



## Differences in the Implementation of the 2013 Curriculum and the Independent Learning Curriculum at SMAN 3 Siak Hulu

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### ABSTRACT

Curriculum is a series of plans and rules that include various elements such as objectives, content, methods, and evaluation of learning. The purpose of this study is to describe, analyze, interpret, and conclude the differences in the implementation of the 2013 curriculum and the independent curriculum at SMAN 3 Siak Hulu. The method used in this study is a quantitative method, collecting interview data. The research results obtained are 1) Differences in terms of objectives, the 2013 Curriculum integrates character education into subjects, while the Merdeka Curriculum emphasizes the growth of student character separately through character projects, 2) Strategy/method, the 2013 curriculum has not implemented differentiated learning, while The Merdeka Curriculum gives freedom to teachers to choose learning materials and use strategies that are appropriate to the conditions of their respective educational units, 3) Learning Materials, the 2013 Curriculum has material that is more dense and must be followed coherently, while the Merdeka Curriculum has material that is simpler and the teacher can choose which material will take precedence, 4) In terms of learning time allocation, both the 2013 Curriculum and the Merdeka Curriculum have a similar duration, 5) in terms of evaluation, the Merdeka Curriculum has evaluated the 2013 Curriculum, while the Merdeka Curriculum burdens the teacher in terms of preparation learning tools because it requires better differentiation than the 2013 Curriculum which has not yet done so, 6) Changes in Teacher Mindset and Perception: Implementation of the Independent Curriculum faces obstacles in the form of changes in mindset, perception, and paradigm of thinking of teachers regarding curriculum changes, and 7) The Independent Curriculum emphasizes education character, giving freedom to the teacher in choosing learning materials and strategies, as well as combining holistic assessments.

**Keywords:** Curriculum, Difference, Implementation

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## INTRODUCTION

Implementation in the Big Indonesian Dictionary means implementation or implementation. In Usman's view (2002), implementation or implementation is defined as an activity, action, or action that involves a system mechanism (Azizah dkk., 2022; Nicholas dkk., 2023; Putri dkk., 2023). More than just an activity, implementation is an activity planned with the aim of achieving the desired result. Etymologically, the curriculum has Greek roots, namely 'curir' which means runner, and 'curare' which refers to a place to race. In addition, in the context of Ancient Rome in Greece, the term curriculum was used in the world of sports and can be interpreted as the distance that must be covered (Holly dkk., 2023; Vicky dkk., 2023). In this case, distance refers to the journey that must be made by a runner from the starting point to the ending point, which is also known as the start and finish (Bahri, 2017).

Curriculum is a planning and guiding system that consists of various elements, including objectives, content, methods, and evaluation of learning. Its function is to achieve the educational goals that have been set (Levan's dkk., 2022). In formal education, the curriculum includes a lesson plan that includes subject matter, competencies that must be mastered by students, teaching strategies, and assessment of learning outcomes. The curriculum plays an important role in the educational process. Without a curriculum, education will be chaotic and disorderly (Amrina dkk., 2022; Saputra dkk., 2022). In the Indonesian context, curriculum development has undergone significant changes. The curriculum functions as a tool to achieve educational goals and becomes a guide in implementing the teaching and learning process in various types and levels of schools. The curriculum also reflects the philosophy and outlook on life of a nation, directs the direction and form of the nation's life in the future. All these aspects are reflected in the educational curriculum. The curriculum must be dynamic and continuously evolving to adapt to developments in a global society (Fathia dkk., 2022; Hikmah dkk., 2022). The expected educational goals must be reflected in the outcomes set by the curriculum. In Indonesia, the curriculum has changed many times. Curriculum changes made by the government aim to improve the education system in this country. However, each curriculum certainly has deficiencies and needs to be evaluated and improved so that educational goals can be achieved properly (Jeflin & Afriansyah, 2020).

There are four components in the curriculum, namely: 1) Objectives: Curriculum objectives are targets to be achieved through educational programs provided to students. 2) Material/Content: Curriculum material or content includes everything that is taught to students in teaching and learning activities, with the aim of achieving the goals that

have been set. 3) Strategy or method: The strategy component refers to the way the curriculum is implemented in schools or madrasahs, including the approaches and methods used in teaching students. 4) Evaluation: Evaluation in the curriculum refers to efforts to determine the degree of change that occurs in student learning outcomes. This evaluation can involve an assessment of students' understanding and mastery of the subject matter. With these components, the curriculum can be designed and implemented in a more directed and systematic way to achieve the set educational goals

The 2013 curriculum is an educational policy that was recently introduced by the Indonesian government (Liam dkk., 2023; Saskia dkk., 2023). The goal is to face the challenges and problems that will be faced by this nation in the future. The main changes in the 2013 Curriculum are changes at the level of educational units, where implementation is carried out at the elementary school, junior high school, and senior high school or vocational high school levels. Other changes can be seen in the concept of the 2013 Curriculum itself. This curriculum is expected to achieve a balance between cognitive, affective, and psychomotor aspects in a balanced proportion. It is intended that learning that occurs can pay attention to and develop these three aspects, not only focusing on cognitive aspects as happened in the previous curriculum (Auliani dkk., 2023; Mustafiyanti dkk., 2023). Thus, the 2013 Curriculum is expected to provide a more holistic and balanced learning approach, which pays attention to the overall development of students in the aspects of knowledge, attitudes, and skills (Sinambela, 2017).

The Merdeka Curriculum is designed as a more flexible curriculum framework with an emphasis on essential material as well as character development and student competence (Mulyasari dkk., 2023; Wanti dkk., 2023). There are several main characteristics in this curriculum that support learning recovery: 1) Project-based learning: The Merdeka Curriculum uses a project-based learning approach, which places an emphasis on developing soft skills and character according to the Pancasila student profile. Through learning projects, students can develop collaboration skills, problem solving, communication, and creativity. 2) Focus on essential material: The Merdeka Curriculum provides a stronger focus on essential material which is an important basis for students. This is done so that there is sufficient time for in-depth learning related to basic competencies such as literacy (ability to read and write) and numeracy (ability to do math). By prioritizing essential material, this curriculum aims to ensure that students gain a solid understanding in these important areas (Al Maarif dkk., 2023; Noer dkk., 2023; Utami dkk., 2023). 3) The Independent Curriculum provides greater flexibility in its implementation, while maintaining a focus on developing the character and competence of students. This is expected to improve the quality of learning and better prepare students to face future challenges.

This article aims to provide readers with an understanding of the differences between the 2013 Curriculum and the Independent Learning Curriculum in its implementation in Senior High Schools (SMA). These differences can be observed from the perspective of curriculum components, namely objectives, material/content,

strategies/methods, and evaluation. In addition, differences can also be seen from the characteristics of each curriculum, namely the 2013 Curriculum and the Free Learning Curriculum. To achieve this goal, this article digs into existing sources and presents them in an in-depth review, so that readers can gain a broader understanding of the differences between the two curricula.

## **RESEARCH METHODOLOGY**

The writing of this article uses the quantitative interview method. In quantitative research known data collection techniques: interviews, questionnaires and observation. The author applies the interview method, this method involves direct interaction between researchers and research subjects, such as teachers, school principals, or students. Interviews can be used to gain a deeper perspective and understanding of curriculum implementation. In essence, quantitative research is in the form of presenting various facts and phenomena related to differences in the implementation of the 2013 curriculum and the independent curriculum at SMAN 3 Siak Hulu. The objects in this study are the differences in objectives, materials/content, strategies/methods, curriculum evaluation, obstacles, and causes of changing the curriculum implemented at SMAN 3 Siak Hulu. The data presented in this study are various concepts, theories, and interviews with the school.

## **RESULT AND DISCUSSION**

Based on the results of the research that the authors obtained at SMAN 3 Siak Hulu, the curriculum representative regarding the differences in the implementation of the 2013 curriculum and the independent curriculum at SMAN 3 Siak Hulu. There are several implementation differences that the authors found. In the following, the author describes these differences.

### **1. Purpose**

Judging from the differences in the goals of implementing the curriculum, there are striking differences between the 2013 Curriculum and the Merdeka Curriculum. In the 2013 curriculum, character education is integrated into the subjects. For example, if there are 3 hours of PJOK subjects, then the characters are also integrated into those hours. In addition, character education is also separated as a separate subject, such as a one hour project in class. In the Merdeka Curriculum, the government wants to focus more on growing student character than the 2013 Curriculum. In addition, in the 2013 Curriculum, there is no visible differentiation in learning. For example, when the children are doing tests, they are asked to collect their answers using paper. However, in the Independent Curriculum, there is differentiated learning that gives uniqueness to each student. This means students have the freedom to use media other than paper in doing tests. Overall, the Merdeka Curriculum gives independence to students in the learning process.

If we liken a class to a jungle, with a lion as a teacher and children as other jungle friends such as fish, birds and monkeys, there is a difference in the learning

approach between the 2013 Curriculum and the Merdeka Curriculum. In the 2013 Curriculum, if the Lion says 'now we are repeating swimming,' then the highest mark will be given to the fish because fish have advantages in swimming. However, monkeys cannot swim and birds cannot swim either (Fadiyah dkk., 2023; Ranal dkk., 2023). This shows that in the 2013 Curriculum, there is a tendency to assess students' abilities in one particular aspect, without considering the uniqueness of each student. However, in the Merdeka Curriculum, children are given the freedom to show their own uniqueness. Each student can show their different abilities. For example, if the Lion says 'now we have a test,' then each student can show their strengths according to their abilities. For example, a monkey may demonstrate an ability to climb, while a bird may demonstrate an ability to fly. Thus, the Merdeka Curriculum provides opportunities for students to explore their uniqueness and develop their individual potential.

## 2. Strategy/Method

Judging from the implementation of strategies/methods of implementing the curriculum. In the 2013 curriculum, differentiated learning has not been implemented as a learning strategy or method. However, in the Independent Curriculum, a different strategy is required in assessment. In the 2013 Curriculum, assessment or assessment is divided into three, namely attitude, knowledge, and psychomotor values. Each aspect of the assessment is assessed separately. However, in the Independent Curriculum, assessments are integrated into one value that includes these three aspects. That is, the assessment no longer separates attitude, knowledge, and psychomotor values, but combines them into one overall value. This suggests a more holistic approach to student assessment, in which students' abilities are looked at as a whole in terms of attitudes, knowledge, and psychomotor skills.

## 3. Material

In terms of differences in the material of the 2013 curriculum and the independent curriculum. In the 2013 Curriculum, learning materials tend to be more dense and structured with descriptions of basic competencies (KD) which are broken down into sub-KDs such as 3.1, 3.2, and so on. On the other hand, in the Merdeka Curriculum, learning materials are simpler and provide flexibility in selecting learning themes (TP) or KD. For example, a teacher may choose a certain TP to be taught in this semester, while in other schools the TP is taught in the following semester. This means that teachers have the freedom to choose whether to focus on certain KD or TP, according to the needs and conditions in their respective educational units.

As another example, in one school, if there is a Kartini Day celebration this semester, while art TP related to regional traditional clothing is taught in the even semester, then the teacher can transfer the TP to the odd semester so that it can be related to the Kartini Day celebration. Thus, the point is that the learning material in the Merdeka Curriculum is simpler and not too dense, so that the teacher has the freedom to choose the order and priority of the material to be taught.



#### 4. Study Hours

Fourth, seen from the difference in learning hours of the 2013 curriculum and the independent curriculum. In terms of learning time allocation, both the 2013 Curriculum and the Merdeka Curriculum have a similar duration. For example, in the 2013 Curriculum, there are usually around 49 or 47 hours of learning in one week, and the same thing applies in the Merdeka Curriculum (Fiqih dkk., 2023; Hermansyah dkk., 2023). This duration can vary, possibly up to 51 hours in one week. The difference lies in the distribution of time in subjects such as PJOK, PKN, and Indonesian. In the 2013 Curriculum, for example, there are 3 hours a week spent in class for that subject. However, in the Merdeka Curriculum, the 3 hours are divided into 2 hours for class learning and 1 hour for projects. This project is a student activity that aims to develop their character, and is carried out separately.

For example, projects can relate to both body and mind, such as drug prevention. During one semester, students will try to identify drugs, take concrete actions, and conduct research on drugs, even with visits to drug correctional institutions and drug rehabilitation mental hospitals. The goal is for students to stay away from drugs. In addition, there are also projects related to local wisdom. For example, if the area has a lot of palm trees, students can maximize the use of palm sticks to make dishes as a project. Thus, the Merdeka Curriculum provides opportunities for students to engage in projects that are relevant to learning and grow their character, by utilizing one hour in the learning schedule.

#### 5. Evaluation

Fifth, in terms of things that need to be evaluated from the 2013 curriculum and the independent curriculum. The Merdeka Curriculum has evaluated the 2013 Curriculum. For example, in the Merdeka Curriculum, it is recognized that every child is different and unique, even though they are considered the same in the view of the 2013 Curriculum. So, when there are students who get test scores that are much different from their peers, it is not should be immediately categorized as stupid because of the low grades. For example, if we liken this situation to a jungle, a test on swimming might not be relevant for students with characteristics such as birds or monkeys. This emphasizes the importance of recognizing the uniqueness and diversity of each student.

However, the Independent Curriculum also presents challenges for teachers, as revealed by Mr. Ambar, the curriculum representative for SMAN 3 Siak Hulu. The Independent Curriculum burdens teachers in terms of preparing learning tools because it requires better differentiation than the 2013 Curriculum which has not yet done so. In addition, in the 2013 Curriculum, there is a Minimum Completeness Criteria (KKM), while in the Independent Curriculum, it uses Learning Objectives Achievement Criteria (KKTP). Assessment in KKTP uses a rubric or description, which may be difficult to draw conclusions because it uses a more qualitative assessment. For example, if we like music, the number range that indicates our level of liking may vary, but this cannot be measured numerically because it is qualitative.

Therefore, in the KKTP or KKM era of the Independent Curriculum, it becomes more complicated. Therefore, many schools choose to use intervals because it is easier. Intervals allow the use of rubrics, descriptions, and the use of numbers. For example, if there are 10 questions and a student can only answer 5 questions, then it is considered incomplete, because the specified KKTP is 70. The 2013 Curriculum was evaluated by the Merdeka Curriculum because of the recognition that today's students were born in the digital era, and the Merdeka Curriculum directs education according to this situation.

#### 1. Barriers

Sixth, seen from the obstacles in the process of implementing the 2013 curriculum and the independent curriculum. The 2013 Curriculum and the Merdeka Curriculum have the same obstacles in their implementation, related to differences in teacher characteristics, both in terms of age and education. When one becomes a guru, changing his or her characteristics to something different can be difficult. For example, some have a hot temper and it is difficult to change it to be more patient, or some have a gentle and very human nature which is difficult to change. The character of someone who has been ingrained in him tends to be difficult to change and adapt to changes.

For example, when talking to a senior teacher and asking if there have been any changes in the curriculum, they may not see any change. The key to the learning process in the classroom actually lies in the teacher himself. If a teacher has been teaching in a certain way since the 1990s and is reluctant to change, then the situation is not going to change. In this case, the obstacles faced are the mindset and perceptions of teachers towards changes in the curriculum. What's more, in the general public, there is a negative stereotype that every time there is a change of minister, there will be a change in the curriculum. So, when negative perceptions like that arise, it means that the teacher does not appreciate curriculum changes. Thus, the obstacles encountered are more related to the mindset, perception, and paradigm of thinking of the teachers.

#### 2. The reason why the 2013 Curriculum was replaced by the Independent Curriculum

Finally, judging from the causes of the 2013 curriculum being replaced with an independent curriculum. The most striking thing in the Merdeka Curriculum is the character project. The theory is that one's success is not only determined by cognitive aspects or values alone. A person's success is more determined by factors of emotional intelligence and social abilities. For example, how does a person collaborate with other people, how is his ability to communicate, and how can he find friends. These factors are considered more important than getting a high score in a subject like physics with a score of 90 or 80. Therefore, assessing student character becomes very important in achieving success. The current government prioritizes character education in the curriculum.

In the Merdeka Curriculum, there is a special time to carry out character projects. What is emphasized is not only the final grade obtained, but the learning process. For example, a student may get a 90 on a test, but his behavior is not good. In the Independent Curriculum, this is considered a failure. It is better if a student gets 70 but has good manners (Pamuji & Limei, 2023). In this case, the importance of character education in the Independent Curriculum shows that the government understands that the progress of a nation is not only determined by individual intellectual intelligence, but also by their behavior. Therefore, character education is the main focus in the Merdeka Curriculum.

## **CONCLUSION**

From the explanation that the author describes above, it can be concluded several things as follows. Implementation Objectives, the 2013 Curriculum integrates character education into subjects, while the Merdeka Curriculum emphasizes the growth of student character separately through character projects. Learning Strategies and Methods, the 2013 Curriculum has not implemented differentiated learning, while the Independent Curriculum gives freedom to teachers to choose learning materials and use strategies that are appropriate to the conditions of each educational unit. Learning Materials, the 2013 Curriculum has denser material and must be followed in a coherent manner, while the Merdeka Curriculum has simpler material and the teacher can choose which material will take precedence. Assessment, the 2013 Curriculum uses three aspects of assessment, namely the values of attitudes, knowledge, and psychomotor which are separate, while the Merdeka Curriculum combines these three aspects into one value that includes all three. The Role of the Teacher, in the Independent Curriculum, the teacher has a more important role as a mover and facilitator in the student character project. Focus on Character Education, the Merdeka Curriculum focuses more on character education and recognizes that a person's success is not only determined by cognitive aspects alone, but also by factors of emotional intelligence and social abilities. Changes in Teacher Mindset and Perception: Implementation of the Independent Curriculum faces obstacles in the form of changes in the mindset, perceptions, and paradigms of teacher thinking regarding curriculum changes. Thus, the Merdeka Curriculum emphasizes character education, gives freedom to teachers in choosing learning materials and strategies, and combines holistic assessment. Its implementation also involves changing the mindset and perception of teachers towards curriculum changes.

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