



Comparison of Learning Outcomes Between the Merdeka Curriculum and the 2013 Curriculum in Pancasila and Citizenship Education Subjects at the Junior High School Level

Faula Yuniarta Seli; Rusnaini; Hassan Suryono

Faculty of Teacher Training and Education, Sebelas Maret University, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v10i12.5172>

Abstract

This study aims to determine the learning outcomes of Civics subjects from different curricula, namely the independent curriculum and the 2013 curriculum, which can provide a clearer picture of the effectiveness of each curriculum in teaching Civics to students. The research method uses a quantitative approach with an ex post facto design. The research population was all students in SMP Negeri 9 Surakarta and SMP Negeri 9 Surakarta class VIII totaling 64 students. Sampling was done by simple random sampling technique. The data collection technique used in this study was primary data collection in the form of final semester exam results (UAS) in the even semester of the 2022/2023 school year. The data analysis technique uses inferential analysis techniques, namely the t test, the t test used is the independent sample t-test. The results showed that the independent curriculum at SMP Negeri 9 Surakarta had higher learning outcomes, namely 86.32 compared to the 2013 curriculum learning outcomes at SMP Negeri 23 Surakarta, namely 78.32.

Keywords: *Learning Outcomes; Merdeka Curriculum; 2013 Curriculum; Pancasila; Education*

1. Background of the Problem

One form of innovation and development in designing learning carried out by the Indonesian government is through curriculum changes. The curriculum is a set of plans and arrangements issued by the ministry that aims to regulate the content, objectives, and teaching methods in the education system and provide guidelines for teachers in carrying out learning in schools (Westbury et al., 2016). Furthermore, according to (Garcia-Huidobro, 2018) the curriculum can be understood as a "social agreement" about the learning materials that must be delivered at school, as well as a framework designed to ensure the learning process occurs. Meanwhile, the view of (Deng, 2021) curriculum is a practical discipline centered on concern with the practice of planning, developing, enforcing the curriculum for the advancement of education. According to (Alhamuddin et al., 2020) curriculum is the spirit of education, so developing a curriculum is an obligation for educational institutions. Ritonga in (Abidin et al., 2023) curriculum development basically begins with curriculum preparation, implementation, evaluation, and improvement activities that aim to achieve a curriculum form that is considered ideal.

Curriculum changes are not new in the education system in Indonesia, the curriculum has changed several times starting from the 1947 curriculum, 1964, 1968, 1973, 1975, 1984, 1994, 1997, 2004, KTSP, K-13 and the latest independent curriculum (Dewi, 2021). These changes continue to be made to meet the needs of students in accordance with global developments and also to prepare students to face all the challenges in the future (Purnomo, 2023). Curriculum changes are made in response to various factors, including dissatisfaction with learning outcomes, high dropout rates, stress levels experienced by teachers and students, and the lack of skills needed to meet the demands of the labor market (Gouédard et al., 2020). Such as the issuance of an independent curriculum to overcome the learning crisis that caused student learning outcomes to decline in the 2013 curriculum that occurred during the Covid-19 pandemic (Khoirurrijal et al. 2022).

Research that has been conducted by (Bonal & González, 2020)) shows that the covid 19 pandemic has a significant effect on education, namely decreasing students' knowledge and skills academically (learning loss). Then the research (Engzell et al., 2021) showed that covid-19 has an impact on education which causes educational disparities (learning gap). This research has encouraged the Indonesian government to make policies to overcome the potential for learning loss and learning gaps during the pandemic (Engzell et al., 2021). Following up on this, the Ministry of Education, Culture Research and Technology Number 56 of 2022 issued guidelines for implementing the independent curriculum in the context of learning recovery as an improvement to the previous curriculum (Kemendikbud, 2022). Independent Learning Curriculum according to (Yulianto, 2022) is a curriculum with diverse intracurricular learning and Pancasila student profile strengthening projects, the content of which will be more optimal so that students have sufficient time to explore concepts and strengthen competencies. Thus, the independent curriculum is a step change in the education system.

The independent curriculum was not immediately implemented in all schools in Indonesia, so the 2013 curriculum is still being used in some schools. Thus, the Indonesian education system uses two curriculum models. This is due to the transition process that requires time to move fully to the new curriculum, as well as considerations regarding the readiness and resources required in the implementation of the updated curriculum (Rahayu et al., 2022).

These two curriculum models need more in-depth research because there is still not much research / research that measures the effectiveness of the independent curriculum because the independent curriculum is still relatively new in Indonesia. Therefore, researchers conducted this research with the aim of comparing the effectiveness of the two curricula, namely the independent curriculum and the 2013 curriculum, which makes it possible to identify the advantages and disadvantages of each curriculum model, which can then contribute to the development of a better Civics curriculum that meets the needs of Indonesian education.

The urgency of this research is to provide a better understanding of the differences in the effectiveness of Merdeka Curriculum and 2013 Curriculum in achieving Civics learning objectives. The results of this study will provide valuable insights for curriculum developers and education policy makers in informing their decisions regarding future curriculum development. So that the implication for this research is an increase in the quality of student learning. Where the results of this study will provide important input to improve the quality of Civics learning under both curricula.

From this background, it is realized that the curriculum is one of the important factors in determining student learning outcomes. Therefore, to be able to see the comparison related to the independent curriculum and the 2013 curriculum, the researchers chose schools in the city of Surakarta, the schools chosen were SMA Negeri 9 Surakarta and SMA Negeri 23 Surakarta.

2. Research Methods

This study uses a quantitative approach with an ex post facto design because the independent variables in this study cannot be controlled and manipulated, where the independent variables in this study are curriculum implementation (**Bersou, 1972**). The population of this study were all students in SMP Negeri 9 Surakarta and SMP Negeri 23 Surakarta. The samples in this study were 25 students of class VIII C at SMP Negeri 23 Surakarta who participated in learning with the 2013 curriculum in the subject of Civics. And students from class VIII A totaling 25 people at SMP Negeri 9 Surakarta who follow learning with the Merdeka curriculum in Pancasila Education subjects. The total number of research samples is 50 people. The sampling technique that can be used in research is simple random sampling (Arieska and Herdiani, 2018: 166). The data collection technique used in this study was primary data collection in the form of the results of the final semester exam in the even semester of the 2022/2023 school year. The data analysis technique used in this study is the inferential analysis technique used is the t test, the t test used is the independent Samples T-Test.

3. Discussion

Implementation of the 2013 Curriculum

The implementation of the 2013 Curriculum at SMP Negeri 23 Surakarta has started since 2013 and continues to this day, with the implementation of the 2013 Curriculum in grade VIII and grade IX, while grade VII is already using the Merdeka Curriculum. The school did not immediately switch from the 2013 Curriculum to the Merdeka Curriculum, because they chose to make changes gradually. After students in grades VIII and IX graduate, they will only adopt the Merdeka Curriculum. In lesson planning according to the 2013 Curriculum, there are several components, including the syllabus, lesson plan, teacher's manual, and student's manual. In this context, the main role of the teacher is to understand well the teacher and student guidebooks that have been provided by the government. In addition, teachers also only develop lesson plans based on the syllabus that has been prepared by the government. The lesson plans developed must consider several important elements, such as school identity, subject identity, class or semester, time allocation of subject matter, learning objectives, basic competencies, indicators of competency achievement, learning materials, learning methods, and assessment of learning outcomes.

The 2013 curriculum aims to create Indonesian individuals who have productivity, creativity, innovation and emotional sensitivity through an integrated combination of attitudes, skills and knowledge. To achieve this goal, in its implementation, teachers are expected to be able to design effective and meaningful learning professionally. In addition, teachers also need to master the principles of learning, selection and use of media, methods, strategies, and learning approaches.

The implementation of the 2013 Curriculum at SMP Negeri 23 Surakarta has been running well in accordance with the lesson plans that have been prepared. However, there are obstacles that need to be overcome, namely the abundance of material given to students. This causes the students' learning load to become bigger and heavier, and has an impact on lowability students who are left behind in learning. Therefore, SMP Negeri 9 Surakarta has started a gradual transition towards the use of Merdeka Curriculum as an effort to overcome this problem.

Implementation of the Independent Curriculum

Curriculum change is a series of normal processes in the world of education. The presence of a new curriculum is useful for updating, developing, and improving the curriculum that is being used. Basically, curriculum change is a form of effort from the government to develop education. Curriculum changes will certainly cause many changes in the education system in schools, especially in learning activities such as at SMP Negeri 9 Surakarta. SMP Negeri 9 Surakarta is one of the schools that has

implemented the Merdeka Curriculum. SMP Negeri 9 Surakarta has implemented the Merdeka Curriculum since July 2022. One of the Pancasila Education subject teachers, Mrs. Sri Hastuti, said that the implementation of the Merdeka Curriculum in this school is for all levels of education. Due to the implementation of the Merdeka Curriculum at SMP Negeri 9 Surakarta, several changes have emerged in the learning system, where the flexible Merdeka Curriculum provides leeway for teachers to choose various teaching tools that can be tailored to students' learning needs and interests (differentiated learning).

The existence of the Merdeka Curriculum provides freedom for educational institutions, teachers, and students to increase potential according to the achievements and abilities of students. In line with Freire's opinion (2011: 27) that education is a process of human liberation from all forms of oppression. This illustrates Freire's view that education is not only cognitive, but also the development of other aspects that exist in humans. From the views of the above figures, it can be interpreted that the Merdeka Curriculum has given students the freedom to explore their talents and abilities in learning. Giving demands for all abilities to students who are coercive is not right. The implementation of the Merdeka Curriculum in this school includes all learning, especially Pancasila learning. SMP Negeri 9 Surakarta has implemented the Merdeka Curriculum in learning quite well. However, there are still some obstacles that occur in the implementation process. However, the implementation of the Merdeka Curriculum in Indonesian language learning is still going well.

Civics Learning Outcomes

Social studies learning outcomes in class VIII SMP Negeri 9 Surakarta and SMP Negeri 23 Surakarta based on the final exam results in odd semester obtained an average value of 76.32 and in even semester obtained an average value of 86.32 with the KKM value set at 76.00 based on the independent sample test results presented:

Tabel 1. Independent Sampel t test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Hasil Belajar PPKN & PP	Equal variances assumed	.226	.637	-9.846	46	.000	-10,00000	1,81561	-12,04202	-7,95798
	Equal variances not assumed			-9.846	47,872	.000	-10,00000	1,81561	-12,04210	-7,95784

Based on the output above, the Sig value is obtained. (2-tailed) of 0.000 < 0.05, it can be concluded that there is an average difference in student learning outcomes between the independent curriculum learning model and the 2013 curriculum.

Tabel 2. Group Statistic Independent Sampel t test

		Group Statistics			
	Sekolah	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar PPKN & PP	SMP Negeri 23 Surakarta Kelas (VIII B)	25	76,3200	3,68239	,73648
	SMP Negeri 9 Surakarta Kelas (VIII B)	25	86,3200	3,49667	,69933

It can be seen in the table above that there is an average or mean value on the posttest of the independent curriculum experimental class of 86.32 and 76.32 in the 2013 curriculum experimental posttest class. This value can be interpreted that the average of the independent curriculum experimental class is higher when compared to the average of the 2013 curriculum experimental class.

So it can be concluded that there is a difference in the average learning outcomes of students after implementing learning using the independent curriculum model with the 2013 curriculum, in the conclusion of the hypothesis above shows that the average learning outcomes of students using the independent curriculum are 86.32 while for the 2013 curriculum is 76.32.

Conclusion

Based on the results of the study, it was found that there were significant differences in learning outcomes of Pancasila and Citizenship Education (PPKn) between the Merdeka curriculum and the 2013 curriculum. The average student learning outcomes in the Merdeka curriculum reached a score of 84, while the 2013 curriculum only reached a score of 78. This shows that the Merdeka curriculum has a positive impact on Civics learning outcomes, with higher scores than the previous curriculum.

References

- Abidin, D., Retnaningrum, E., Parinussa, J. D., & Kuning, D. S. (2023). Curriculum Development in Indonesia from a Historical Perspective. *Journal of Education Research*, 4(2), 443–451.
- Alhamuddin, Fanani, A., Yasin, I., & Murniati, A. (2020). Politics of Education in Curriculum Development Policy in Indonesia from 1947 to 2013: A Documentary Research. *Jurnal Pendidikan Islam*, 9(1), 29–56. <https://doi.org/10.14421/jpi.2020.91.29-56>.
- Arieska, P. K., & Herdiani, N. (2018). Pemilihan Teknik Sampling Berdasarkan Perhitungan Efisiensi Relatif. *Jurnal Statistika*, 6(2), 166–171. <https://jurnal.unimus.ac.id/index.php/statistik/article/view/4322/4001>.
- Bersou, M. P. (1972). Information: Ex Post Facto. *Childhood Education*, 48(8), 441–444. <https://doi.org/10.1080/00094056.1972.10727416>.
- Bonal, X., & González, S. (2020). The impact of lockdown on the learning gap: family and school divisions in times of crisis. *International Review of Education*, 66(5–6), 635–655. <https://doi.org/10.1007/s11159-020-09860-z>.
- Deng, Z. (2021). Constructing ‘powerful’ curriculum theory. *Journal of Curriculum Studies*, 53(2), 179–196. <https://doi.org/10.1080/00220272.2021.1887361>.
- Dewi, A. U. (2021). Curriculum reform in the decentralization of education in indonesia: Effect on students’ achievements. *Cakrawala Pendidikan*, 40(1), 158–169. <https://doi.org/10.21831/cp.v40i1.33821>.
- Engzell, P., Frey, A., & Verhagen, M. D. (2021). Learning loss due to school closures during the COVID-19 pandemic. *Proceedings of the National Academy of Sciences of the United States of America*, 118(17). <https://doi.org/10.1073/PNAS.2022376118>.
- Garcia-Huidobro, J. C. (2018). Addressing the crisis in curriculum studies: curriculum integration that bridges issues of identity and knowledge. *Curriculum Journal*, 29(1), 25–42. <https://doi.org/10.1080/09585176.2017.1369442>.
- Gouëdard, P., Pont, B., & Viennet, R. (2020). Education responses to Covid-19: Implementing a way forward. *OECD Education Working Papers*, 224. https://www.oecd-ilibrary.org/education/education-responses-to-covid-19-implementing-a-way-forward_8e95f977-en.

- Kemendikbud. (2022). *Kurikulum Merdeka: Keleluasaan Pendidik dan Pembelajaran Berkualitas*. <https://kurikulum.kemdikbud.go.id/kurikulum-merdeka/>.
- Khoirurrijal, Fadriati, Sofia, Makrufi, A. D., Gandi, S., Muin, A., Tajeri, Fakhrudin, A., Hamdani, & Suprapn. (2022). *PENGEMBANGANN KURIKULUM MERDEKA*. CV. Literasi Nusantara Abadi.
- Purnomo, A. R. (2023). Embedding Sustainable Development Goals to Support Curriculum Merdeka Using Projects in Biotechnology. *International Journal of Learning, Teaching and Educational Research*, 22(1), 406–433. <https://doi.org/10.26803/ijlter.22.1.23>.
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini, P. (2022). Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak. *Jurnal Basicedu*, 6(4), 6313–6319. <https://doi.org/10.31004/basicedu.v6i4.3237>.
- Westbury, I., Aspfors, J., Fries, A. V., Hansén, S. E., Ohlhaber, F., Rosenmund, M., & Sivesind, K. (2016). Organizing curriculum change: an introduction. *Journal of Curriculum Studies*, 48(6), 729–743. <https://doi.org/10.1080/00220272.2016.1186736>.
- Yulianto, H. (2022). An Implementation of Learning Assessment Model on The Curriculum of Merdeka Belajar. *Technical and Vocational Education International Journal*, 2(2), 22–34. <https://doi.org/10.556442/taveij.v2i2>.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).