

Analysis of 2013 curriculum problems so it is changed into a merdeka curriculum

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Abstract: The purpose of this study was to analyze what problems occurred in the 2013 curriculum so that it was changed to the merdeka curriculum. This research is included in the qualitative descriptive research using the method narrative *inquiry*, namely the results of the research which is a detailed description of an event that we make the object of research, without exaggerating the information obtained regarding the analysis of the 2013 curriculum and the difficulties experienced so that it turns to the merdeka curriculum which is currently being discussed and being intensively implemented in schools elementary, starting from class I and class IV. From the results of the analysis, important findings were found, namely that there were 3 aspects of difficulties experienced by teachers in planning learning, carrying out learning and evaluating (learning assessment). So the Merdeka Curriculum was born which is a form of evaluation or refinement of the 2013 Curriculum, and is expected to be able to solve existing problems in the 2013 Curriculum. After going through a trial period of one year it can be said that the Merdeka Curriculum has provided a better picture than the previous Curriculum. Because, the Merdeka Curriculum found fewer problems and was able to solve problems in the 2013 Curriculum.

Keywords: Analysis of Curriculum Problems, 2013 Curriculum, Merdeka Curriculum

PRELIMINARY

Education is very important for everyone. Education causes a person to experience development or change from three aspects, namely aspects of knowledge (cognitive), attitude (affective), and skills (psychomotor) (Febryan et al., 2022; I. M. A. Dharma & N. A. P. Lestari, 2022; Lestari, 2021). Education aims to develop a person's potential, build character, and educate the life of the nation and state. Education is the process of educating someone to be useful for the nation and state. The educational process does not happen overnight, because education is a long-term investment and the success of education can only be felt when educated people can make changes in the future, both for

the development of the nation and state, namely in the fields they are involved in (Dewi & Lestari, 2022; N. A. & M.S.A. Dewi, 2022; Udiyana et al., 2022)

The curriculum is important in the Indonesian education system, the curriculum also has an important role in the success of the educational process and is one of the elements that can make a significant contribution in the process of creating the quality potential of students. The education curriculum in Indonesia also experiences frequent changes (Ayu et al., 2016). This curriculum change is the result of curriculum analysis carried out by policy makers. Curriculum analysis must be carried out with the aim of correcting the deficiencies found in the previous curriculum. There is scope in this curriculum analysis, so that the curriculum analysis runs optimally. When going to carry out curriculum analysis, you need to know what things there are and you must also know the outcomes of curriculum analysis.

Every change in the education curriculum in Indonesia often creates new problems, so that various difficulties will be encountered in the implementation stage (N. A. P. Lestari, 2022). This resulted in the implementation technique being adapted by the teacher to accommodate changes to the curriculum that was usually applied before. Teachers are human resources for the implementation of the 2013 curriculum, therefore the importance of teacher understanding and competence for curriculum implementation, because if the best curriculum is without the support of competent teachers, the educational process will not be achieved. Therefore, in this article the researcher will present the results of an analysis of the difficulties faced by teachers when implementing the 2013 Curriculum in Elementary Schools in terms of planning, implementing and evaluating learning.

Seeing the difficulties experienced by teachers when implementing the 2013 curriculum, the government made a new breakthrough, namely the 2013 curriculum which will be replaced or maximized again to become the Merdeka Curriculum. The Merdeka Curriculum is a concept of transforming education in Indonesia which aims to produce a better educational process. Based on the results of the previous evaluation, the Merdeka Curriculum has been implemented in several schools that were mobilized. The development of the Merdeka Curriculum will be applied to all schools in accordance with the readiness and conditions of each school. Therefore, this study provides factual information about the implementation of the 2013 Curriculum and the Merdeka

Curriculum in Elementary Schools so that the Merdeka Curriculum is presented to complement the deficiencies of the previous curriculum, namely the 2013 Curriculum. This study aims to (1) find out the differences between the 2013 Curriculum and the Merdeka Curriculum, (2) compare the results of field studies on the 2013 Curriculum and the Merdeka Curriculum in Elementary Schools, and (3) analyze the difficulties faced by principals and teachers in the Mobilization Schools when implementing the Merdeka Curriculum in Elementary Schools.

METHOD

This research is a qualitative descriptive research using the method narrative *inquiry*, namely the results of the research which is a detailed description of an event that is made the object of research, without having to exaggerate about the information obtained regarding the analysis of the 2013 curriculum and the difficulties experienced so that it turns to the merdeka curriculum which is currently being discussed and intensively implemented in schools elementary, starting from class I and class IV. This merdeka curriculum has a trial period of 3 years and will undergo gradual changes. The material sources that we use are from several journals and other sources of teaching materials that are still related to the 2013 curriculum and the merdeka curriculum for the Basic Education level. From the data obtained and we have analyzed it before, the researcher will look for information from various sources, themes and patterns that are important and good for use in retrieving research information that is in accordance with the article to be developed, summarized, or descriptions that can be developed using the words own words without reducing the meaning and meaning of the sentence, while the data obtained and considered not so related to the research materials will be re-evaluated and not used as material to be developed in the discussion material.

RESULTS

1. Definition of Curriculum

Curriculum is an important tool to support education (Angga, 2022; Arofah, 2021). There have been many studies that have become the history of proving the curriculum revolution that was once implemented in Indonesia. The curriculum has changed as a result of the evaluation and analysis that has been carried out by the existing authorities.

Understanding curriculum analysis is one way of solving big problems in education into small parts which are then studied by schools driving curriculum analysis, according to the Dictionary. Besar Bahasa Indonesia (KBBI) explains that analysis is an investigation conducted in order to find out the actual situation. After a lot of understanding about analysis, we can conclude that analysis is the process of identifying or studying something that has the goal of being able to solve problems that occur, perfecting the deficiencies of an actual situation and situation, so that effective solutions can be found in solving them (Astri, 2021 ; Fitriani, 2019).

2. Purpose and Function of Curriculum Analysis

We already know that the curriculum in Indonesia has experienced various revolutionary changes towards improving education in Indonesia which are the results of curriculum analysis. Next, we will discuss the objectives and functions of curriculum analysis.

a. Purpose of Curriculum Analysis

- 1) Evaluate the weaknesses that exist in a curriculum and the strengths that exist in the curriculum.
- 2) Assessing and balancing with learning methods that are suitable for use in learning.
- 3) Bringing methods and materials into harmony

b. Curriculum Analysis Function

- 1) Revise and make improvements to the weaknesses of the previous curriculum
- 2) Creating and innovating existing methods to be more effectively used in learning
- 3) Developing productivity and empowering Human Resources in the world of education and improving the younger generation

DISCUSSION

A. Analysis of the Difficulties of Implementing the 2013 Curriculum

Based on the results of research (Fitriani, 2019) held in Elementary Schools, in the difficulties experienced by teachers in Elementary Schools there are 3 aspects of difficulties when carrying out the implementation of the 2013 Curriculum, namely, among other things, it is difficult for teachers to plan lessons, carry out lessons and

evaluate learning. The table below regarding the results of the analysis of the constraints or difficulties of teachers implementing the 2013 curriculum, is as follows:

Table 1. Results of Analysis of Teacher Difficulties in Implementing the 2013 Curriculum

No	Difficulty Aspect	Example of Difficulty
1	Planning the 2013 Curriculum	<ul style="list-style-type: none"> ● Observing the components contained in the RPP ● Get learning media ● Get learning resources ● Determining the type of assessment that fits the 2013 Curriculum
2	Implement the 2013 Curriculum	<ul style="list-style-type: none"> ● Using learning methods and models that vary according to the lesson plans ● Carry out learning activities that have been outlined in the lesson plans ● Understand the right learning resources ● The management of learning outcomes assessment includes 3 aspects in the report card
3	Evaluating the 2013 Curriculum	<ul style="list-style-type: none"> ● The management of learning outcomes assessment includes 3 aspects in the report card

In this discussion, the researcher describes the purpose of the research to identify the location and explain what things the teacher experiences when he has difficulties in elementary school. Based on the results previously obtained, it is known that teachers in certain elementary schools still lack understanding of the 2013 Curriculum (Lestari et al., 2021), this causes teachers to face various difficulties when implementing the 2013 Curriculum. Discussion of the results of the data What has been obtained will be explained in 3 parts, namely; planning, implementation, and assessment of learning outcomes (evaluation). Before carrying out teaching and learning activities in class, the teacher should first design and develop a lesson plan (RPP) based on the teacher's book and syllabus.

During the lesson planning process, teachers must have the ability to understand or explore the components of lesson plans (Maulida, 2022). RPP components are the initial stage when planning an RPP. When implementing a curriculum based on a design structure, it requires some readiness for the teacher. Therefore, no matter how good the

curriculum design and development is, its effectiveness still depends on the teacher. When planning lessons, teachers should have the ability to obtain and prepare learning media and learning resources effectively. Learning media is an auxiliary tool when teaching and learning is useful for delivering the content of a lesson (Mulyadi, 2021).

When the process of implementing the 2013 Curriculum learning will be carried out by the teacher in agreement with the lesson plan that has been prepared. Lesson planning describes a teacher's instructions when carrying out teaching and learning activities. (Pohan, 2021) states that in implementing learning activities the teacher has tried to emphasize a scientific approach to the learning process, as well as thematic learning, according to government regulations it has not been carried out properly, caused by what is still visible, namely the transfer of subjects, as well as the teacher's understanding that still very low regarding learning methods and models that are in accordance with the 2013 Curriculum. So the use of learning models and various methods must be applied by the teacher during the learning process. The learning model is an ideal design that explains the steps systematically when developing learning experiences to achieve certain learning goals and functions as a guide for teachers and teachers when planning teaching and learning activities. Meanwhile, learning methods are actions when expressing an opinion as an effort to foster effective insight and skilled students (Fitriyah, 2022; Nurhasanah, 2021). Teachers can also carry out learning activities that have been outlined in the lesson plan. When implementing learning, teachers are required to use learning resources, the learning resources referred to are as guidelines for obtaining sources of information, in order to achieve educational goals in the 2013 Curriculum. So that in the 2013 Curriculum the subject matter is adjusted to the level of development and abilities of students. If the teacher feels that the material is still not broad enough, the teacher can use other learning resources adapted to the development of students' knowledge.

When evaluating and conducting assessments in the 2013 Curriculum, the meaning of evaluation is an attempt to improve the previous assessment system so that it becomes more optimal. In evaluating the curriculum there is a very important thing, namely the evaluation of the curriculum has benefits for all authorized parties including teachers, parents, education stakeholders and the community. According to (Priantini, 2022; Syakila, 2022) states that in the 2013 curriculum the assessment process has three

aspects including skills aspects, knowledge aspects and attitude aspects. This evaluation also includes attitudes (affective) and skills (psychomotor), not just counting knowledge (cognitive) competencies.

B. Implementation of the Merdeka Curriculum

After experiencing several obstacles or problems in implementing the 2013 curriculum, in the 2022/2023 academic year to be precise in July the Merdeka Curriculum began to be implemented in education units (schools) at all levels, especially at the elementary school level (SD). The Merdeka Curriculum is a form of evaluation or improvement of the previous curriculum or the 2013 curriculum, which is expected to overcome the obstacles and problems faced in the previous curriculum (Sibagariang, 2021). This curriculum is designed and implemented with the aim of overcoming the learning crises faced by students, as well as catching up on learning (*Learning loss*) during the Covid-19 pandemic that had occurred in Indonesia and resulted in an increasingly severe student learning crisis. Knowing the conditions of schools that differ in each region, therefore not all schools can implement the Merdeka Curriculum. Schools that have not been able to implement the Merdeka Curriculum can still use the 2013 Curriculum, then schools that have not been able to implement the 2013 Curriculum can use the Emergency Curriculum. At the elementary school level (SD) will experience or be given a probationary period of 3 (three) years to implement the Merdeka Curriculum. For the implementation of the first year it was tested at the class I and IV levels, then in the second year it was tried out at the class II and V levels, and in the final year, namely the third year, it was tried out at the class III and VI levels.

Each curriculum certainly has advantages and disadvantages, including the Merdeka Curriculum. The advantages of the Merdeka Curriculum are that it is relevant and active which is project-based learning (*Project Based Learning*). This provides an opportunity for students to develop their potential and creativity as a form of developing the character and competence of the Pancasila student profile (Andini, 2016). Then the next advantages are simple and in-depth, simple and deep in question is that the Merdeka Curriculum focuses more on essential material so that students have more time for in-depth learning of basic student competencies such as literacy and numeracy. The learning process in this curriculum is also packaged in a simpler, fun, and certainly meaningful

way. The last advantage is free and flexible, in the sense that teachers can carry out the learning process by adjusting to the developmental abilities of their students in receiving subject matter. Apart from having the advantages of the Merdeka Curriculum, it also certainly has drawbacks, where the drawbacks are firstly that it has insufficient preparation, this curriculum was launched by the Ministry of Education, Culture, Research and Technology in 2021, where this new curriculum is considered to still have no preparation. ripe. Therefore, a more in-depth study and evaluation is needed so that it can be applied more effectively and precisely. Second, the system in this curriculum has not been planned/organized properly, which is marked by/in the procedures section in the implementation of education and teaching which still lacks discussion related to efforts to improve the quality of education in Indonesia. Therefore, the Merdeka Curriculum is considered not to have led to a well-planned education and teaching system. And thirdly, the lack of HR (Human Resources), this curriculum also requires mature Human Resources, such as qualified teaching staff so that the implementation of the curriculum can run smoothly.

The Merdeka Curriculum experienced several obstacles which led to problems in its application, both problems experienced by teachers and their students. One of the obstacles experienced when implementing the Merdeka Curriculum was textbooks or learning resources for the learning process which were incomplete, and only guidebooks for teachers were available. In addition, there are challenges in implementing the Merdeka Curriculum where the challenge is to train students' soft skills through various learning and school activities. Then, from some of the signatures above, problems also arise in implementing this Merdeka Curriculum. The problem lies with the teacher as an educator who still has many shortcomings in its application and requires a deeper understanding, so that during the probationary period in the first year its application is still in the sufficient category. Meanwhile, the problems experienced by students are that they still have difficulty adjusting to the process of education and the lack of support from parents of students. In essence, the problems experienced lie in incomplete facilities, educators, students, and parents of students, this happens because this curriculum has just been implemented and still needs deepening and adjustments to the changes. The government will certainly make various efforts to fulfill the existing deficiencies. From its monitoring system, the government has made very good efforts by strengthening the learning

committee teachers, which consist of school principals, subject teachers, grade 1 teachers, and grade 4 teachers. Then carry out activities coaching (direction/guidance) to the Principal every month, as well as from the Ministry of Education and Culture conducts a survey to find out various obstacles that may occur/face in the implementation/implementation of the Merdeka Curriculum. Supervisors always carry out mentoring and supervision activities in the implementation of the currently ongoing Merdeka Curriculum, to immediately address and provide solutions to problems that may occur or be encountered.

Some problems can be overcome by increasing their creativity and being more innovative in learning so as to create a learning atmosphere that is meaningful and fun and simpler. In other words, the teacher teaches easily and the students happily and easily understand the teacher's intentions and goals so that learning becomes effective and enjoyable. Students can achieve the Pancasila Student Profile through habituation and mentoring. Of course, to guide their students properly and correctly, the teacher must have a deep understanding of the course of the curriculum. To hone and deepen their abilities, teachers can take part in training held by the government. Then for deficiencies in the facilities, the government will definitely fulfill it for the sake of smoothness and of course it can support the course of the learning process for students. The quality of education, the quality of educators, and the quality of students really need to be improved. The hope of having this Merdeka Curriculum is to make Indonesian people with character, superior, and competitive. Apart from that, in the future, it is hoped that all teachers will be able to understand the Merdeka Curriculum and it is hoped that by implementing this curriculum the deficiencies in the previous curriculum can be overcome and also this curriculum is expected to further facilitate the education process carried out in schools. So far, after conducting the independent curriculum experiment, in general it can be said that it has provided a better picture than the previous curriculum.

CONCLUSION

The curriculum has a very important role in an education, the curriculum has undergone many changes as a result of the curriculum analysis carried out, in carrying out curriculum analysis includes several components of the curriculum, namely objectives, materials, methods, and evaluation, this analysis analyzes the goals and

functions of the curriculum, and includes curriculum analysis based on curriculum concepts. Based on the curriculum analysis, it is known that there are 3 aspects of difficulties experienced by teachers, namely difficulties in planning learning, carrying out learning and evaluating (learning assessment). After going through a trial period of one year, it can be said that the Merdeka Curriculum has provided a better picture than the previous curriculum. Because, the Merdeka Curriculum found fewer problems and was able to solve problems in the 2013 Curriculum.

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