



Adaptability of MAN Kota Cimahi library to curriculum changes and developments

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ABSTRACT

This study explores the adaptability of school libraries at MAN Kota Cimahi in responding to ongoing curriculum changes and developments, particularly amid national curriculum shifts such as the Kurikulum Merdeka. Using a qualitative case study approach, data were collected through interviews with librarians, teachers, and school administrators, as well as through analysis of library resources and documentation. The study found that while the library has made efforts to align its collections and services with evolving curriculum demands, such as integrating digital resources, supporting project-based learning, and facilitating student-centered activities, significant challenges remain related to budget constraints, limited staff training, and outdated materials. The study concluded that a more strategic and collaborative approach between the library and curriculum stakeholders is crucial to ensure the library functions as a dynamic support system in the learning process. Recommendations include increased investment in digital resources, ongoing professional development for librarians, and stronger integration of libraries into curriculum planning and implementation.

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ABSTRAK

Penelitian ini mengeksplorasi kemampuan adaptasi perpustakaan sekolah di MAN Kota Cimahi dalam menanggapi perubahan dan pengembangan kurikulum yang sedang berlangsung, khususnya dalam konteks pergeseran kurikulum nasional seperti Kurikulum Merdeka. Menggunakan pendekatan studi kasus kualitatif, data dikumpulkan melalui wawancara dengan pustakawan, guru, dan administrator sekolah, serta melalui analisis sumber daya dan dokumentasi perpustakaan. Studi ini menemukan bahwa meskipun perpustakaan telah berupaya menyelaraskan koleksi dan layanannya dengan tuntutan kurikulum yang terus berkembang, seperti mengintegrasikan sumber daya digital, mendukung pembelajaran berbasis proyek, dan memfasilitasi kegiatan yang berpusat pada siswa, masih ada tantangan signifikan terkait keterbatasan anggaran, pelatihan staf yang terbatas, serta materi yang sudah usang. Penelitian ini menyimpulkan bahwa pendekatan yang lebih strategis dan kolaboratif antara perpustakaan dan pemangku kepentingan kurikulum sangat penting untuk memastikan perpustakaan berfungsi sebagai sistem pendukung yang dinamis dalam proses pembelajaran. Rekomendasi mencakup peningkatan investasi dalam sumber daya digital, pengembangan profesional pustakawan yang berkelanjutan, serta integrasi perpustakaan yang lebih kuat dalam perencanaan dan pelaksanaan kurikulum.

Kata Kunci: adaptabilitas perpustakaan; pengembangan kurikulum; perpustakaan sekolah

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INTRODUCTION

A nationwide effort to provide a more flexible, student-centered, and contextually relevant learning environment is reflected in the modifications to Indonesia's curriculum, particularly the switch from Kurikulum 2013 to Kurikulum Merdeka. The Kurikulum Merdeka places a strong emphasis on streamlining content, fostering the development of fundamental skills such as reading and numeracy, and giving educators and educational institutions the freedom to adapt instruction to the needs and circumstances of their local student bodies. Through the Profil Pelajar Pancasila, this method also promotes character development and project-based learning (Faiz et al., 2025). These shifts necessitate modifications to the supporting educational infrastructure, such as school libraries, as well as to instructional methods and classroom activities.

School libraries are supposed to support students' independent and inquiry-based learning and provide materials and services that align with curricular objectives as an essential part of the learning environment. School libraries must become learning resource centers that foster students' literacy, creativity, and 21st-century abilities in the framework of Kurikulum Merdeka. Research indicates that effective collaboration between teachers and librarians can strengthen the school library's role in literacy learning and curriculum implementation (Syam et al., 2025). However, studies on curriculum change have mainly focused on teachers, students, and school management. The role of school libraries in supporting curriculum implementation has received less attention.

Research on how school libraries at the senior high school level adapt to curriculum changes remains limited, particularly in the context of Islamic senior high schools (Madrasah Aliyah). In support of this, an innovative language and literature curriculum must be paired with literacy infrastructure that supports it, such as a functional library that offers a wide range of contextually appropriate resources (Gandara, 2024). It stresses the value of incorporating digital platforms into history instruction to boost student interest and the necessity for libraries to serve as online resource hubs that complement curriculum goals (Fatmawati, 2025). This study focuses on how a school library adapts to curriculum changes in a Madrasah Aliyah setting.

While previous studies have largely discussed library digitalization, this study examines adaptation more broadly, including institutional responsiveness, service development, and collaboration with teachers to support curriculum implementation. Unlike previous works, this research emphasizes the dynamic role of the school library within an Islamic educational institution, which must align with both national academic standards and religious learning objectives. Based on this background, the issue addressed in this study is the extent to which the school library at MAN Kota Cimahi has adapted to support the latest curriculum changes, as well as the challenges and opportunities arising from this process. The study aims to assess the library's alignment with the new curriculum, identify gaps and obstacles, and propose strategies to enhance its role as a proactive academic resource center.

LITERATURE REVIEW

The transformation of school libraries is closely related to the change in the national education paradigm, especially the transition from Kurikulum 2013 to the Kurikulum Merdeka. This change requires a more flexible, contextual approach to learning and is oriented towards developing students' competencies and character. Research conducted at SMA Negeri 1 Pontianak indicates that the Kurikulum Merdeka emphasizes project-based learning, independent learning, and character building, all of which are aligned with the Profil Pelajar Pancasila (Ramadhan et al., 2023). The transformation of libraries in response to digitalization has become a pivotal aspect of educational development.

In the Kurikulum 2013, the Information and Communication Technology (ICT) subject was removed from the curriculum structure. In the Kurikulum Merdeka, the ICT subject was renamed Informatics and reintroduced, taught starting at the junior high school level. Schools that do not yet have Informatics resources/teachers can assign teachers with non-ICT backgrounds to teach as long as they have the competencies needed to teach Informatics lessons. To support this, the government, through the Ministry of Education, Culture, Research, and Technology, has prepared Informatics learning books that are very easy for teachers and students to use and understand.

Profil Pelajar Pancasila

The Profil Pelajar Pancasila, a set of traits and skills that serves as the ultimate objective of the learning process, is implemented as one of the primary elements of the Kurikulum Merdeka. There are six dimensions in this profile: (1) faith, virtuous character, and loyalty to God Almighty; (2) diversity of the world; (3) collaboration amongst people; (4) autonomy; (5) critical thinking; and (6) inventiveness. This method promotes character development consistent with Pancasila values and places students as engaged learners (Triani et al., 2025). Profil Pelajar Pancasila is a manifestation of this adaptability of generations towards changes and is embedded in primary and secondary education in Indonesia. Pelajar Pancasila are the embodiment of Indonesian students who are lifelong learners, competent, have character, and act in accordance with the values of Pancasila (Sari & Sinthiya, 2022).

The implementation of the Profil Pelajar Pancasila also reflects a paradigm shift in education, emphasizing holistic student development through the Kurikulum Merdeka. The Proyek Penguatan Profil Pelajar Pancasila (P5) in Pangkalpinang highlights how this initiative encourages the development of students' personal character in line with national identity and citizenship values (Hijran & Fauzi, 2023). By adopting a character-based education approach, this project integrates the six dimensions of the Profil Pancasila into real-life learning experiences, encouraging students to become independent, collaborative, and ethically responsible individuals. This strengthens the broader goal of the Kurikulum Merdeka, namely to produce competent lifelong learners rooted in Pancasila values.

To concretely realize the Profil Pelajar Pancasila in the educational process, the Kurikulum Merdeka integrates the P5 as one of its main components. P5 is designed to provide space for students to develop competencies and character through contextual, meaningful, direct experiences. P5 is a strategic means of implementing Pancasila values through activities that foster collaboration, social awareness, creativity, and critical thinking skills among students (Lathif & Suprpto, 2023). Thus, P5 is not just a complement to the curriculum, but a transformative approach that bridges the dimensions of the Profil Pelajar Pancasila and learning practices in educational units.

The implementation of the Profil Pelajar Pancasila and P5 cannot be separated from the support of school libraries. By providing learning resources, literacy activities, and access to information, school libraries can support the development of competencies emphasized in the Kurikulum Merdeka. Curriculum changes require school libraries to adjust their services and learning support activities. These adjustments may include developing library programs, improving access to learning resources, adopting digital technologies, and strengthening collaboration with teachers. Through these efforts, school libraries can better support curriculum implementation and respond to the changing needs of students and schools.

Digital Transformation in Libraries

Digital transformation is not just about digitizing documents or using software, but rather a strategic process that changes organizational structures, service processes, and the value offered to stakeholders. In the context of school libraries, this means moving from conventional management systems to digital platforms that enable fast access to information, personalized user experiences, and greater learner engagement. This transformation also requires adapting librarians' roles, adopting supporting technologies, and changing the culture of literacy in the school environment (Hanelt et al., 2021). In the era of digital transformation, the role of librarians is no longer limited to managing physical collections. However, it has evolved into that of information literacy facilitators and managers of digital ecosystems in school environments.

Today's librarians are required to have digital competencies that include the ability to operate an information technology-based library management system, understand metadata and digital cataloging, and utilize social media and online platforms to improve literacy (Nada, 2021). In addition, soft skills such as effective communication, cross-disciplinary collaboration, and adaptability to technological change are key to maintaining the relevance of librarians' roles amid rapid educational transformation. The development of these competencies not only supports modern library management but also directly contributes to creating a learning environment that is responsive to students' needs in the era of Kurikulum Merdeka.

Library Services and User Engagement

Library services must adapt to the evolving needs of patrons in the digital age. Digital school library administration is crucial for fostering student literacy. When services are tailored to meet the learning needs of the Kurikulum Merdeka, digital technology can enhance user engagement and service efficiency (Putri et al., 2025). To complement the Kurikulum Merdeka's emphasis on student-centered and adaptive learning, library services must be flexible enough to meet users' changing demands. In their study on web-based teacher administration applications, they emphasized the value of cloud computing to enhance the effectiveness of educational services (Nurdadyansyah et al., 2024). The same idea can be applied to school library services to ensure flexible access to information and integration with educational activities.

Furthermore, creating educational applications for primary school pupils has shown that prioritizing user comfort and enjoyment can greatly boost student engagement. This suggests that the user-experience-focused design of library services is highly relevant to promoting students' active engagement in information access and digital literacy (Rajagukguk et al., 2025). Additionally, stressed the value of flexibility in educational services in the digital age in their study on mobile learning and academic management in higher education (Barros & Lamabelawa, 2025). In light of schools that use a flexible, contextual approach to the Kurikulum Merdeka, this research supports the claim that libraries should embrace hybrid, technology-based service models to reach users more broadly.

School Library Management and Literacy Development

School libraries are crucial for promoting curriculum objectives and students' literacy development, according to numerous studies. To improve the role of school library literacy, several digital management strategies have been proposed (Wasilah et al., 2025). Among these management strategies are:

1. Digital collection management, such as the use of web-based library management software for e-books and journals.
2. Automated lending system, which facilitates student access and tracking of collection usage.
3. Integration with LMS (Learning Management System) so that students can access learning resources directly from the school's digital platform.
4. Digital-based information literacy training in the form of online modules to guide students in evaluating and using information effectively.

This digital support aligns with efforts to foster competency-based learning; digital transformation in education must be accompanied by an overhaul of information management within the school environment, including the library (Amin et al., 2023). Recent literature emphasizes that digital technology plays a vital role in improving educational practices by encouraging accessibility, personalization, and student engagement (Haleem et al., 2022). Digital assistance in education includes tools such as learning management systems, intelligent tutoring systems, and interactive multimedia, which not only facilitate the delivery of instructional content but also support differentiated learning paths tailored to individual student needs. In addition, digital tools encourage active participation and collaboration through online discussion platforms, gamification environments, and real-time feedback systems.

These technologies, when integrated with library services, enable learners to access curated learning materials, track their progress, and receive recommendations tailored to their learning profiles. Thus, the digital transformation in school libraries is not an isolated innovation, but an integral component of a broader shift towards student-centered and technology-enabled education. In the meantime, information literacy programs in school libraries improve students' critical thinking, independence in learning, and capacity to identify reliable information sources. This aligns with research findings highlighting the value of literacy programs in strengthening the culture of literacy, as well as projects aimed at reinforcing the Profil Pelajar Pancasila, particularly in assisting with the successful implementation of the Kurikulum Merdeka (Budiono et al., 2023).

In line with that, the P5 initiative is a new educational orientation that aims to shape Indonesian students with character (Haryati & Hidayat, 2023). Based on Pancasila values and relevant to global competence, Indonesian students are taught to prepare for future challenges. Their study emphasized that integrating P5 into daily learning activities, while supported by a literacy-rich environment such as the school library, will enable students to internalize values such as cooperation, critical reasoning, and creativity. Libraries that provide digital and print materials curated around the P5 theme, in addition to structured literacy programs, can serve not only as knowledge centers but also as spaces for value education. Therefore, school libraries play a strategic role in realizing P5 by serving as centers for academic and character development within the broader Kurikulum Merdeka framework.

Technology Integration and Innovation in Library Platforms

It is feasible to integrate inexpensive, readily available technology into the library system in a developing nation like Indonesia, particularly in a traditional school setting such as MAN Cimahi. Using government-backed digital library platforms such as iPusnas and CANDIL (Smart and Smart Digital Library) is a viable alternative. With just a smartphone or other internet-connected device, student can read independently and improve their reading literacy thanks to these platforms, which offer free access to a wide range of digital books and educational materials. Additionally, early access to digital reading platforms promotes

information literacy in students, particularly when accompanied by school-wide reading initiatives and teacher direction (Dinh & Sannino, 2024).

As required by the Indonesian government, the establishment of such a system also promotes the School Literacy Movement. Digital library initiatives can be integrated into school-based literacy programs to sustain student motivation and increase reading engagement outside the classroom (Suryani et al., 2025). This effort is closely aligned with the broader goals of the Kurikulum Merdeka, which emphasizes the development of 21st-century skills such as critical thinking, creativity, communication, and collaboration. The Kurikulum Merdeka is specifically designed to facilitate student-centered learning that is adaptive to the challenges of the digital era and responsive to individual learning needs (Hanipah, 2023). In this context, digital libraries serve not only as a tool to increase access to information but also as a platform to foster independent learning habits, strengthen media and information literacy, and encourage reflective thinking. By integrating digital resources into the literacy movement, schools can create a learning ecosystem that supports differentiated instruction and lifelong learning, ultimately fostering literate, character-oriented, and future-ready students.

METHODS

This study used a qualitative case study approach to explore how the school library at MAN Kota Cimahi adapts to recent curriculum changes, particularly the implementation of Kurikulum Merdeka. The investigative research and case analysis method is considered suitable for understanding complex processes in real-life contexts, such as integrating library services with evolving curricular demands at a specific educational institution (Zhou, 2025). The research was conducted at MAN Kota Cimahi, a state Islamic senior high school in West Java, Indonesia. Participants were selected using purposive sampling to ensure data were gathered from individuals directly involved in curriculum implementation and library services. These included the school vice principal (student affairs), the school vice principal (curriculum), curriculum staff, subject teacher (informatics), and a librarian.

Data were collected through three main techniques. Semi-structured interviews were conducted with school stakeholders to gain insights into how curriculum changes are understood and responded to, and how the library adapts accordingly. Interviews were recorded and transcribed with participants' consent. Library observation, focusing on available resources, layout, digital tools, and student use patterns. Field notes were taken to document infrastructure and resource use relevant to curriculum support. Document analysis involved reviewing the school's curriculum documents, lesson plans, library catalogs, usage logs, and digital collection data. This method helped triangulate findings from interviews and observations.

RESULTS AND DISCUSSION

The results of this study reveal that the library at MAN Kota Cimahi has taken several steps to adapt to the ongoing implementation of Kurikulum Merdeka. However, various structural and resource challenges remain. Data from interviews, observations, and document analysis were thematically grouped into three major areas: collection development, integration with teaching and learning, and digital infrastructure.

The Interviews Profiles

The interviews in this study included three key individuals from MAN Kota Cimahi who play different but interrelated roles in the development of school academics and technology. They include curriculum policy makers, teachers who integrate technology, and librarians who manage school information access. The Vice Principal for Curriculum at MAN Kota Cimahi plays a major role in planning and implementing

curriculum-related decisions, aligning educational strategies with national standards and school needs. Informatics subjects teachers act as a bridge between digital devices and the curriculum, which is critical in understanding how informatics education can support the integration of library technology and digital literacy among students. The school librarian is responsible for managing library resources at MAN Kota Cimahi and identifying the library's current capabilities and potential for digital transformation.

Indonesia's Latest National Curriculum (Kurikulum Merdeka)

The curriculum used at MAN Kota Cimahi reflects the ideals of the Profil Pelajar Pancasila and aligns with the goals of Indonesian national education. **Figure 1** shows the cover of MAN Kota Cimahi's KTSP, a document for the Curriculum at the Educational Units Level. The school's vision describes ambitious, forward-looking goals that are motivating and rooted in the ideals of Pancasila, aiming to produce ethical students, critical thinkers, and globally competent individuals. Specific efforts to achieve this vision are outlined in the mission statement, which includes establishing an inclusive, student-centered learning environment and integrating character development into regular classroom activities. Aiming to develop graduates who are academically capable, morally upright, and socially responsible, the school's goals are clearly derived from its vision and mission and remain consistent with the national education agenda.



Figure 1. Document for Curriculum at Educational Units Level (Kurikulum Tingkat Satuan Pendidikan)
Source: Writer's Documentation 2025

Kurikulum Merdeka's design ideas are reflected in the curriculum framework of MAN Kota Cimahi. It gives students some latitude in determining their academic trajectories by offering both required and elective courses. Importantly, it also includes organized time for *Projek Penguatan Profil Pelajar Pancasila* (P5). This thematic project-based learning component uses multidisciplinary research and teamwork to help students better grasp real-world problems. The curriculum at MAN Kota Cimahi is deliberately tailored to the institution's educational level and unique characteristics, with specific learning time allocations for each subject. In navigating the transition from the Kurikulum 2013 to the Kurikulum Merdeka, the school embraces this flexibility by reorganizing learning content and methods to better align with the new pedagogical goals.

For example, MAN Kota Cimahi has begun integrating project- and inquiry-based learning into classroom activities, supported by a library space that serves as a flexible learning environment. In planning its academic calendar, MAN Kota Cimahi actively refers to guidelines from the national and regional education departments. The school schedules its academic year by carefully determining the number of effective learning weeks and aligning them with national holidays, religious observances, and joint leave. In addition, mid-semester and end-of-semester assessments are strategically placed to ensure the smooth implementation of the teaching program. MAN Kota Cimahi demonstrated adaptability by adjusting the calendar to accommodate local cultural and religious contexts while ensuring time was allocated for student-centered programs, such as the P5 in Indonesian.

Collection Development and Alignment with Kurikulum Merdeka

Interviews with librarians and teachers indicate that, although the library has made efforts to acquire new titles to support thematic and project-based learning, these are core principles of Kurikulum Merdeka (see **Table 1**). However, the pace of acquisition is limited by budgetary constraints. Most of the book collection remains aligned with Kurikulum 2013, with only a portion dedicated to newer thematic subjects and student-directed inquiry topics.

Table 1. Library Resource Type

No	Resource Type	Support towards Kurikulum Merdeka	Notes
1	Printed books	Strong	Books from the previous curriculum, though their content is still relevant in Kurikulum Merdeka. Still used frequently by students and teachers, mostly for inquiry-based learning.
2	Digital learning media	None	Currently none, still in the process of transitioning.
3	Reference	Weak	Little to no references are available for project-based learning

Source: Interview with librarian of MAN Kota Cimahi 2025

In MAN Kota Cimahi's library, the printed books are already stocked with the latest national books (*buku diknas* in Indonesian) for informatics and other subjects. The printed books strongly support Kurikulum Merdeka, as they are published by Indonesia's Ministry of Education and serve as resources for schools to better adapt to and implement the curriculum changes of Kurikulum Merdeka. However, due to recent curriculum changes, the school's library has yet to provide reference works, such as academic journal articles, to support students' projects, especially P5. Based on our interview, when asked about a possible solution for accessing free and open-access academic journal article databases such as Google Scholar, the school's librarian mentioned the lack of internet access at MAN Kota Cimahi. There were no computers in the library. Though there were computers in the Informatics Laboratory, they lacked internet access to access online databases such as Google Scholar. This lack of computers and internet access translates into a lack of digital learning media as well. There were no digital learning media at all. Thus, weak support for references and none for digital learning media.

Integration with Teaching and Learning

From observations and interviews, it is evident that the collaboration between librarians and subject teachers remains informal and driven by individual initiative. Subject teachers must submit requests for new books to the librarian. However, not all requests will be fulfilled. Budgetary constraints would allow only a selected few to be fulfilled. Requests will be assessed, and only book requests deemed urgent will be processed further. As a result, library use is mostly incidental rather than integrated into lesson plans. This gap limits the library's potential as a partner in project-based learning, which is central to Kurikulum Merdeka.

Digital Infrastructure and Literacy Promotion

The library currently has minimal digital infrastructure. A database has been established to record which books are available in the library. However, most student activities, such as borrowing books, are still recorded manually with pen and paper. While the school has Wi-Fi access, there is no learning management system (LMS) or dedicated digital repository accessible to students outside school hours. Despite this, the library does actively promote reading programs and organizes monthly literacy campaigns. However, most students currently use the library only for homework. Students will seek books relevant to their homework in the library during school breaks and a brief moment before going home.

Challenges and Obstacles

Siti Aisah Nurjana, the school vice principal (curriculum), points out the difficulties in adapting to a rapidly changing curriculum. Currently, 12th graders are still using Kurikulum 2013, while 10th and 11th graders have already transitioned to Kurikulum Merdeka. This change alone has caused an imbalance in teaching hours. Previously, 11th-grade teachers only had to teach 11th-grade material. However, in Kurikulum Merdeka, 10th graders are learning more subjects, consequently with fewer hours of learning (in depth) for each subject. Inevitably, 11th-grade teachers will have to pick up the pace and teach more (in depth) in their respective subjects. Moreover, a government decision led to an informatics teacher being reassigned, thereby leaving the role at MAN Kota Cimahi hollowed out. A substitute teacher was quickly positioned. However, a substitute teacher can never be as effective and efficient as a specialized subject teacher. Mr. Raihan complained about how difficult it was to be assigned to teach informatics, even though it was not his subject.

Discussion

The results from MAN Kota Cimahi show that the library's adaptation to the Kurikulum Merdeka has both noteworthy efforts and important limitations. This study contributes to the growing body of knowledge on school libraries' ability to adapt to educational reforms, particularly in resource-constrained settings. The traditional gap between curriculum revisions and institutional resource adaptation is shown by the library's collections' partial conformity with Kurikulum Merdeka. While Kurikulum 2013 books are still useful for inquiry-based learning, the library's ability to promote student autonomy and project-based learning, two key components of the new curriculum, is hindered by the lack of updated, themed resources. This reflects the challenges highlighted in research emphasizing the need for proactive planning within educational institutions to address curriculum changes and systemic delays in resource procurement (Gibson et al., 2022).

School libraries in underdeveloped nations frequently lack specialized resources aligned with contemporary educational methods, as evidenced by the study's low levels of reference materials and digital media. These results support the notion that school libraries need to adjust their acquisition policies in light of changing instructional objectives in addition to updating their holdings. Although admirable in spirit, the unofficial cooperation between teachers and librarians is not a true integration into the curriculum. Project-based learning necessitates multidisciplinary support and well-organized collaboration between library and teaching personnel. The data show that book requests are reactive, driven by personal initiative and constrained by financial constraints, which limits the library's ability to play a strategic role in the educational process.

Structural Constraints

There are several structural barriers to MAN Kota Cimahi's implementation of the Kurikulum Merdeka that limit the extent to which library integration supports the educational process. These challenges include inadequate training for teachers and librarians, limited access to information and communication technology (ICT), and insufficient physical infrastructure. One of the most important factors assisting in the implementation of the Kurikulum Merdeka is the preparedness of the educational infrastructure, which includes both physical facilities and access to ICT (Yunitasari et al., 2023). In this instance, restrictions may impede the flexible learning process aimed at building students' character. She also highlighted the importance of teachers' understanding of the Kurikulum Merdeka and the need for sufficient training to ensure successful implementation.

Complex structural issues arise in 3T (Tertinggal, Terdepan, dan Terluar, or, in English, disadvantaged, frontier, and outermost) locations. The biggest challenges in implementing the Kurikulum Merdeka are low digital literacy among educators, limited access to technology, and insufficient training for administrators and instructors (Tomasouw et al., 2024). Even though MAN Kota Cimahi does not fall under the 3T area category, it has many of the same issues, including inadequate training and infrastructure. Furthermore, a lack of teaching tools and human resources makes it difficult for elementary school instructors to adopt new and creative teaching strategies (Nurwidya et al., 2025). This state also affects the library's function as a repository of educational materials that ought to aid the implementation of the Kurikulum Merdeka.

Budgetary Constraints

Although this study was conducted over a longer period, this pattern of difficulties remains relevant today, especially in schools that have not prioritized libraries in their funding. Budget constraints are the main obstacle to optimizing the function of school libraries, including at MAN Kota Cimahi. Many school libraries struggle to update collections, develop facilities, and improve technology-based services because they lack adequate special funding allocation (Suwandi et al., 2022). In the context of national education funding, school libraries are often still a low priority in budget allocation. Although the government mandates a minimum percentage of the state budget (known as APBN in Indonesian) for the education sector, there is limited regulation on how this allocation should be distributed in schools.

As a result, library funding often lacks a designated budget item and remains dependent on the principal's decisions. This condition hinders the sustainability of the library's main functions such as collection development, procurement of learning resources, and professional development of librarians (Sulasmu et al., 2023). School libraries are unable to keep pace with the development of information technology due to a lack of funding. Although the Kurikulum Merdeka promotes self-directed learning and is grounded in a variety of educational resources, this limits the digital services that can be offered to students.

Human Resource Constraints

A critical component of successful library management is human resources. At MAN Kota Cimahi, one of the main obstacles to library adaptation during the implementation of the Kurikulum Merdeka was the limited number of qualified librarians and the lack of consistent training. Lien Halimah, a librarian at the school, has expressed concern about the lack of support staff who are skilled in operating the digital catalog system and promoting information literacy among students. In addition, there is inadequate training related to information technology (IT) and digital resource management, which are now essential components of library services in the digital age. A related challenge was found in the teaching of the Informatics subject (similar to Information and Communication Technology), where a teacher from a different subject background was assigned to teach Informatics due to government/civil worker relocation, which leads to staff shortages.

While this teacher demonstrated commitment, it was clear that he needed further professional development to master the subject before he could effectively deliver it to students. For this to happen, support at the school level, in the form of access to training and institutional encouragement, is essential to ensure that digital literacy and technology-integrated learning can be successfully implemented in accordance with the demands of the Kurikulum Merdeka. The shortage of professional librarians is a common problem in many schools in Indonesia, especially outside big cities (Andita & Silvana, 2024). This finding is consistent with the findings of that study. A shortage of specialists hampers innovation and service renewal in school libraries.

Meanwhile, many school librarians still lack sufficient information technology skills (Setiadi, 2021). They said that the level of digital literacy among school librarians remains low, and relevant agencies provide little routine training. In addition, because librarians lack the necessary skills to support this position, attempts to incorporate libraries into the Kurikulum Merdeka-based learning process are hindered. Along with their technological proficiency, librarians' roles are sometimes restricted to administrative duties rather than serving as teachers' learning partners. The idea of libraries as dynamic learning spaces, which is supported by the most recent educational policies, contrasts with this. Librarians have not been significantly involved in the learning process, either in planning or implementing the curriculum in schools (Siregar et al., 2022).

CONCLUSION

With an emphasis on topics such as collection development, integration with teaching and learning, and digital infrastructure, this study aimed to investigate how the library at MAN Kota Cimahi is adapting to the implementation of the Kurikulum Merdeka. According to the findings, the library is still in a transitional phase due to structural, budgetary, and human resource constraints, despite having made admirable efforts, such as modernizing some collections and boosting literacy initiatives. Both the advantages and disadvantages of institutional educational reform are reflected in the library's current hybrid state, which combines conventional systems with little modernization efforts. The absence of integrated planning, out-of-date references, lack of collaboration from the teacher, and undeveloped digital systems indicate that the library has not yet realized its full potential in supporting Kurikulum Merdeka, despite evidence of responsiveness to curriculum changes.

These results demonstrate the need to develop school libraries more systematically. If school libraries are to become vibrant learning centers in line with student-centered pedagogies, they must invest in digital infrastructure, strengthen policy alignment between curriculum mandates and resource allocation, and provide focused professional development for teaching and library staff. Essentially, the effectiveness of

curricular transition depends on how flexible school libraries are, such as MAN Kota Cimahi's. These libraries have the potential to be more than just repositories; with the right support, they can serve as engines of innovation in education.

AUTHOR'S NOTE

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