLR). This gap is the basis of this research, namely the need for integration and synthesis of various scientific sources to form a more comprehensive knowledge map regarding the role of digital technology in the implementation of the Merdeka Curriculum at the elementary school level.

The novelty of this study lies in the methodological approach used, namely SLR, which allows the compilation of a literature map systematically, transparently, and based on valid scientific primary data. With this background, the focus of this study is to systematically examine the role of digital technology in supporting the implementation of the Independent Curriculum in elementary schools. The purpose of this study is to present a literature synthesis that is able to describe trends in technology utilization, challenges faced, and opportunities and strategic recommendations in the context of elementary education based on the Independent Curriculum.

RESEARCH METHODS

This study uses a Systematic Literature Review (SLR) approach to systematically identify, evaluate, and synthesize previous research results related to the role of digital technology in the implementation of the Independent Curriculum in elementary schools. This approach aims to obtain a comprehensive and structured understanding of the topic being studied. The design of this study follows the stages in the SLR which consist of: Identification of research questions The main focus of this study is: What is the role of digital technology in supporting the implementation of the Independent Curriculum in elementary schools?

Inclusion criteria: (a) Scientific articles (accredited journals or proceedings); (b) Published in the period 2020–2025; (c) Discussing topics related to digital technology and the Independent Curriculum at the elementary school level; (d) Written in Indonesian or English. Exclusion criteria: (a) Articles that only discuss secondary or higher education; (b) Not available in full-text access. Literature search The search process was carried out through several databases such as Google Scholar, Garuda, DOAJ, and ResearchGate, using keywords

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such as: “digital technology,” “Independent Curriculum,” and “elementary education.” Data selection and analysis process From the initial search results, articles were selected based on the title, abstract, and overall document content.

Data were analyzed thematically by grouping articles based on main themes such as: (a) technology on learning quality, (b) obstacles to technology use, (c) recommendations for improving technology accessibility. The analysis was conducted using a thematic coding approach , to identify patterns of findings from the various selected articles. Each article was examined for its contribution to the research question, and the results were then synthesized into the main findings in this study.

RESULTS AND DISCUSSION

Based on a systematic review of the literature by collecting and filtering data, researchers found 200 articles published between 2020 and 2025. After the inclusion-exclusion process, 15 articles were obtained that could be analyzed. These articles focus on the role of digital technology in the implementation of the Merdeka Curriculum in elementary schools.

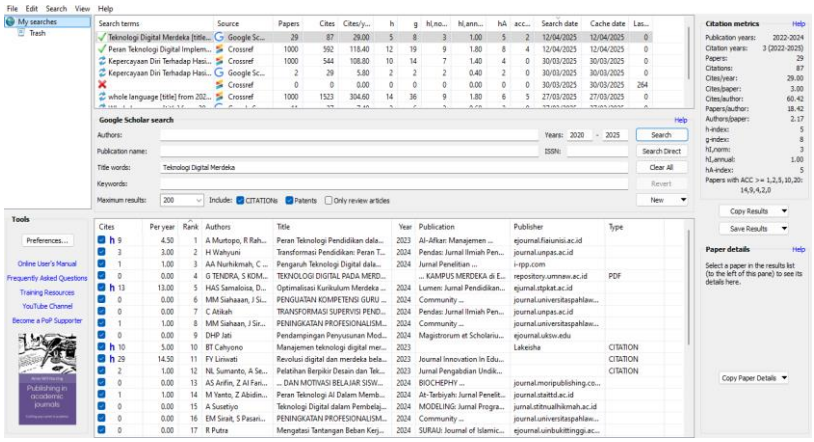

Figure 1. Search results and article collection

Figure 1 shows the search results with the keyword “Digital Technology Independent Curriculum ” using the Harzing's Publish or Perish application. After the data collection and selection process, 15 articles were obtained that were considered the most relevant to the research topic from various journals. Furthermore, the findings of this study will be presented in the following table.

Table 1. List of Previous Research

Author Name and Year of Publication	Research Title	Research result
Primanita Sholihah Rosmana, Sofyan Iskandar, Alifia Nur Azizah, Nurfenti Widiya Nengsih, Rahmah Nafiisah, Virlee Isfa'lana Al-fath (2023)	The Role of Technology in the Implementation of the Independent Curriculum at SDN Purwakarta Regency	The results of the study show that the scope of the Curriculum covers broad aspects, not only limited to learning activities in the classroom, but also includes various external activities that are the responsibility of school institutions and educators. Over time, the dynamics of change and curriculum development continue to take

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		place, especially when there is progress in the field of technology, especially in the educational technology sector which has a significant influence on the direction and strategy of curriculum development.
Rosiana Mufliva, Johar Permana (2024)	Digital Technology in Elementary School Learning as a Priority Issue in Efforts to Build Future Societies	The findings of the study show that the application of digital technology in the learning process, especially through the use of the Merdeka Mengajar Platform, not only acts as a tool for educators, but also becomes a strategic foundation in driving the progress of the national education system. By prioritizing the values of collaboration, open access (inclusivity), and continuous innovation, this platform also supports the achievement of the Pancasila Student profile, namely students who have strong character, high integrity, and are ready to face global dynamics and challenges in the future.
Abdullah Arif Nurhikmah, Choirul Zamroni, Muhammad Syafriel Ula, Jendra Wisnu Hapsoro (2024)	The Influence of Digital Technology in the Implementation of the Independent Curriculum on Improving the Quality	This study revealed that the use of online learning applications can significantly improve students' academic outcomes, which emphasizes the importance of integrating conventional teaching methods with digital tools. However, it should be emphasized that online applications should serve as a complement, not a substitute, to the teaching role provided by teachers.
The Divine Mercy, Heni Pujiastusi (2024)	The Role of Educational Technology in the Implementation of the Independent Curriculum in Elementary Schools	Research findings indicate that the role of educational technology in the Independent Curriculum has a very positive impact on the implementation and utilization of technology in the concept of independent learning.
Eddy Saputra, Rayung Wulan, Nur Ali (2023)	Implementation of Independent Curriculum by Utilizing Digital Devices at SDIT Al Barkah Bekasi	Research findings show that with the optimal implementation of digital technology integration in the implementation of the Independent Curriculum, educational institutions have a greater opportunity to realize learning objectives effectively and create deeper and more meaningful learning experiences for students.
English: The 2023 edition of the book is titled "The 2023 Edition of the Book of the Year".	Numeracy Literacy Assistance and Technology Adaptation as an Effort to Support the Implementation of the Independent	The findings show that support in the form of numeracy literacy mentoring and adaptation to technology is a strategic step in supporting curriculum implementation. Through the right mentoring process, students have the opportunity to deepen

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	Curriculum at Sdn 03 Gondanglegi	their understanding of mathematical concepts, improve their numerical competence, and equip themselves with readiness to face technological developments in the future.
Muh.	Strengthening the Pancasila Profile Based on Digital for Teachers at Tana Toraja Elementary School: Efforts to Strengthen the Implementation of the Independent Curriculum	The implementation of the Digital-Based Pancasila Profile Strengthening Program at Tana Toraja Elementary School proved that training in utilizing the Sparkol VideoScribe application contributed greatly to improving teacher competence in conveying Pancasila values through digital media. The teachers succeeded in designing whiteboard animation videos that not only had visual appeal, but were also able to convey abstract material to students in a more communicative and interactive way.
The Last Airbender (2023)	Improving Digital Literacy of Elementary School Teachers Through the Application of Four Basic Principles of Digital Technology Mastery	The achievements of this activity can be seen in the increase in teachers' knowledge and skills in identifying and utilizing various digital applications, both as a means of delivering learning materials and as a tool for assessing student learning outcomes.
Muhammad Febri Rafli, Mahlianurrahman, Cut Kumala Sari, May Syarah (2024)	Training on Compiling Digital-Based Differentiated Teaching Modules in an Effort to Implement the Independent Curriculum in Elementary School Learning Communities	This activity provides a positive contribution to increasing teacher capacity in compiling learning documents. The achievement of success indicators can be seen from the high level of teacher understanding of the training material, reflected in the score of 91.13. In addition, teachers also demonstrated their ability to design digital-based differentiated teaching modules, with an average score of 91.67.
Arif Prasetyo (2025)	Implementation of the Technology Approach in the Development of Independent Curriculum in Elementary Schools	Research findings indicate that the use of a technological approach in learning can increase the effectiveness and efficiency of the learning process, while helping students achieve predetermined learning targets. However, there are still a number of challenges, such as limited access to technological devices in the surrounding environment and obstacles in integrating technology comprehensively into the curriculum. Therefore, it is recommended that there be collaboration and support from various stakeholders so that the use of technology can be a strategic element in the

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		implementation of the Merdeka Curriculum at the elementary school level.
I Nyoman Laba Jayanta, I Made Citra Wibawa, Sariyasa (2024)	Strengthening the Independent Curriculum Through the Application of Technology and Lesson Study	The evaluation results show that the training provided successfully improved participants' ability to utilize technology to support improving the quality of learning, which is reflected through the application of the *lesson study learning model* .
Diana Ariani, Suprayekti, Sri Lestari Ningsih, Meisya Salsabil Zahra (2024)	Implementation of the Independent Curriculum by Utilizing Infographic Media to Improve the Competence of Elementary School Teachers in Jatibarang District, Indramayu, West Java	This training has proven to be able to improve teachers' abilities in designing creative and interesting learning media, with evaluation results showing a very high level of participant satisfaction.
Syavina Ananda Suci, Asep Usamah (2024)	Analysis of Driving Schools in Implementing Digital Technology at Sd 3 Purwawinangun	The results of the study showed that it was effective in improving teachers' ability to create creative and interesting learning media. The high level of participant satisfaction was reflected in the evaluation results obtained.
The film is based on the novel by Arinil Janah and ...	The Role of Technology in Supporting Learning Innovation in the Independent Curriculum for Class V of SD Negeri 1 Sidoharum	This study revealed that the use of technology has been applied in various parts of the learning process, which has an impact on increasing student interaction and motivation, as well as helping teachers in delivering material more easily.
Widyana Nurfajar Isnaeni, Humairah Fauziah (2024)	Implementation of Digital Technology at Tulungrejo 1 State Elementary School in Class IV Bojonegoro	This study shows that the use of digital technology has made a positive contribution to improving the quality of learning at SDN Tulungrejo 1.

Table 1 displays a compilation of previous studies relevant to the topic of implementing digital technology in the Independent Curriculum at the elementary school level. This table summarizes the author's name, year of publication, research title, and main findings from each study. In general, the research results listed show that the integration of digital technology has become an important aspect in supporting the implementation of the Independent Curriculum, both in the context of learning strategies, improving the quality of education, and strengthening students' characters.

DISCUSSION

Based on the results of a study of 15 articles, three main themes were found in the integration of technology in learning with the Independent Curriculum, namely: the influence

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of technology on the quality of learning, obstacles faced in its implementation, and recommendations for increasing technology accessibility to accelerate the transformation of technology-based education.

The Influence of Digital Technology on Learning Quality

Research conducted by Janah et al., Saputra et al., shows that the use of digital technology in learning plays a major role in improving the quality of students' learning experiences (Janah et al., 2024; Saputra et al., 2023). Technology not only provides a variety of media but also creates a more interactive and interesting learning atmosphere. With the flexibility in choosing learning media, teachers can adjust the approach to various learning styles of students, both visual, auditory, and kinesthetic, which ultimately contributes to the achievement of more optimal learning outcomes. This finding is in line with research by Rafli et al., and Yanti et al., which emphasizes that digital technology plays a strategic role in supporting the implementation of the Merdeka Curriculum. This curriculum demands more contextual and adaptive learning, where technology becomes an important tool to deliver material that is more relevant to students' daily lives (Rafli et al., 2024; Yanti et al., 2023). The use of media such as Sparkol VideoScribe, for example, not only makes it easier to understand abstract concepts, but is also effective in instilling character values such as Pancasila through interesting visualizations.

However, the benefits of technology are not limited to cognitive aspects. Technology integration also has the potential to shape the affective dimension and character of students. In this context, technology functions as a means to convey moral messages and national values more communicatively, thus supporting national education goals that are not only oriented towards mastering knowledge, but also the formation of student personality. The effectiveness of technology use is highly dependent on the readiness and competence of teachers. Research by Ariani et al., and Tungka highlighted that teachers' digital competence is the main determinant in the successful use of learning technology (Ariani et al., 2024; Tungka, 2023). Without adequate mastery of digital literacy and skills in designing contextual media, technology has the potential to be just a decoration, not a solution. Therefore, teacher training in educational technology is an important investment in supporting the transformation of digital learning.

Thus, it can be concluded that digital technology contributes holistically to improving the quality of learning. It not only enriches the strategy of delivering material and facilitating learning differentiation, but also strengthens the character dimension of students and supports the implementation of the Independent Curriculum more effectively and meaningfully. However, its utilization must be accompanied by the readiness of educational human resources and systemic support so that the impact is truly optimal and even.

Obstacles to Accessing Digital Technology in Integrating Independent Curriculum Learning

Although digital technology has great potential to improve the quality of learning, the reality on the ground shows that there are structural challenges that cannot be ignored. One crucial issue is the gap in access and infrastructure, which hinders the equal distribution of the benefits of technology in education. Research by Mufliva and Permana, and Rosmana et al., underlines that the main obstacles in implementing technology lie in the limitations of digital devices and unstable internet connections, especially in 3T (frontier, outermost, and disadvantaged) areas (Mufliva & Permana, 2024; Rosmana et al., 2023). Data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in 2023 shows

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that around 38% of elementary schools in Indonesia still do not have adequate internet access, and more than 25% are not equipped with adequate ICT devices. This inequality has a direct impact on the effectiveness of technology utilization in the learning process, creating a digital divide that widens educational disparities between regions.

In addition to infrastructure issues, challenges also arise from the human resources side. Research by Prasetyo and Suci and Asmah revealed that many teachers do not yet have sufficient digital literacy to effectively integrate technology into learning (Prasetyo, 2025; Suci & Usamah, 2024). This unpreparedness makes technology merely a complement, not a true pedagogical transformation tool. In this context, the findings of Jayanta et al., and Nurhikmah et al., emphasize the importance of structured and ongoing training (Jayanta et al., 2024; Nurhikmah et al., 2024). Mentoring carried out through technology-based numeracy literacy programs has been shown to increase teachers' capacity in utilizing technology as an integral part of learning strategies that are responsive to student needs.

Furthermore, studies by Isnaeni and Fauziah and Pratama et al., show that the success of digital transformation in education does not only rely on technical and pedagogical aspects, but is also greatly influenced by systemic policy support (Isnaeni & Fauziah, 2024; Pratama et al., 2024). Without the government's commitment to presenting regulations that support the provision of facilities and infrastructure and training of educational human resources evenly, the implementation of technology tends to be partial and exclusive. Therefore, efforts to equalize technology must be part of a national strategy, not just an incidental program.

Recommendations for Improving Access to Technology in Learning

In order to improve access to technology in schools, especially in areas with limited infrastructure, several strategic steps need to be taken based on previous research results and existing findings. Here are some recommendations to improve access to technology in education:

Provision of Equitable Technology Infrastructure

One of the main challenges in using digital technology in schools is the limited availability of adequate infrastructure, such as hardware (laptops, tablets) and a stable internet network. Based on research by Fadillah and Pujiastusi , the success of technology integration in learning is greatly influenced by the availability and quality of infrastructure (Fadillah & Pujiastusi, 2024). Therefore, a policy is needed that allocates a larger budget for the procurement of devices and improvements to internet networks in less developed areas.

Teacher Digital Literacy Training and Development

Not only devices and networks need to be considered, but also teacher competence in using technology. Continuous digital literacy training is essential to ensure that teachers have sufficient skills in designing and managing technology-based learning. Research by Saputra et al., and Janah et al., shows that effective training can increase teacher confidence in utilizing technology (Janah et al., 2024; Saputra et al., 2023). Therefore, it is important for the government and educational institutions to conduct intensive and continuous training and provide direct assistance to teachers in the field.

Partnerships with Technology Providers and Educational Institutions

Collaboration between the government, educational institutions, and technology providers is a potential solution to address the problem of cost and access to devices. This

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collaboration program can include providing devices at subsidized or discounted prices to schools in need, as well as providing affordable internet access. Several studies, such as those conducted by Isnaeni and Fauziah, suggest that schools partner with technology companies to provide devices and networks at more affordable prices (Isnaeni & Fauziah, 2024).

Policy Making that Supports Technology Development in Schools

Policies that support the use of technology in education must involve allocating funds for infrastructure development and training. The government needs to create regulations that encourage schools in remote areas to be able to access technology that is equal to schools in urban areas. As suggested by Pratama et al., this also includes subsidizing internet costs and devices for underprivileged schools, as suggested by (Pratama et al., 2024).

Increasing Community and Non-Governmental Organization Involvement

In addition to government policies, community and non-governmental organization (NGO) participation in supporting technology access in remote schools is also important. These organizations can organize device donation programs or fund internet installation in hard-to-reach areas, as done by several social technology programs in various countries. With this support, it is hoped that technology access in underprivileged schools can be more evenly distributed.

Technology Integration with Project-Based and Collaborative Learning

In addition to the infrastructure aspect, it is also necessary to consider how technology is used in learning. According to Yanti et al., technology can be utilized in project-based learning and collaborative learning to increase student engagement (Yanti et al., 2023). The use of cloud-based learning applications and platforms, such as Google Classroom or Moodle, allows students to access materials and collaborate without location and time constraints, as long as there is adequate internet access.

CONCLUSION

The results of studies from various studies show that digital technology has a significant influence in improving the quality of learning. Technology not only enriches the method of delivering material through interactive and varied media, but also enables adaptive learning to students' learning styles. Furthermore, the use of technology also supports the implementation of the Independent Curriculum which demands contextual learning, and contributes to strengthening students' character values. However, the effectiveness of technology integration is largely determined by the readiness of the infrastructure and digital competence of teachers. Without the support of systemic policies and equal access to technology, the positive potential of digital technology cannot be fully utilized evenly throughout Indonesia. This research is literature-based, which relies on secondary data from previous studies. The focus of the discussion is limited to the context of basic education and does not include an in-depth analysis of the implementation of technology at other levels of education such as higher education or non-formal education. The main limitation of this study is the absence of primary data through direct observation or interviews with education stakeholders, so that the results of the study only rely on the interpretation of available data. Future research is recommended to use a field study approach to explore in more depth the direct experiences of teachers and students in implementing digital technology in the classroom. Additionally, further studies could also explore the effectiveness of specific types

of technology (such as the use of AI, gamification platforms, or AR/VR) in supporting learning outcomes.

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