



The Influence of Changing the Educational Curriculum on Students at SD Negeri Ibu Jenab 1 Cianjur

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Abstrak

Tujuan dari penelitian adalah mengetahui perbedaan Kurikulum 2013 dan Kurikulum Merdeka, membandingkan Kurikulum 2013 dan Kurikulum Merdeka di sekolah dasar, serta menganalisis kesulitan-kesulitan yang dihadapi dalam menerapkan Kurikulum 2013 dan Kurikulum Merdeka di Sekolah Dasar Kabupaten Cianjur. Jenis penelitian ini adalah Penelitian kualitatif menggunakan metode kualitatif yaitu pengamatan, wawancara atau penelaah dokumen. Adapun hasil penelitian menunjukkan bahwa Kurikulum 2013 memiliki konsep yang baik dalam proses pendidikan. Akan tetapi, implementasi di lapangan tidak berjalan sebagaimana mestinya. Sementara, implementasi Kurikulum Merdeka di beberapa Sekolah Penggerak dilaksanakan di tahun pertama dengan cukup baik, kemudian dikembangkan di banyak sekolah tahun sekarang. Beberapa sekolah masih merancang formula yang tepat dalam pelaksanaan Kurikulum Merdeka ini. Berdasarkan uraian tersebut, maka implementasi Kurikulum Merdeka setelah dianalisis lebih baik dan sesuai dengan kultur pendidikan Indonesia daripada Kurikulum 2013. Namun demikian, beberapa hal haruslah menjadi pertimbangan pemangku kebijakan dan pelaksana pendidikan, sehingga Kurikulum Merdeka dapat diimplementasikan dengan tepat serta menyempurnakan Kurikulum 2013, bukan sekadar program yang dipaksa diterapkan dalam pendidikan di Sekolah Dasar, khususnya di SD Negeri Ibu Jenab 1 Kabupaten Cianjur.

Kata Kunci: Implementasi Kurikulum, Kurikulum 2013, Kurikulum Merdeka, Sekolah Dasar.

Abstract

The aims of this study are (1) to find out differences between 2013 Curriculum and Merdeka Curriculum, (2) to compare 2013 Curriculum and Merdeka Curriculum in Elementary Schools, and (3) to analyze difficulties faced implementing 2013 Curriculum and Merdeka Curriculum in Elementary Schools, Cianjur. This type of research is qualitative research using qualitative methods, namely observation, interviews or document review. The results of study indicate that 2013 Curriculum has good concept in educational process. However, implementation in field did not run as it should. Meanwhile, implementation of Merdeka Curriculum in several Driving Schools was carried out in the first year quite well, then developed many schools in the year. Some schools are still designing right formula in implementing Merdeka Curriculum. Based this description, Merdeka Curriculum after being analyzed is better and in accordance with the Indonesian education culture than the 2013 Curriculum, programs that are forced to be implemented in education in elementary schools, especially in SD Negeri Ibu Jenab 1 Cianjur.

Keywords: Curriculum Implementation, 2013 Curriculum, Merdeka Curriculum, Elementary School.

Introduction

Education is very important for human life. Referring to this, it means that everyone in Indonesia has the right to receive educational services according

to (Ulfah, 2019) that education is a way to change the destiny of a nation that is left behind to become a developed nation. Meanwhile, according to (Arifudin, 2022) that an advanced nation starts with advanced

education. The potential of every human being can develop through educational activities organized by the government or private parties.

Education is said to be a process of life to develop all the potential of individuals to be able to live and be able to live life as a whole so that they become educated human beings, both cognitively, affectively, and psychomotor. According to (Arifudin, 2020) that education carries out the process of educating humans to become human beings who are beneficial to the nation and state. The process of education is not easy. In an instant the results are felt, because education is a long-term investment whose success will be felt when educated humans can carry out their roles in the future, for the progress of the nation and state in whatever field they are in.

Education has a big contribution in preparing and developing human resources who are skilled and able to compete at the global level (Arifudin, 2021). Education is carried out initially in the family environment, then in the school environment, and finally in the community environment. Education in the family environment is the first and foremost education in a child's education. Furthermore, schools become the second place for children to carry out education. A child interacts with teachers in education at school in learning. The best learning for students in schools will have a tremendous impact on developing students' potential in this educational process. According to that (Sinurat, 2022) the teacher's role is not only as a messenger to students but more than that, the teacher acts as an educator who provides the best and meaningful education for students.

The importance of education in educating the life of the nation is as stated in the Preamble to the 1945 Constitution. Seeing this, we can understand that education is very important. Through education it is hoped that it can improve people's welfare, build national civilization, preserve culture, and others. The government pays serious attention to the education sector because the progress of a country starts from the education sector. According to (MF AK, 2021) that the education budget is increased, making policies related to improving the quality of education, solving various problems from education at the elementary, middle and high levels. This is of course aimed at improving the quality of education so that it can compete with other countries and other things that support improving the quality of education in Indonesia.

Related to the above, in the National Education System Law Number 20 of 2003 that education is a planned conscious effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence,

noble character, as well as the skills needed by himself, society, nation and state. According to (Ulfah, 2022) that in a simple and general sense the meaning of education is a human effort to grow and develop innate potential, both physical and spiritual in accordance with the values and norms that exist in society.

In addition to growing and developing potential in humans, education is also important for life itself, namely education is to be able to improve careers and jobs, where with education humans can gain the skills needed in the world of work and help in realizing career development. Expertise is in-depth knowledge of a particular field that can open up good career opportunities for the future. So that with proper and good education, it can help us as humans to make dreams come true. According to (Mayasari, 2021) that the role of education is not only limited to developing potential and improving careers in getting a job, that education is very important to make humans better because it makes us civilized. In general, education is the foundation of culture and civilization.

Education makes us human beings to think, analyze, and decide. Growing character in oneself is also a goal with education, thereby creating better Human Resources (HR). A direct effect of education is the acquisition of broad knowledge. Education provides lessons that are so important for humans about the world around them, developing perspectives in looking at life.

According to (Darmawan, 2021) suggests that real education is obtained from the lessons taught by our lives. Therefore, many governments advocate good education starting early, so that when they grow up they have good human resources. With education, it can eliminate wrong beliefs in our minds. Apart from that it can also help in creating a clear picture of things around us, it can also remove all confusion. People with higher education will usually be wiser in solving a problem, this is because they have learned about education in life.

According to Insani in (Hasbi, 2021) that education cannot be carried out without a curriculum. The curriculum is an integral part of the educational process (Insani, 2019). Simply put, the curriculum becomes a guide in the implementation of education. It is said so, because the curriculum is the basis for implementing the learning process in schools. Of course, there is no learning process without a curriculum. Where is the direction of education in Indonesia if there is no curriculum. According to (Wahyuni et al, 2015), the curriculum is a tool used to achieve educational goals so that it can be said that the curriculum is a reference for the process of implementing education in Indonesia. In line with this, the curriculum certainly cannot be underestimated,

which is only in the form of documents, but rather as a tool and reference for educational implementers to carry out the best educational process in order to achieve national education goals. How is it possible that education can be carried out properly, if the implementers of education do not understand the curriculum itself.

According to that (Afista et al, 2020), the curriculum shows the basis or view of the nation's life in education. The purpose of the nation's life in education is determined by the curriculum used. In this view, the curriculum becomes the basis or way of life. The basis or view of life certainly describes the goals of education to be achieved in the future because the true results of education will not be felt instantly, but in the next decades the results will be seen. If the curriculum is used as a strong foundation in the implementation of education, then of course the guidance of educational implementers from the elementary level to the higher education level will be directed in carrying out their education. Whatever our education aspires to will be achieved in the future.

Once the importance of the curriculum in the field of education because it becomes a tool, reference, basis or way of life as described above. Nasution as quoted (Sulaeman, 2022) that the curriculum is constantly updated but of course the improvement of the curriculum is influenced by various factors, one of which is to offset the rapid progress of science and technology which is so massive in the field of education. Like it or not, like it or not, the curriculum must continue to be perfected. Both from the level of elementary education to higher education. Related to this, it is only natural that with the existence of a new government, sometimes there will also be improvements to the curriculum because it adapts to current demands where the integration of technology into education is felt especially since the world was hit by the Covid-19 pandemic. According to (Hanafiah, 2022) that education must continue to familiarize itself with the demands of today's technology so that it is not left behind. Among our people, it is often heard "change the minister to change the curriculum" because maybe they think that every change of government will change the curriculum as if it were a tradition that is continuously being preserved. However, if examined further, changes or improvements to the curriculum are the government's way of adapting education to the demands of the times in the 21st century, where science and technology are developing very quickly without being able to control it. Therefore, there is no other option to compensate for this, namely by perfecting the tool that will continue to be used, namely the curriculum.

Furthermore, by looking at the factors above, curriculum changes are also based on other factors. According to (Marisa, 2021) that curriculum changes from the time of independence until 2013 were based on world changes that were so fast in various fields, including education. So it is clear that curriculum changes are really needed and are a necessity depending on global developments in the world. Of course, curriculum changes are not due to ministers changing curriculum, it just seems like that even though it's not like that, in reality it's just an opinion that is developing in society.

Currently, the 2013 Curriculum will be changed again or refined with a new curriculum, namely the Independent Curriculum. The Merdeka Curriculum is an idea in the transformation of Indonesian education to produce superior future generations. This is in line with what was stated by (Saleh, 2020) that Merdeka Learning is a program to explore the potential of educators and students in innovating to improve the quality of learning in the classroom. The Independent Curriculum is implemented in several Mobilization Schools from the results of the previous selection. Then for now, the Merdeka Curriculum is developed to be implemented in all schools according to the readiness and conditions of each school.

The Merdeka Curriculum was born and initiated by the new government with the current Minister of Education and Research and Technology. Of course, public opinion will once again emerge with the idea that changing ministers will change curricula. However, that is not the real essence of the change in the 2013 Curriculum to the Independent Curriculum. The Merdeka Curriculum is here to perfect the implementation of the 2013 Curriculum. This is supported by the results of research (Wahyuni, et al, 2019) that teachers experience difficulties in implementing the 2013 Curriculum in terms of preparing lesson plans, implementing scientific learning, and learning assessment. Then the results of the study from (Maladerita, et al, 2021) explained that the application of the 2013 Curriculum was too complicated in terms of application. Furthermore, this is confirmed by research from (Krissandi and Rusmawan, 2019) that the implementation of the 2013 Curriculum is constrained by the government, school agencies, teachers, and parents of students, as well as the students themselves. Because of this, the government made a breakthrough with the Independent Curriculum. As a result of research from (Nyoman, et al, 2020) that teachers' understanding of the implementation of the Independent Curriculum is still in the sufficient category, and development is needed.

Based on the background stated above, this research was conducted to provide a real picture of the

conditions for implementing the 2013 Curriculum and the Merdeka Curriculum in Cianjur Regency Elementary Schools, especially at SD Negeri Jenab 1 so that the Merdeka Curriculum exists to perfect the 2013 Curriculum. These are (1) knowing the differences between the 2013 Curriculum and the Merdeka Curriculum, (2) comparing the results of field studies on the 2013 Curriculum and the Merdeka Curriculum in Elementary Schools in Cianjur Regency, and (3) analyzing the difficulties faced by school principals and teachers in elementary schools. Motivator in implementing the Independent Curriculum in Elementary Schools of Cianjur Regency.

Methodology

This study attempts to analyze and describe the effect of changing the educational curriculum on students at SD Negeri Ibu Jenab 1 Cianjur. The writer uses a qualitative approach to analyze the study of the effect of changing the education curriculum on students at SD Negeri Ibu Jenab 1 Cianjur.

The method used in this study uses a descriptive method or approach, according to Zed in (Rahayu, 2020) that qualitative descriptive research can be interpreted as a series of activities related to socially analyzing events, phenomena or conditions.

This type of research is qualitative research. According to Ibnu in (Arifudin, 2018) qualitative research is a study in which the data is expressed in verbal form and analyzed without using statistical techniques. Based on some of the definitions of qualitative research above, it can be concluded that qualitative research is a study in which the data is expressed in verbal form, does not use numbers and its analysis does not use statistical techniques.

1. Research Object

In this study the research object consisted of 2 (two), namely formal objects and material objects (Arifudin, 2019). The formal object in this study is in the form of data, namely data related to a critical review of the study of the effect of changing the education curriculum on students at SD Negeri Ibu Jenab 1 Cianjur.

2. Data Collection Techniques

Data collection was carried out using documentation, observation and interview techniques. The data collection technique according to (Bahri, 2021) suggests that it is the most strategic step in research because the main objective of research is to obtain data. There are several ways or techniques in collecting data, including observation, documentation and interviews. Sources of data used in this study

include primary and secondary data. According to (Hanafiah, 2021) that primary data is data collected directly from the individuals being investigated or first-hand data. While secondary data is data in the libraries. The primary data in this study are books related to critical reviews of studies on the effect of changing the education curriculum on students, and secondary data obtained from both national and international journals.

3. Data Collection Tools

In this study, the authors will use observation, documentation and interviews as tools for data collection because this research is library research. In other words, according to (Apiyani, 2022) this technique is used to collect data from primary and secondary sources.

4. Data Analysis Techniques

Data analysis is not only carried out after the data is collected, but since the data collection stage the analysis process has been carried out. According to (Supriani, 2022) that the use of a "qualitative" analysis strategy is meant that the analysis starts from data and leads to general conclusions. Based on this data analysis strategy, in order to form general conclusions the analysis can be carried out using an "inductive" framework.

5. Research Procedures

The data in this study were recorded, selected and then classified according to the existing categories. The approach used is an analytical descriptive approach. According to (Nasser, 2021) that descriptive analysis (descriptive of analyzing research), namely the search in the form of facts, the results of one's thought ideas through searching, analyzing, making interpretations and generalizing the results of the research conducted. This research procedure according to (VF Musyadad, 2022) is to produce descriptive data in the form of written data after conducting a content analysis of text. After the writer collects materials related to the problems to be discussed in this study, then the writer analyzes and interprets to draw conclusions.

Findings and Discussions

Implementation of the 2013 Curriculum at SD Negeri Jenab 1 Cianjur Regency

a. Compilation of Documents and Implementation of the 2013

Curriculum Currently, the 2013 Curriculum documents are usually prepared with the assistance of the School Superintendent. This is done when the school will only carry out Accreditation. Then, the 2013 Curriculum was implemented in various classes, but there were many obstacles and challenges in its implementation, so that the implementation in the field

did not run smoothly. This is supported by Budiwati's opinion in (Tanjung, 2020) that the challenge of implementing the 2013 Curriculum is caused by educators not being ready to implement this curriculum.

b. Implementation of the 2013 Curriculum in Classes

In general, the 2013 Curriculum has been implemented in all classes. However, there are schools that have just implemented the 2013 Curriculum, in grades 1 and 4, as well as grades 2 and 5. Meanwhile, grades 3 and 6 have only been implemented this year. In addition, the uneven guidance in the implementation of the 2013 Curriculum has resulted in teachers not having mastered the essence and process of implementing the 2013 Curriculum in their classes/schools, especially for grades 3 and 6. Because the imposition or coaching stops before all classes understand the implementation of the 2013 Curriculum. According to Rouf (2015) that the application of the 2013 Curriculum for stage 1 in elementary school starts from grades 1 and 4, stage 2, namely grades 2 and 5, then stage 3, namely grades 3 and 6.

c. Facilities for 2013 Curriculum Resource Books/Teaching

Materials Source books such as theme books for teachers and students are inadequate. The source books arrived late, when they arrived they were not the latest revisions but old revisions, especially for grade 3 and 6 theme books. In addition, schools in villages or schools that received minimal BOS funds were only able to order a few books, as a result books could not be borrowed or used by students at home. In addition, the teaching materials/materials in the source book are not in-depth, only briefly discussing the material. This prompted the teacher to turn to the books in the previous curriculum (KTSP) as an effort to deepen and broaden the material. Facilities such as facilities and infrastructure, as well as supporting learning resources need to be prepared so that the 2013 Curriculum can be implemented (Krissandi and Rusmawan, 2013).

d. Challenges of Implementing the 2013 Curriculum

Because the promotion and guidance regarding the 2013 Curriculum is not optimal or even ineffective, many teachers fail to understand or do not understand how they carry out learning with this curriculum. Finally, many teachers carry out Teaching and Learning Activities (KBM) with their students, without seeing or reflecting the mandate and philosophical foundation of the 2013 Curriculum. Teachers carry out learning according to their own will, some even apply it like the KTSP Curriculum, namely partially. Because the 2013 Curriculum is integrative, teachers find it very difficult to apply it in their respective classes. According to (Budiwati, et al, 2013) argues that the

challenge of implementing the 2013 Curriculum is caused by educators who are not ready to implement this curriculum. In addition, educators have not received sufficient training to implement this curriculum in their classes.

e. Impact of Implementing the 2013 Curriculum for Teachers and Students

Implementation of the 2013 Curriculum has an impact on teachers, namely teachers are required to be creative and innovative in carrying out learning activities. However, for high graders there will be confusion because the material being taught needs to be expanded and deepened again. So teachers have to look to other learning resources, such as internet searches. Even reuse old curriculum books (KTSP).

The impact on students with the implementation of the 2013 Curriculum is that students are more active and enjoy learning, because they are often given assignments or projects outside of class. In addition, a variety of media to support learning can attract students' interest, even if the teacher feels overwhelmed, especially for the early grades, namely grades 1-3. Meanwhile, for high grade students the application of the 2013 Curriculum has created confusion, because students have to look for other sources, students are not used to being independent and still depend on material already in the book. Students prefer to learn using KTSP books rather than theme books. In addition, the many learning activities in the high class make students bored and lazy in learning.

The positive impact of the 2013 Curriculum is that students have critical thinking in every lesson and teachers are also required to be creative. Meanwhile, the negative impact is that there is a decrease caused by changing the curriculum (Wiyogo, 2020).

f. Administration of 2013 Curriculum Learning

Most of the teachers do not understand how the 2013 Curriculum is implemented. The preparation of lesson plans is still in the form of downloads but has been slightly revised. There are even a number of schools that order or buy directly from sellers/services to make lesson plans. In the application of learning, there are still many who use classical so that the scientific approach has not been implemented or seen. In addition, complex assessments overwhelm teachers and are unable to express them, or even understand them. With the many formats of the 2013 Curriculum administration, teachers are overwhelmed, so they only rely on remaining staff in carrying out teaching and learning activities in class. Educators find it difficult to make lesson plans, especially in terms of assessments which are considered complicated (Hamonangan and Sudarma, 2017).

g. Differences in the 2013 Curriculum

The terms Competency in the 2013 Curriculum become KI (Core Competence) and KD (Basic Competence). Thus, the assessment is more thorough because all competencies are measured, starting from social attitudes, spiritual, skills and cognitive competencies. The material presented in K-13 which is seen in the student and teacher theme books is very little so teachers and students have to deepen the material from various sources.

Assessment in K-13 makes it difficult for teachers, because there are lots of assessment rubrics that have to be made and assessment sheets that have to be filled out. Meanwhile, the facilities and resources for this matter are still limited. However, the 2013 curriculum is unique because it constructs two dimensions, namely character education and student competence (Sulaeman, 2013).

h. Practicality of Implementing the 2013 Curriculum

Most of the teachers stated that the 2013 Curriculum was more difficult than applying other curricula. This is due to the lack of training and guidance regarding the 2013 Curriculum. Not all teachers have been impacted yet, but this curriculum must have been implemented in all classes. In addition, the 2013 Curriculum does not look at the condition of schools in villages or cities with their respective implementation readiness, especially with regard to the readiness of human resources, learning facilities, and sources of teaching materials. The most important thing is the teacher's understanding in implementing the 2013 Curriculum. Even though there are many difficulties in its application, the 2013 Curriculum has practicality because the material is presented in an integrated thematic manner. The advantage of integrated thematic is the integration of various competencies in subjects in one theme (Rhosalia, 2017).

i. Control System for the Implementation of the 2013 Curriculum in Schools

Supervision in the implementation of the 2013 Curriculum in each school is lacking. Supervisors and school principals have not provided guidance to teachers to increase understanding of the implementation of the 2013 Curriculum. Supervisors are more impressed with carrying out inspections and blaming teachers, not conducting teacher competence development. Supervision in the implementation of the 2013 Curriculum is carried out by the School Supervisor and the Principal. Supervision activities are carried out to measure the effectiveness of the implementation of learning carried out by educators with students (Ardiawan, 2020).

j. Ideal Conditions for Implementation of the 2013 Curriculum

Implementation of the 2013 Curriculum will be adjusted in the future according to the readiness of each school. Before this curriculum is implemented in all schools/classes, its readiness must also be identified. Policy makers must pay attention to how prepared each school is. Because not all schools are in the same condition, between schools in villages or cities, and public and private schools. Then, according to (Fardiansyah, 2022) that policy makers must also try to facilitate, especially related to learning facilities and infrastructure, teaching materials, and learning implementation funds.

Furthermore, there is a need for comprehensive training for all teachers, which can be carried out on a timely basis. Because not all teachers who have been trained are able to carry out the impact properly. So at the beginning, the education office should have given assignments to teachers who were able to do the overall impact later. Educators have high hopes that implementing the 2013 Curriculum can improve the quality of education (Astiningtyas, 2018).

Implementation of the Independent Curriculum at SD Negeri Ibu Jenab 1 Cianjur Regency

a. Compilation of Documents and Implementation of the Independent Curriculum

After being elected as the Mobilizing School in 2021, the school has implemented the Mobilizing School Operational Curriculum, namely the new paradigm curriculum or the driving school curriculum, the prototype curriculum, and now the term has changed again to the Independent Curriculum.

In July, the school had prepared an operational education unit or the Independent Curriculum. However, because we are new in compiling the curriculum. The preparation step is to compile with all teachers guided by companions as well as study groups from fellow Driving Schools. Finally, when it has been compiled, it has been implemented, although it is still limping and not optimal, but it can be implemented because over time, the teacher's understanding continues to increase.

The Principal feels that there is increasingly good progress in its implementation, even though it is not 100% as we hope. Of its achievements, it is estimated that only 55% has been achieved, and for the second year it reaches 70%, while for the third year it can reach 100%.

In the beginning, there was an Mobilization School training before the preparation of the Merdeka Curriculum at school, while the method of preparation was: (1) Guidance was given; (2) Guidance by Expert Trainers; (3) Discussions with fellow schools which are part of the Driving School; (4) Given examples by Expert Trainers; (5) Making their own according to school conditions; and (6) All of these stages will be

completed in October 2021 although they still require improvement. In compiling the Independent Curriculum document, we are guided by the center such as the formulation of learning outcomes, curriculum maps, assessments, and so on (Supriyadi, 2021).

b. Implementation of the Independent Curriculum in

School Classes Mobilizers are contracted for 3 years to implement the Independent Curriculum. As for the first year, namely grades 1 and 4, the second year, namely grades 2 and 5, and the third year, namely grades 3 and 6. If allowed, then in 2022, schools want to implement the Independent Curriculum for all grade levels.

According to the school principal, the government is making offers in the use of the 2022 Merdeka Curriculum to schools throughout Indonesia, namely: (1) the 2013 Curriculum as a whole; (2) Emergency Curriculum; 3) simplified 2013 curriculum; and 4) Independent Curriculum with several options, such as Independent Learning, Independent Change, and Independent Sharing.

The Principal sees that if all schools understand the essence of the Independent Curriculum, then I'm sure all schools will want to implement the Independent Curriculum. Why is that? The Independent Curriculum in its implementation is very easy and is not limited by rigid rules. This is very different from the 2013 Curriculum.

The good side of implementing the Independent Curriculum is that teachers can be creative and innovative in learning, besides that there are class projects that must be done by students so that students are challenged to learn. The application of the Independent Curriculum in grades 4 and grade 1, in implementing the Independent Curriculum, there have been experiences of ups and downs, frankly there have been many sorrows because of this pandemic situation. If the pandemic is over it can be resolved. Ideally the implementation of the Independent Curriculum is by way of face-to-face learning. Now in a pandemic situation, how can children be active and happy at school? But because the Independent Curriculum must be implemented, schools are forced to make the most of it in a pandemic situation. The Merdeka curriculum is very good because with the implementation of this curriculum, students are happy and don't even want to leave school. But the problem is that learning is still online.

Learning materials for children are given freely, free to be conveyed from a to random depending on what we have to master and be mastered by students. For example, in mathematics, the results of the diagnostic analysis do not yet understand the concept of division, so the teacher can teach other material

first, for example about angles. The term lesson plan is now replaced with the Teaching Module. The teaching modules used can be in accordance with those from the government or create their own or modify those issued by the government. Meanwhile, schools utilize teaching modules that have been issued by the government. Learning Outcomes, Goals, Flow of Learning Objectives we input into the teaching module. One teaching module can be used in one semester and it is enough to make it once. The concept of the Merdeka Curriculum was initially implemented in grades 1 and 4 in the first year, with assessments implemented when students were in grade IV (Marisa, 2021).

c. Facilities for Independent Curriculum Sourcebooks/Teaching Materials

Learning resources are provided from the government, the teaching modules have been provided with links connected to Google or YouTube so the material is more complete, all that's left for the teacher to use is infocus to teach it. Learning resources in the Merdeka Curriculum are prepared by teachers through library reading books and internet searches (Afista et al, 2020).

d. The Challenges of Implementing the Independent Curriculum

The obstacles that teachers experienced when implementing the Independent Curriculum, namely: (1) The pandemic period did not provide optimal learning; (2) Learning facilities are still lacking, for example 50% of students have devices for online learning; and (3) Package books (learning resources) for those who are not complete, only guidebooks for teachers who are complete. In addition, the challenge in implementing the Independent Curriculum is to train students' soft skills through various school and learning activities (Indarta et al., 2022).

e. The Impact of the Implementation of the Independent Curriculum for Teachers and Students

The impacts felt by teachers in implementing the Independent Curriculum, namely: (1) Teachers are required to be creative and innovative in learning methods, media and techniques; and (2) the mindset of teachers changes in carrying out learning. As for students, namely: (1) Students learn in a fun way; (2) Students are more enthusiastic when face to face; and (3) There is a Project to Strengthen Pancasila Student Profiles. Examples of Waste Management Projects; The project is immediately applied in everyday life. Students are accustomed as effectively as possible to utilize waste, and this is suitable for character education. The impact felt by the existence of Freedom to Learn in this curriculum is to bring joy to students in the midst of the current pandemic situation (Indarta et al., 2022).

f. Administration of Independent Curriculum Learning

It that in the future all teachers will be able to understand the Independent Curriculum. So far, grades 1 and 4 are the ones who understand more, because each discussion workshop is involved so that all teachers understand about the Independent Curriculum. So, when teachers in grades 2, 3, 5, 6 are asked if they can provide an explanation of the Merdeka Curriculum. So, indirect imposition can be carried out before the implementation of the Independent Curriculum in the class. Then in project activities students are involved, trying to help each other because the project usually crosses material in various subjects.

In the Independent Curriculum assessment, there is no assessment format yet, we only got information from trainings, and now it's just a project assessment format. Assessment of the Independent Curriculum includes: (1) Assessment for learning, namely diagnostic assessment, formative assessment, and summative assessment; 2) For now the assessment refers to the learning process, namely formative assessment; 3) The form of the assessment is the same as the 2013 curriculum with a scale of 1 to 100 filling in a rubric regarding the assessment of attitudes A, B, C, D or scores of 1, 2, 3, 4 with different levels of indicators. Examples of project module assessment: not yet developed, have started to develop, have developed, and have mastered.

Some of the assessments for subjects were trimmed, for example two subjects combined between Science and Social Studies to become Science and Social Sciences or SBdP only focused on one skill to be developed at school, for example fine arts, painting or dance. Mulok must only speak Sundanese and mulok choose English.

The development is that before conducting an assessment, of course what must be developed first are the following: (1) Examples of Learning Outcomes/considered KKM; (2) The flow of learning objectives: a) Dimensions; b) Indicators; c) Learning Objectives; and d) Teaching modules.

An example of assessment for grade 1 is checking the teaching modules, what is being developed and then conducting an assessment. For example, students in grade 1 are in phase A, students learn a material. To find out whether students have reached phase A or B, an assessment is carried out using a rubric, whether they are achieved or not can be seen. If the student in the attitude assessment has achieved a score of 3, it means that the student has developed, meaning that the material has been achieved. If it has not been achieved, then in class 2 will complete phase A with the help of the class 1

teacher who is in phase A collaborating with each other.

The form of the Merdeka Curriculum report card is like the 2013 Curriculum, but simpler. Students are considered successful if they have achieved several learning indicators in several dimensions. Where the various indicators are the result of the development of learning outcomes. Learning Outcomes are then lowered into the Learning Objectives Flow (ATP) then further downgraded into several dimensions, and finally from several dimensions downgraded into various indicators. Some of these indicators may not all be achieved at one time, they may be achieved in the next phase. If students learn continuously. The learning tools in the Merdeka Curriculum are different because they are simpler and are made up of one page (Ruhaliah et al., 2020).

g. Differences in the Independent Curriculum

The characteristics of the Independent Curriculum, namely 1) Study hours per year are 144 hours; 2) There are Learning Outcomes; 3) There is a Flow of Learning Objectives; 4) Teaching Modules; 5) The teacher designs learning per week with 20% of intracurricular projects, for example, 4 hours of Civics per week, then 3 hours of intracurricular and 1 hour of co-curricular; 6) Can block system. Example: Subjects have 144 hours per year. Then the clock settings are returned to the teacher to be creative. This semester there may be Civics, the next semester there will not be no problem, the important thing is to achieve the total number of study hours per year; 7) Science and Social Studies subjects are combined into IPAS; 8) Project-based but not intra-curricular; 9) SBdP Subjects can only be taught in one field, for example fine arts, dance, or sound arts; 10) Learning must be differentiated; 11) Each class is divided into several phases, Class 1 Phase A, Class 2 Phase A, Class 3 Phase B, Class 4 Phase B, Class 5 Phase C, and Class 6 Phase C. If students are unable to achieve learning outcomes in grade 1, then students can complete the learning achievements in the next phase. The Merdeka Curriculum holistically measures the competence of students (Nurchahyo, 2020).

h. The Practicality of Implementing the Independent Curriculum

The implementation of the Independent Curriculum has its advantages and disadvantages. We as teachers certainly have to pay attention to the nature and nature of the times in children. Because of this, the government must have thought about replacing the 2013 Curriculum with the Independent Curriculum because it adapts to the challenges of the times. If the teacher already understands the essence of the Merdeka Curriculum, it is easier to use because the Merdeka Curriculum is a modification of the 2013

Curriculum with various improvements so as to minimize various deficiencies in the 2013 Curriculum. Freedom to Learn to achieve the Pancasila Student Profile. The Independent Curriculum gives education units the flexibility to determine the curriculum according to the conditions of their respective schools (Sapitri, 2022).

i. Control System for the Implementation of the Independent Curriculum

Things that are done in the guidance of the Independent Curriculum, namely: 1) Every month workshops for Principals and Superintendents are coached by Expert Trainers in the district by discussing what programs will be implemented, sharing good practices between Principals, planning actions real, and various discussion activities; 2) Strengthening the teachers of the learning committee, including school principals, grade 1 teachers, grade 4 teachers, and subject teachers; 3) Assistance by Expert Trainers online; 4) Carry out Principal coaching activities every month; 5) Fill out a survey to find out the various obstacles faced in implementing the Independent Curriculum. The survey was conducted by the Ministry of Education and Culture and Research and Technology. Supervisors carry out supervision and assistance activities in the implementation of the current Independent Curriculum (Syafi'i, 2021).

j. Ideal Conditions for Implementing the Independent Curriculum

The school expects that for 3 years the Mobilizing School contract will be able to implement the Independent Curriculum 100% without any obstacles. Teachers can be more creative and innovate in learning by implementing the Merdeka Curriculum which is meaningful and fun. In other words, teachers are happy, students are happy, effective learning is fun. Students are able to achieve the Pancasila Student Profile through habituation and mentoring. The school is free from bullying. Facilities are further improved from the government that supports the learning process for students. The quality of education, the quality of educators, and the quality of students can improve for the better every year. In addition, there is good progress according to the Pancasila Student Profile. The hope of having an Independent Curriculum is to give birth to Indonesians who are superior, have character, and are competitive (Suryaman, 2020).

Based on the description of the results and discussion above, we can see that the general description of the implementation of the 2013 Curriculum in Elementary Schools of Cianjur Regency has not been carried out optimally. There are many deficiencies in terms of the administration of the learning process, such as the preparation of lesson plans, the implementation of scientific learning, and

the evaluation of learning. This is in accordance with the research results of Wahyuni, et al. (2019) that teachers experience difficulties in implementing the 2013 Curriculum in terms of preparing lesson plans, implementing scientific learning, and learning assessment. Then the results of the study from (Maladerita, et al, 2021) explained that the application of the 2013 Curriculum was too complicated in terms of application.

In addition to the two reasons above, the results of this study indicate that the implementation of the 2013 Curriculum is still constrained by education implementers in schools, including teachers, students and parents. In fact, the government as a policy maker feels many obstacles in the process of implementing the 2013 Curriculum. As the results of a study from (Krissandi and Rusmawan, 2019) that the implementation of the 2013 Curriculum is constrained by elements from the government, agencies or schools, teachers, parents, and students themselves.

As for the implementation of the Merdeka Curriculum in several Driving Schools at the Cianjur Regency Elementary School level, in general it provides a better picture, although there are still deficiencies in its implementation, because it is only the first year of the implementation process. Thus, there needs to be some improvement and development. This is in accordance with the results of research from (Nyoman, et al, 2020) that the teacher's understanding of the implementation of the Independent Curriculum is still in the sufficient category, and there needs to be development.

Conclusion

Based on the results of the above research, it can be concluded that the implementation of the 2013 Curriculum in Cianjur District Elementary School, especially SD Negeri Ibu Jenab 1, has not yet been optimally implemented, as reflected in the condition of teachers who have not yet understood the process of preparing RPP, scientific learning, and learning evaluation, as well as teachers- teachers have not received thorough scanning and construction or training. In addition, students also experience confusion in the implementation of teaching and learning activities (KBM), as well as many schools that are not yet adequate in terms of facilities, human resources, and learning resources or learning tools to implement the 2013 Curriculum. Meanwhile, the implementation of the Merdeka Curriculum has been carried out quite well in the first year, but each Mobilizing School has the task of how to develop in organizing and implementing the Merdeka Curriculum so that it can be applied in all its classes, in the current year. Thus, based on the results of the analysis and

comparison of the two curricula above, it can be said that the implementation of the Merdeka Curriculum is more optimal than the 2013 Curriculum even though it has only been implemented for one year. The 2013 Curriculum still leaves various problems until it is perfected with the presence of the Merdeka Curriculum which of course still needs to be developed and improved in order to overcome the current education problems that have not been successfully overcome by the 2013 Curriculum.

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