

Comparative Implementation of the 2013 Curriculum and the Merdeka Curriculum in State Junior High Schools

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ABSTRACT

This study aims to understand the differences between the independent curriculum and the 2013 curriculum, to compare the independent curriculum and the 2013 curriculum at the junior high school level, and to analyze some of the difficulties experienced in implementing the 2013 curriculum and the independent curriculum at SMP Negeri 1 Bringin. This research uses qualitative research methods with observation and interview data collection techniques. The subject of this research is the Vice Principal for Curriculum, Mrs. Tri Retnaningtyas, S.Pd. The results of the research conducted show that the 2013 curriculum has a fairly good concept in every educational process. however, the application of the independent curriculum in some driving schools is carried out in the first year with a fairly good implementation. which has been developed in various schools this year. some schools are still carrying out a design agenda related to formulas that are in accordance with the implementation of the independent curriculum concept. poisonous in the description that has been mentioned, the application of the Easter independent curriculum is carried out an analysis that is better and quite in accordance with the existing educational culture in Indonesia compared to the 2013 curriculum. Therefore, there are some things that must be taken into consideration by a policy maker as well as an implementer in the world of education, where the Merdeka curriculum can be applied in a targeted manner or and improve some of the previously implemented curricula. not just a program whose implementation is carried out by force in all education or junior high schools in Indonesia, especially those in Ngawi Regency.

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INTRODUCTION

In human life, education is quite important. Based on this, it can be understood that the entire Indonesian population is obliged to accept its right to a decent education screen. Education is the main thing to determine the fate of a nation (Syarnubi, 2019b). The full potential of human

beings can be developed through some educational activities carried out by private or government agencies. (Triwiyanto, 2013) Education can be called a process in the life of every individual's potential to continue a life that is truly integral until it becomes an educated human being, both affectively, cognitively, and psychomotorly. (Naibaho & Saragih, 2023). Education carries out its process by educating human beings in order to be useful and beneficial to the country and the nation. In a process of education can not be achieved results in a moment, education is a form of investment in the long term which forms its success when a highly educated human being can do its part in the future, based on the progress of the nation and the country in all matters and fields occupied. (C. S. Angga, 2022)

Education has a considerable share in preparing and developing some of the human resources capable and skilled enough to compete in global scope. (Ahdar & Musyarif, 2019). The first stage of the educational process applied is in the family environment, the second is applied in the school environment, community environment is the last form of education all the knowledge acquired from the family and school environment will be applied to the community environment. (Malta, Syarnubi, & Sukirman Sukirman, 2022). Then, a child interacts with a teacher during the educational process in the school environment during the learning process of teaching. The learning process for a student in a school environment is remarkable in relation to the potential scale that each student possesses at the time of the education process. (Aam Amaliyah, 2021). The role of a teacher in the school is not only as a messenger but more than that, also has a role as an educator tasked with delivering the best education that is meaningful enough for each individual student. (Syarnubi, 2019a)

Not only does it develop and cultivate every potential of each person, but education has a very important role in every life in which it is understandable that education can support work as well as careers, with which one can dig the potential or expertise that they have in each of them. (Neni Anggraini, Isnaini, & Syarnubi, 2021).

Education cannot be done without a curriculum. Curriculum is in an educational process (Insani, 2019). Simply put, it is a reference in every educational procedure, as well as a basis in every practical teaching learning process that exists in the school. (Insani, 2019). A curriculum is a tool used to some of the purposes of an education which can be mentioned that the curricula is a reference form of any process carried out in education that exists in Indonesia. (Syam, 2011) In this connection, the curriculum cannot be regarded as just a pile of documents as a form of reference as well as a tool for the whole process of implementation of any education with a good purpose to that has a national standard. (Mubarak, 2022).

The curriculum is a form of guidance in the world of education, as mentioned in the previous paragraph, if a curricula is renewed, it is influenced by a number of factors, including balancing the progress of science in order to match the progress and speed of existing technology, from the most basic level of education to higher education. (Syarnubi Syarnubi, Alimron Alimron, & Muhammad, 2019). In connection with this, then it feels reasonable to apply the perfection of a curriculum because there is indeed an adjustment to some demands not which some integration related to technology in the world of education is the sense of the impact from the beginning of the occurrence of the Covid-19 pandemic (Mardeli et al., 2022). The education demanded must continue to adapt to all the technological demands that exist so as not to be sunk by the speed of technology. A lot of people have heard a statement of "change of ministers for curricula" probably because of the perception that every government person makes a change of curriculum as a tradition that must be applied and preserved. (Rifa'i, Asii, & Fatmawati, 2022). However, if you look further on the changes related to the curriculum is one way of the government to adapt to the education and some of the demands of the era in the 21st century, where some science about technology and knowledge is very fast and rapid development. (Indarta et al., 2022).

In a journal published in 2022 entitled "Analysis of Curriculum Programme Evaluation 2013 and Free Curricula" it is explained that policies related to Freedom of Learning have some characteristics that put pressure on every creativity, as well as an orientation in the learning

process on each problem solving, and some systems that are assessed comprehensively. These things have an impact on every need related to the evaluation of the development of learning processes. (Heroza Firdaus, 2023).

In the journal entitled "Analysis of Curriculum Differences 2013 and Merdeka curriculum" published in 2023 it is explained that the research carried out using the method of library study carried on the collection of data of several available scientific and literary references, one of which is the results of research and book articles relating to the curricular series existing in Indonesia. The research was conducted to perform related analysis of changes from the development of curricula 2013 towards independent curriculums in Indonesian language subjects, i.e. to analyze the learning activities conducted from the two curriculums. (A. Angga, Suryana, Nurwahidah, Hernawan, & Prihantini, 2022)

At the moment, a change or refinement will be made from the 2013 curriculum to the new curricula, which is called the independent curriculums. This new Curriculum is an idea in the form of a transformation in Indonesian education in order to mark several generations in the future as generations that are supreme. (Anggraena et al., 2021). It's in line with what Jojo said that Merdeka learning is a program to dig every potential for all pupils who have Innovation and related qualities in the classroom. The Merdeka curriculum has been implemented in some of the mobilizing schools based on the results of the selection that has been done before. (Jojo & Sihotang, 2022)

Seeing from the background that has been outlined, the research this time was done to give a real picture of each condition in the curriculum 2013 as well as the independent curricula in the State Primary School of 1 Bringin, where the presence of the Merdeka Curriculum is aimed at improving and perfecting the results of the 2013 curriculum.

METHODS

This research is a form of qualitative descriptive research which is obtained from data sources and information from the results of observation with the source directly. (Lexy J. Moleong, 2018) Penelitian ini dilakukan di SMP Negeri 1 Bringin, Subyek penelitian ini adalah Kepala sekolah and deputy curriculum chief. Data collection techniques using observation methods and interviews with Ms. Tri Retnaningtyas, S.Pd as the deputy head of curriculum at SMPN 1 Bringin. This data analysis technique with qualitative-positive methods is performed interactively. This analysis is supported by data collection and data presentation (Sugiyono, 2019).

FINDINGS AND DISCUSSION

A. Curriculum Application Challenges 2013

Due to the lack of maximum or even ineffective implementation of the 2013 curriculum, and the majority of teachers have minimal understanding of the implementation, the average teaching activity carried out by each teacher in the school with his pupils does not see or is based on the guidelines for the 2013 Curriculum that should be applied. (Arisca, 2020). A teacher learns to teach based on the individual will or will of each individual, and even the majority still does the same thing as the KTSP's previous curriculum did partially. (Wiranto, Wibowo, Winarto, & Widiastuti, 2023) Because the 2013 curriculum is quite integrative, and so difficult to implement by some teachers in each of their classes. (Anwar, 2018) Not only that, an educator has not received adequate training to implement the curriculum that should be applied in their respective classes.

B. Impact of Curriculum Application 2013 on Teachers and Students

The 2013 curriculum has some impact on a teacher, that is, a teacher is required to always have innovation and creativity when doing teaching learning activities. (Sutarmizi & Syarnubi, 2022). But, for a high class level, it would be confusing because the material to be taught would need to be re-enlarged and expanded. In which case a teacher would have to find a source of

learning from another source, such as the Internet, to re-use some of the old curriculum guidelines of the KTSP. (Nurwiati, 2022).

The positive thing that can be taken from the 2013 curriculum is that students have a fairly critical Nalar in the entire learning process as well as teachers also have a demand to always be creative and innovative. (Mahlianurrahman, 2020).

C. Challenges of Application of Free Curriculum

Implementation of the Merdeka Curriculum has not been fully implemented by all schools. (Kemendikbud, 2018) Implementation of the Free Curriculum offered is tailored to the readiness of teachers and educational staff Implements the Free curriculum carried out independently with three alternatives. First option Self Learning, two options Self Change Third option Self Sharing. (Arafu, Laili, Astiani, & Qothrunnada, 2023)

Obstacles experienced by teachers in SMPN 1 Bringin during implementation related to independent curriculum, for example: 1. Pandemic covid 19 caused the learning process of teaching to be non-maximum, 2. Learning facilities are still minimal, 3. Package Book supplies are not available. Not only that, there are some challenges in the implementation of the Merdeka curriculum which is to train soft skills on each student using all the learning activities available in the school.

D. Impact of Free Curriculum Application on Teachers and Students

There are several impacts felt by each teacher in conducting an independent curriculum, such as: 1. a teacher has the demands to always think creative and innovative, 2. change the mindset of a teacher in carrying out teaching learning process. Whereas places felt by students like: 1. learning perceived by students is more enjoyable, 2. students have more enthusiasm if doing learning face-to-face, 3. more apply reinforcement related to the teachings related to Pancasila (Hidayati, Dani, Wati, & Putri, 2022). For example, in the waste management process, such things are done by implementing or applying in the lives of each student. Students are trained to apply effective methods in the use of garbage, it is suitable to perform or build the character of each individual student. (Nur'aini, 2023). As for the positive impact that can be felt by the whole student is the pleasure of carrying out the teaching learning process that makes the student feel interested in every learning. (Nurasiah, Marini, & Maratun Nafiah, 2022).

E. Impact of Implementation of Curriculum Application 2013 and Free curriculum

Seeing from the description that has been announced, it can be known that in general implementation of curriculum 2013 in the State's 1st High School, has not been implemented optimally enough. Because there are some shortcomings of each teaching learning process, for example in drawing up a learning agenda, implementing the learning process as well as conducting learning evaluations. This is relevant to the results of the research that has been carried out by (Nasution, 2022) That a teacher gained a difficulty when applying the 2013 curriculum in the process of compiling the RPP, forms of application of learning scientifically, as well as in the evaluation of the teaching learning process. (Hamonangan & Sudarma, 2017) which states that the 2013 curriculum is so complicated for the implementation process.

CONCLUSION

Implementation of the Curriculum 2013 and the Merdeka curriculum in SMPN 1 Bringin could not be implemented optimally, can be seen from some conditions of educators who have not fully understood related RPP preparation, learning evaluation as well as scientific learning. The teachers have not been trained or trained in a thorough manner. Not only that, a student also sees confusion in conducting learning activities, and the majority of schools do not have sufficient or adequate facilities, as well as a low SDM to implement the 2013 curriculum. In addition to this, the independent curriculum has been implemented quite maximum in the first year, but some schools that implement the curricula have the task to do development in making preparation as well as implementing the Merdeka Curriculum so that it can be applied in all the existing classes in the same year. With this, based on an analysis carried out in relation to the comparison between the

2013 curriculums with the independent Curricula, can be said that the application of the Merdeka curricule is counted more maximum or optimal than the 2013 Curricule even though it is said to be quite new in the process of its application. Curricular 2013 still leaves some problems or problems which can be fixed or perfected with the presence of a new curricular that is, the self-curriculum is definitely still needed or needs to be held process of development and improvement so that can address some problems in the current world of education that have not been successfully solved by the previous curriculu 2013.

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