The Influence Of The New Curriculum On The Development Of Knowledge Of Primary School Children

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ABSTRACT

The curriculum is the foundation of education since it acts as a road map for pupils to achieve their learning goals. Without an appropriate curriculum, students will not obtain appropriate learning targets. As time progresses, the curriculum also changes. Curriculum changes are adapted to the needs of students in their respective times. Its adaptability is critical for meeting the changing demands of students in the face of rapid technological breakthroughs and a constantly changing social context. This study investigates the advantages of building curriculum methodically in the field of education, particularly in terms of how it interacts with computer systems. The research emphasizes the need for deliberate change and calls for a planned strategy that blends technology's revolutionary potential with educational objectives.

The research was conducted using the quantitative method by taking some questionnaires to the elementary school with the distribution of respondent classes, gender, hobby, extracurricular, favorite subject, dislike the subject, interest curriculum, learning methods, and homework at school.

We found that the curriculum Merdeka is a new approach to developing educational curricula in Indonesia by emphasizing developing student potential with a more inclusive and creative approach.

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1. INTRODUCTION

Curriculum is an important thing in the world of education [1]. Without an appropriate curriculum, students will not obtain appropriate learning targets [2][3]. As time progresses, the curriculum also changes. Curriculum changes are adjusted to the needs of students in their respective eras.

According to the Minister of Education and Culture, Research and Technology, Nadiem Makarim, the Independent Curriculum, previously referred to as the Prototype Curriculum, will provide autonomy and independence for students and schools [4][5][6]. Indonesia is recorded as having implemented several different curricula [7][8][9]. This is related to developments over time starting from the post-independence period to development.

In an education system, the curriculum is dynamic and must always be subject to change and development, so that it can keep up with developments and challenges of the times. However, changes and development must be carried out systematically, and directed, not just changing. The history of the curriculum in Indonesia has gone through a long journey, history records these changes starting in 1947, 1952, 1964, 1975, 1984, 1994, 2004, 2006, 2013 and the most recent is the Merdeka curriculum [10][11]. The problem is, if the various changes in the curriculum field that the government has attempted fail midway, what will happen to the 2013 curriculum?

Thus, in order not to have the same fate, the government must make optimal efforts so that curriculum implementers in the field, especially teachers, can understand the ideas contained in the curriculum properly and correctly. Don't let the curriculum change, but the mindset hasn't changed, it's still the same as before [12][13]. The government must actively involve teachers in studies, trials, and assessments of various curricular aspects. Furthermore, empowering teachers continuously in their professional improvement as curriculum resources. Besides that, it does not position the curriculum as a new reform strategy that is more important than teachers, which makes teachers solely as elements implementing the curriculum. On the other hand, changes are needed at the level of curriculum formulators, the curriculum must be fully formulated by taking into account the philosophical, pedagogical, sociological, social, cultural, technical, and political foundations as the basis of the curriculum, as well as taking into account the real conditions in society and the world of education.

The 2013 Curriculum is a replacement for the 2006 Curriculum (KTSP). The 2013 Curriculum has 3 aspects of assessment, namely the knowledge aspect, skills aspect, and behavioral attitude aspect[14][15]. In the 2013 Curriculum, especially in learning materials, there is material that has been streamlined and material that has been added. The material that has been streamlined can be seen in Indonesian, Social Sciences, PPKn, and several other materials, while the material added is Mathematics [16]. In this curriculum, teachers are expected to encourage students to observe, ask questions, reason, and communicate what students have understood after receiving the learning material. Then the students themselves, are expected to be able to have responsibility for the surrounding environment, interpersonal and interpersonal skills, and critical thinking skills.

The Merdeka Curriculum was launched by the Minister of Education and Technology in February 2022 as one of the Merdeka Belajar programs to improve the quality of learning [17]. The Merdeka Curriculum focuses on essential material and on developing the character of the Pancasila Student Profile [18][19]. The Pancasila Student Profile itself consists of the values of the Merdeka Curriculum, which is a curriculum with diverse extracurricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. Teachers have the freedom to choose various teaching tools so that learning can be adjusted to the learning needs and interests of students. The project to strengthen the achievement of the Pancasila Student Profile was developed based on certain themes determined by the Ministry of Education and Culture. The project is not directed at achieving specific learning achievement targets, so it is not tied to subject content. Schools that implement the Independent Curriculum will go through several stages of implementation, namely the Independent Learning stage, then Independent Change, then finally Independent Sharing. National curriculum changes will only occur in 2024. At that time, the Independent Curriculum has gone through 3 years of improvement iterations in various schools/madrasahs and regions.

2. RESEARCH METHOD

Based on the National Education Standards Agency or abbreviated as BSNP, the independent learning curriculum is a policy established by the Ministry of Education, Culture, Research and Technology (KEMENDIKBURISTEK) given to educational units as an additional step to be used in the context of learning recovery in 2022-2024.

The independent learning curriculum is a learning curriculum that refers to the talent and interest approach. The curriculum launched by the Ministry of Education and Technology, Mr. Nadiem Makarim, is an effort to evaluate the improvement of the 2013 curriculum. The 2013 curriculum was used before the
The influence of the new curriculum on the development of the Pancasila student profile into learning so that students can become a generation that has good personalities, or digital materials. Teachers must also integrate national values and character according to the mandate in the Curricula.

2.1. Curriculum Merdeka

The 2013 curriculum is a national curriculum that was introduced in Indonesia in 2013. This curriculum was designed to produce graduates who have intelligence, skills, and character that are in line with the demands of the times. The 2013 Curriculum replaces the Education Unit Level Curriculum (KTSP) which was previously used.

The 2013 Curriculum aims to develop education that is more holistic and focuses on developing students' potential. In this curriculum, the learning approach used is a scientific approach, which emphasizes the process of critical thinking, creativity, and collaboration. The 2013 curriculum also emphasizes learning that is contextual, relevant to everyday life, and integrates various subjects in certain themes.

This curriculum structure consists of three levels of education, namely basic education (SD/MI), junior secondary education (SMP/MTs), and senior secondary education (SMA/MA/SMK). At each level of education, there are core subjects which include Indonesian, Mathematics, Natural Sciences (Natural Sciences), Social Sciences (PS), and Citizenship Education. Apart from that, there are also elective subjects, both those determined by the school and those that can be chosen by students.

The 2013 curriculum also emphasizes the development of student's character, such as religious values, integrity, honesty, tolerance, and social responsibility. This aspect of character is integrated in various learning activities, both in the classroom and outside the classroom.

Implementation of the 2013 Curriculum faces several challenges, including teacher readiness to implement new learning approaches and strategies, availability of adequate resources, and support from various related parties. However, the 2013 Curriculum also received appreciation because it was considered to provide broader opportunities for students to develop their potential.

Thus, the 2013 Curriculum is a curriculum approach that focuses on developing students' potential through a scientific approach, contextual learning, and character development. This curriculum aims to produce graduates who have good academic abilities and strong character, so they are ready to face the demands of the world of work and life in the future.

2.2. What are the obstacles in implementing the Curriculum Merdeka?

The implementation of Independent Curriculum learning in the classroom is adjusted to the approach used in the curriculum, namely a holistic and contextual approach. Teachers pay attention to individual student needs and facilitate students to be active in the learning process. Teachers open space for dialogue and discussion with students to facilitate their understanding of the material being taught. Apart from that, teachers also provide various kinds of learning resources that can be accessed by students, either in the form of printed or digital materials. Teachers must also integrate national values and character according to the mandate in the Pancasila student profile into learning so that students can become a generation that has good personalities and appreciates cultural diversity in Indonesia. [23] mention that the Pancasila student profile is a policy that supports the achievement of national education goals and the continuation of the character-strengthening...
program. This policy aims to shape student character based on the values of Pancasila and the 1945 Constitution.

a) Have no experience with learning freedom
Teachers' personal experience regarding freedom of learning is still minimal. Shintia Revina, a researcher from the SMERU Research Institute, an institution that operates in the field of socio-economic research in Indonesia, said that many government programs aim to promote a paradigm shift from teacher-centered learning to student-centered learning. Some programs include the Education Quality Assurance Institute (LPMP) and the Teacher Working Group (KKG).

According to the survey, the reason teachers have not been able to adopt learning independence is triggered by the way and experiences teachers learn in college. The lack of references to solving questions using a variety of methods in textbooks is suspected to be the cause. This lack of experience in independent learning is also caused when teachers are still students, as prospective teacher students, or when undergoing training as in-service teachers.

b) Limitation of References
The current textbooks are considered to be of quite low quality. Neither teacher nor student books published by book centers or private publishers provide references that can assist teachers in obtaining references regarding how to facilitate student-centered learning effectively. This limitation in getting references for implementing Merdeka Belajar is what then also becomes the teacher's role in creating appropriate learning activities.

c) Access to Learning
The existence of differences in digital access and unequal internet access is also an obstacle faced by teachers in implementing independent learning. In the discourse on implementing independent learning conveyed by the Minister of Education and Culture, six learning models can be applied. One learning model that can be done is online.

The smooth implementation of online learning is certainly determined by the digital and internet access that teachers and students have. There are quite a few schools that do not have adequate facilities or teachers and students who have limited access experience difficulties. Differences in facilities, infrastructure, and ease of access to technology are obstacles that teachers sometimes face.

d) Time Management
To transform the learning process, teachers may need more time to study so that they can adapt to the demands of expected changes. Some schools determine a fairly dense agenda to involve teachers to actively participate in various activities. Not yet other accompanying duties and responsibilities. Teachers move as much as possible and find creative, innovative ways to learn. Not all teachers can manage their time well, especially with busy schedules or other problems they may face.

e) Adequate Competency (Skills).
The lack of experience in implementing freedom of learning also determines the quality or competence of teachers. Some teachers even have difficulty mastering or applying basic skills for learning needs in the digital era, such as Ms. Word, creating engaging and fun presentations, and more.

To implement independent learning, teachers are required to be creative and innovative by involving various media or learning models that encourage students. This minimal competency is also an obstacle for teachers to be able to carry out independent learning quickly. It is not without reason that change is always accompanied by various problems. The education system which is considered outdated needs to be improved based on the results of evaluations carried out so far. Teachers as the front guard of these changes inevitably have to be ready to take various efforts and have the courage to learn and try. So that they not only adapt but also prepare students as the nation's generation so they can answer future challenges.

This research aims to examine efforts to implement the Independent Curriculum which has been designed by the government in educational units to recover from the learning crisis due to the COVID-19 pandemic. By carrying out this research, we can describe the ideal forms of implementing the Independent Curriculum, so that it is hoped that the Independent Curriculum in the future can optimally be an effort to resolve the learning crisis that has occurred due to the COVID-19 pandemic and the backwardness of education in Indonesia as a whole.

The type of research used in this research is a quantitative method using Google Forms. This data collection method is carried out by giving a set of statements to respondents to respond according to user requests. In this research, the questionnaire that will be used is closed, namely a questionnaire that is made in such a way that respondents are limited in giving answers to alternatives or only one answer.

This data can be used to find out what effect [24] the Curriculum Merdeka has on elementary school children. In this research, the source of data and information comes from a questionnaire Form.
3. RESULTS AND DISCUSSION

In this section, it is explained the results comparing the differences between Curriculum 2013, and Merdeka Curriculum, and the Quantitative method in elementary school.

3.1. Differences between Curriculum 2013 and Merdeka Curriculum

The main aim of changing the 2013 curriculum to an independent curriculum is that the Independent Curriculum aims to strengthen students' character and morals [25][26], while K13 aims to improve the quality of education and students' abilities in various fields. Table 1 elaborates the differences between the Curriculum 2013 and Merdeka Curriculum.

Research evidence that can be used as a reference for why this curriculum needs to be replaced.

a. Reasons for misconceptions

The concept of competence is the unity of a person's attitude, knowledge, and skills in carrying out a certain performance. In Curriculum 13 competence is reduced to 3 different components, namely attitude, knowledge, and skills. As a result, teachers suffer from teaching and students suffer from learning. The assessment process is complicated and energy-consuming due to the differentiation between assessments of attitudes, knowledge, and skills.

b. Demands Too High

This concept aims to provide essential learning that is appropriate to the child's developmental stage, relevant, realistic but challenging. In the 2013 Curriculum, the learning objectives are too high and do not suit children's development: they are irrelevant and unrealistic. As a result, teachers suffer from teaching. Required to complete content so you are stuck teaching in one direction. There is no room for creativity for teachers. Pupils suffer from learning. Demands to learn a lot of content. So you only learn by rote and don't get a complete understanding.

c. Time limits are too rigid

This concept can be seen by educational units and teachers adjusting the duration and speed of learning according to student needs and local context. In fact, in the 2013 Curriculum, the learning duration for each learning objective is locked into weeks. Cannot be adjusted by teachers and educational units. As a result, teachers suffer from teaching. Even though they know the students don't understand, they are forced to continue learning further.

Pupils suffer from learning. Not having mastered basic understanding are forced to learn more complex knowledge. Another option is the simplified 2013 curriculum. Emergency simplified by the government. Mandiri is simplified by the educational unit.

Table 1. Difference between the Curriculum 2013 and Merdeka Curriculum

<table>
<thead>
<tr>
<th>Curriculum 2013</th>
<th>Curriculum Merdeka</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Framework</strong></td>
<td><strong>Basic Framework</strong></td>
</tr>
<tr>
<td>The main basic design of the 2013 Curriculum is the objectives of the National Education System &amp; National Standards</td>
<td>The main basic design of the Merdeka Curriculum is the aim of the National Education System and National Education Standards to develop a Pancasila student profile in students</td>
</tr>
<tr>
<td><strong>Target competition</strong></td>
<td><strong>Target competition</strong></td>
</tr>
<tr>
<td>Basic Competition (KD) in the form of scope and sequence which is grouped into four Core Competencies (KI), namely: Social Attitudes, knowledge and KD skills expressed in the form of points and sequenced to achieve an organized KI</td>
<td>Learning outcomes arranged per phase of learning outcomes are stated in paragraphs that increase knowledge, attitudes and skills to achieve, strengthen and increase student competition.</td>
</tr>
<tr>
<td><strong>Learning</strong></td>
<td><strong>Learning</strong></td>
</tr>
<tr>
<td>The learning approach uses one approach, namely a scientific approach for all learning subjects focused only on intracurricular activities, allocated a maximum learning load of 50% outside of face-to-face hours, but is not required to be in the form of specifically planned activities, so it is generally left to the creativity of the teacher.</td>
<td>Strengthening differentiated learning according to students' achievement stages. Guide between Intracurricular learning (around 70-80% of learning hours) and Pancasila subjects around (20-30% of learning hours)</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td><strong>Evaluation</strong></td>
</tr>
<tr>
<td>Formative and summative assessments by educators function to monitor learning progress, monitor learning outcomes, and detect the need for</td>
<td>Strengthening formative assessments and the use of assessment results to design learning according to student achievement stages Strengthening the</td>
</tr>
</tbody>
</table>

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continuous improvement in student learning outcomes. Strengthen the implementation of authentic assessments in each subject. Assessments are divided into assessments of attitudes, knowledge, and skills. Implementation of authentic assessments, especially in projects to strengthen Pancasila student profiles. There is no separation between assessing attitudes, knowledge and skills.

<table>
<thead>
<tr>
<th>Curriculum Toolkit</th>
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<tbody>
<tr>
<td>Curriculum implementation guidelines, Assessment Guides, and Learning Guides for each level</td>
</tr>
<tr>
<td>Learning and Assessment Guide, school operational curriculum development guide, project development guide for strengthening Pancasila student profiles, inclusive education implementation guide, Individual Learning Program preparation guide, guidance and counseling service module</td>
</tr>
</tbody>
</table>

### 3.2. Quantitative Method Elementary School

#### 3.2.1. Respondent in Each class

From the results of the diagram above, the questionnaire Forms were divided into each class from the elementary school:

- Class 1: 27 people
- Class 2: 21 people
- Class 3: 26 people
- Class 4 Abu: 11 people
- Class 4 Umar: 25 people
- Class 5: 25 people
- Class 6: 10 people

#### 3.2.2. Gender

From the results of the proportion above, the distribution of gender is:

- Laki-Laki: 55.2%
- Perempuan: 44.8%
From the results of the diagram above, the gender was divided into boys with 80 people, and girls with 65 people.

### 3.2.3. Hobby

We saw from Figure 3 that the most popular hobby is playing football, and the least popular is flying kites.

![Figure 3. Hobby](image)

### 3.2.4. Extra curriculum

From the results of the diagram above, each student’s interest in the extra curriculum Marawis with 15 students, English Club with 57 students, Futsal with 29 students, Archery with 29 students, Arabic Club with 12 students, and Silat with 4 students.

![Figure 4. Extracurriculum](image)

### 3.2.5. Interest Curriculum

From the diagram above, the majority preferred the Curricula Merdeka with 58.6%, and the traditional Curricula with 41.4%.

![Figure 5. Interest Curriculum](image)
The pie chart above shows that in red 58.6% interest in Curriculum 2013 and 41.4% interest in Curriculum Merdeka in blue chart from Figure 5.

3.2.6. Difficulties in implementing the Curriculum Merdeka

The pie chart in Figure 6 shows that in blue they have difficulties about 56.6% and in red they didn’t have difficulties about 43.4% with the curriculum.

3.2.7. Favourite Subjects

From the results in Figure 7, each student has their favourite subjects Math with 41 students, PKN/Pendidikan Pancasila with 9 students, IPA/IPAS with 19 students, Bahasa Indonesia with 7 students, Bahasa Inggris with 38 students, Bahasa Sunda with 4 students, PJOK with 17 students and SDBP with 10 students.

3.2.8. Dislike Subjects

From the results in Figure 8, each student dislike subjects Math 60 students, PKN/Pendidikan Pancasila with 9 students, IPA/IPAS with 3 students, Bahasa Indonesia with 1 student, Bahasa Inggris with 11 students, and Bahasa Sunda with 61 students.
3.2.9. Learning methods with material or practice
In our questionnaire, we found learning methods with material or practice in Figure 9. Learning methods like material are better than practice. The material methods with 75 persons (51.7%) and practice methods with 70 persons (48.3%).

3.2.10. Given Homework
In our questionnaire, we found they loved being given homework rather than not being given homework in Figure 10. The given homework by 78 persons (53.8%) and not given homework with 67 persons (46.2%).
4. CONCLUSION

The Merdeka Curriculum is an educational curriculum development program designed to improve the quality of education in Indonesia through a more contextual, inclusive, and student-centered approach. This program offers a new approach to developing educational curriculum in Indonesia by emphasizing developing student potential with a more inclusive and creative approach. Apart from that, this program also places student needs at the center of curriculum development, responding to the challenges of the times, emphasizing student participation in the teaching and learning process, and competency-based learning. In this way, it is hoped that the Merdeka Curriculum can create a learning environment that is more interesting, useful, and in line with students’ needs.

REFERENCES


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