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# Differences from K-13 Curriculum to Independent Curriculum Based on Teacher Perceptions

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**Abstract:** The purpose of this study is to explore how teachers perceive the transition from a K-13 curriculum to an independent curriculum. The method used is a descriptive research type qualitative approach. Both students and students' parents and her 4th grade teacher in SD Negeri 1 Ganjaran. Data analysis techniques include data collection, data reduction, data presentation, and drawing conclusions. The researchers found that teachers' opinions on the 2013 curriculum changes in SD Negeri 1 Ganjaran varied widely. Many teachers rated the changes from the 2013 curriculum to their own curriculum as very positive and made it easier to meet learning objectives. However, no matter how strong the idea of curriculum change is, implementation will be difficult if teachers are not adaptable or prepared. As educators, effective implementation of the curriculum within an educational institution is essential to successfully achieving educational goals.

**Keywords:** Curriculum Changes, K-13 to the Independent Curriculum

## Introduction

Education is an effort so that students become good members of society and live a good life, develop and develop their own life skills. Education is a long-term investment and requires a lot of effort. Likewise, Indonesia has high expectations for life education. According to Hamarik (2015), "Education is a conscious effort to prepare students for future roles through teaching, instruction, and/or training." One important part of education is the curriculum.

The curriculum is a set of plans and arrangements for content, materials and learning methods that function as guidelines for managing teaching and learning activities. Curriculum content is the structure and content of the curriculum to achieve the goals of the educational unit concerned, thereby achieving national education goals (Hamalik, 2017). The curriculum has a very important role and function in education. According to Hamalik (2017), the curriculum has three important functions in education: conservative function, critical or evaluative function, and creative function. These three roles are equally important and must be fulfilled in a balanced manner.

Curriculum functions in education include adaptive, integrative, differentiation, preparatory, selective and diagnostic functions. The curriculum is an important part of education, is a reference for each educational unit, and is the area that has the greatest impact on educational outcomes (Effendi-Hasibuan, 2019; Mambu, 2022; Noviandari, 2020; Setiyo, 2020; Umami, 2018; Wahidmurni, 2019). The curriculum has a strong influence on educational outcomes, both formal and informal, so that the role and function of education is often fulfilled by the national education system (Ahid, 2021; Muhammad, 2022; Najih, 2021; Sujarwanto, 2021; Sulistiyo, 2019; Suprpto, 2021; Supriyoko, 2022; Wijaya, 2023).

Therefore, the curriculum outline covers all the subjects that every student is concerned about. Or a student. The curriculum is an inseparable part of education, is a standard for each educational unit, and the curriculum is a part that influences educational outcomes. The curriculum can also be a means to achieve educational goals. According to Mulyasa (2019), differences in curriculum are very fundamental differences in a country's education system, which will also change other elements of education. Pringsewu (2022/09/05) "Curriculum updates are inevitable," said Mohammad, Special Staff for Learning at the Ministry of Education and Culture.

In implementing the government curriculum to answer the challenges of changing times so that students remain competitive in the future. Therefore, the world of education, which is the most important pillar for the development and education of future generations, must also change. Of course, in the world of education, the curriculum continues to change to meet the needs of the times. The goal is improvement, but of course in practice we often encounter obstacles and achieving this goal is not easy. The curriculum can be refined to encourage the whole person and humans to be able to adapt

to the environment (Baderiah, 2019; Muazza, 2018; Rachman, 2021; Santoso, 2020; Sarbaini, 2022; Wakhidah, 2022).

The pedagogical element that plays a role in implementing curriculum reform is the teacher. The pinnacle of educational success is teachers who are directly involved in the development and implementation of the curriculum to ensure learning takes place as desired. According to Abidin (2015), the teacher's role in the curriculum is as follows: 1) As implementer, 2) as adapter, and 3) as subject developer, teachers have the right to design subjects. 4) As a government curriculum researcher in its implementation, perfecting the new curriculum according to national education goals known as K-13.

The government is making changes and improvements to the curriculum because K-13 includes the following competencies: 3 taking into account that the evaluation process is complicated and time consuming due to differences in evaluating attitudes and knowledge, as well as reducing various factors of attitudes, knowledge and skills that cause teachers' teaching difficulties and students' learning difficulties. And your skills will be put to good use. Meanwhile, the Merdeka Curriculum focuses on increasing the visibility of Pancasila students and intracurricular and extracurricular activities. Additionally, K-13 learning goals are too lofty and not in line with child development. Teachers are required to complete learning materials and learn a lot of content, which leads to memorization rather than knowledge acquisition, and time constraints are also very strict and cannot be adjusted by teachers or education agencies. This is different from its own curriculum which is supported by an independent education platform. Independent education platforms support teachers to implement independent curricula. The first thing that stood out to me when developing my own curriculum was that the curriculum had become simpler and more detailed. This was because the Merdeka Curriculum teaching standards were simpler and the material provided was less, giving teachers time to consider their own teaching concepts. Whatever happens, of course there are many advantages and disadvantages to the actual curriculum differences.

The difference between K-13 and the Independent Curriculum will certainly raise many questions among teachers, including teachers at SD Negeri 1 Ganjaran in Princely Regency. The less than perfect implementation of K-13 was replaced by a new curriculum, resulting in frequent curriculum changes and complaints from teachers. This affects every aspect of the main students who are the subjects of the experiment. Therefore, researchers are interested in conducting research at SD Negeri 1 Ganjaran. SD Negeri 1 Pangeran Regency Based on the results of initial interviews with Ganjaran teachers, it was found that the implementation of the Merdeka Curriculum lacked (1) understanding and knowledge of appropriate learning strategies; (2) Inadequate learning design. There are also problems such as lack of capacity. Modules as Teaching Materials (3) The lack of good teaching skills gives rise to different reactions from different teachers at SD Negeri 1 Ganjaran. We will implement our own curriculum in 2022/2023. SD Negeri 1 Ganjaran is an

elementary school that introduced its own curriculum at the beginning of 2022 for the first level of grades 1 and 4, and the second level of grades 2 and 5. Researchers chose SD Negeri 1 Ganjaran because SD Negeri 1 Ganjaran uses two existing curricula in its implementation and implementation the teaching process.

## Methodology

This approach is qualitative and the nature of the research is descriptive. This research was conducted at SD Negeri 1 Ganjaran. The survey subjects were two homeroom teachers of first and second grade students who were implementing the Merdeka Curriculum. Interviews will be used as a data collection method. The data analysis techniques used are data reduction, data presentation, and drawing conclusions.

## Result and Discussion

Researchers collected data related to teacher perceptions of the differences between the K-13 Curriculum and the Merdeka Curriculum. Some research findings include: Curriculum changes and replacements often occur:

Our country is currently undergoing a complete review of its curriculum. Regularly. The main difference in these countries' education systems is the difference in curriculum. The advantage of this research is that it can identify the differences between the Merdeka Curriculum and the K-13 Curriculum, so that by emphasizing the development of skills and personality aspects according to societal values, students are able to create enjoyable education for Indonesian teachers as a nation.

On the other hand, K-13 allows students to learn more independently and think critically, thereby helping students grow, gain autonomy, and expand their knowledge and experiences.

Based on this statement, it can be understood that differences in curriculum can cause changes to existing elements such as competencies to achieve the expected learning. The difference between K-13 competencies and the Independent Curriculum is that in K-13 competencies, KD is the point needed to master AI in one semester. This is different with the Independent Curriculum: the competency achieved is learning success.

The principal stated: The Merdeka Curriculum focuses on developing students' character and morals compared to K-13 where students focus on general academic abilities. Implementation: "The stand-alone curriculum is much easier to understand and provides useful information for teachers compared to K-13, which is more structured and includes guidelines. "You have the freedom to develop your learning". The opinions of the principal and Class I teachers also differ, he said: "The differences between K-13 and

the curriculum itself symbolize the evolution and changes in the development of education in Indonesia." Independence which provides freedom and comfort to students.

According to this opinion, there are several obstacles in providing adequate facilities and infrastructure in implementing the Independent Curriculum, namely limited classrooms, laboratory and library equipment, as well as the availability of textbooks and infrastructure, as well as a lack of learning resources. Curriculum changes have an important impact on the learning process. As the curriculum changes, the main activities may also change.

The principal said: "The advantage of the Merdeka Curriculum is that learning can be adapted to students' needs." With the Independent Curriculum, schools and teachers have the freedom to determine the curriculum and learning methods that suit the needs of their students." SD Negeri 1 Ganjaran: Perceptions of class II teachers vary, 1. The plans made by the teacher do not contain learning models, 2. The learning process has not been fully implemented because the scientific approach has not been utilized optimally and the media is not diverse enough. A learning method suitable for those responsible for all curricular activities and available for use by all teachers in the school. In other words, if teachers can apply these differences, then this curriculum differentiation will be successful.

Next, regarding the differences between K-13 and the Independent Curriculum, apart from differences in abilities, AI, etc., there are clear differences with the previous curriculum. Of course, the learning process is also very different. The number of teaching hours (JP) is now regulated every year so that study time arrangements become more flexible.

A first grade teacher said: "Based on the material taught, I came to the conclusion that the implementation of the Merdeka Curriculum can be said to be effective, there are still shortcomings and factors that influence the implementation of the Merdeka Curriculum, the directed curriculum because it is still a new curriculum that has been introduced. This was also reiterated by class II mothers.

It is true, there are obstacles for teachers to implement the Independent Curriculum, namely: a) Books as a learning resource, b) Making learning media, c) Teacher understanding, d) Thematic integration of educational content.

In the process of different curricula, of course, as stated by the principal, there are also different approaches, namely: "In this case there are still three approaches". In the subject method, these learning activities are carried out in each subject separately from other subjects. Followed by thematic learning, namely learning that is organized based on a theme and integrated into the design and skills of the subjects taught together. "A mother of a first grade student confirmed this by sharing her perception: The differences in the approaches used in the K-13 and Merdeka Curriculum are not much different in

some cases, there are only two additions, this will be a relief for teachers because the lesson plans in the Merdeka Curriculum simplified again and are now called modules. "RPP covers all subjects and can be combined, while the stand-alone curriculum has modules for one subject only" Based on the description given, the existing approach in K-13 The difference between the Independent and Independent Curriculum can be concluded as follows: There is no difference big in the curriculum, because the government makes differences to the curriculum to perfect the previous curriculum and make it better. Apart from the differences mentioned above, these differences in curriculum of course give rise to differences in the evaluation process. That's what my second grade teacher said, in other words: Of course K-13 is very different from K-13 if K-13 is a formative and summative assessment.

Meanwhile, assessment in the Merdeka Curriculum includes enhanced formative assessments, and assessment in the Merdeka Curriculum is not divided into assessments of attitudes, knowledge and attitudes. KKM no longer applies to skills, teachers initially found it difficult, but after understanding and learning, they were able to overcome it. The statement above was reinforced by the class II mother. The Merdeka Curriculum includes non-cognitive and cognitive assessments. Non-cognitive assessment is an assessment of things other than learning, and cognitive assessment is an assessment of knowledge. From the discussion above it is clear that this evaluation process is very different from the K-13 evaluation process, where the K-13 evaluation process is divided into attitude evaluation, knowledge, and skills. On the other hand, in the Merdeka Curriculum there is no separate evaluation and there is no KKM. This explanation shows that the two curricula have different perceptions and these differences are in line with the different curricula for better learning.

Analysis of the data above carried out by researchers proves that there are many variations between the K-13 Curriculum and the Merdeka Curriculum. Competency-based K-13 schools aim to help students master specific skills. Therefore, curricula that contain multicompetencies and different learning objectives are formulated differently so that learning achievement can become a reference for student characteristics and skills. All students must be given the opportunity to achieve learning goals based on their abilities. The most concrete K-13 education is productive, creative, innovative and effective human development. The curriculum is designed to advance learning and focuses on developing student character.

## Conclusion

Based on the research discussion presented, the conclusions drawn from the differences in teacher perceptions of the K-13 Curriculum and the Merdeka Curriculum

vary greatly. Most teachers believe that the differences between the K-13 curriculum and their own curriculum are significant and make it easier to achieve learning goals.

However, regardless of differences in curricular concepts, we need teachers who are able to adapt and be motivated because this is difficult to achieve if teachers are not able to adapt and be motivated.

As a teacher, you must be able to apply the curriculum well to your teaching units so that you can achieve and succeed in achieving your educational goals.

1. To all teachers, teachers as educators must have a sense of responsibility, obey the regulations set for each subject, and implement the curriculum objectives of their subject.
2. For educational institutions, educational institutions are an important forum for implementing a better curriculum. The main focus is on developing curricular differences that occur in educational institutions.
3. For other researchers, when researching the same topic, researchers need to consider the results of their own research. This is to ensure there are no big gaps or differences when dealing with the same research topic.

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