

The Impact of Implementation of the 2013 Curriculum Transition to the Independent Learning Curriculum on Learning Interests of SMA Negeri 9 Students in South Tangerang



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ABSTRACT: This study aims to find out how the impact of the 2013 curriculum transition to the independent learning curriculum has on students' learning interests. This study used a qualitative approach with a descriptive research type. This research was conducted at SMAN 9 South Tangerang. The research subjects were 23 teachers who taught the independent curriculum in class X were selected. Data collection techniques are by using observation and interviews. Data were analyzed using several questions. Research methods included types of research, research subjects and participants, research instruments, data collection and data analysis methods. The independent learning curriculum has positive and negative impacts. The positive impact is that students in the learning process can follow the process of development of the times where it is getting more advanced and supported by the principal and teachers and teaching staff, and students and even the institution itself. And the negative impact is that the quality of education can decrease due to changes in curriculum development that are so fast and can cause new problems such as decreased student achievement, this is because students cannot adapt to the learning system in new curriculum developments.

KEYWORDS: Impact of implementation, Curriculum, Interest in learning, Transition

A. INTRODUCTION

The independent curriculum is a new approach in designing an educational curriculum that aims to give more freedom to students in determining the course of learning. This approach departs from the understanding that each individual is unique and has different learning needs, so that a standardized curriculum may not always be effective for all students.

The Independent Curriculum is an educational initiative proposed by the government or educational institutions in a country with the aim of expanding and enriching the existing curriculum. The idea behind the Merdeka Curriculum is to give students more freedom in choosing subjects, exploring personal interests, and developing relevant skills according to the future needs expected by a country.

The Merdeka Curriculum aims to overcome some of the weaknesses associated with the traditional curriculum which may be too rigid or focused on meeting academic needs only. In the Merdeka Curriculum, students are given more flexibility to explore their interests and talents, so that they can be actively involved in learning and develop skills that suit their interests.

In addition, the Merdeka Curriculum also seeks to better prepare students for the ever-changing world of work. By providing the freedom to choose subjects, students can focus on areas that are considered relevant to their future careers. The Merdeka curriculum also encourages students to develop 21st century skills, such as communication skills, collaboration, creativity, innovative spirit and problem solving.

However, it is important to note that the Independent Curriculum may vary by country or educational institution. Implementation may vary depending on individual educational policies and contexts.

The independent curriculum carries the principles of inclusiveness, collaboration and individual educational context.

The independent curriculum carries the principles of inclusiveness, collaboration and adaptability. The principle of inclusiveness means that all students, regardless of background or ability, have the same right to get a quality education. Collaborative principles encourage students to work together, share knowledge, and respect different perspectives. The adaptive principle means that the curriculum must be able to adapt to the development of students and their learning needs.

In the Merdeka curriculum, students are given more freedom in determining learning goals, choosing appropriate learning methods and managing their study time. They are also encouraged to develop their interests and talents through programs

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relevant to those individual interests. The teacher acts as a facilitator and guide, assisting students in setting goals, providing suggestions, and providing the necessary support.

In implementing the Independent Curriculum, evaluation also underwent changes. Evaluation does not only focus on giving grades, but places more emphasis on understanding and applying concepts, skills and attitudes relevant to learning. Evaluation is also carried out formatively, namely through feedback and reflection on the learning process, so that students can continue to improve themselves.

The goal of the Merdeka curriculum is to create a motivating learning environment, strengthen student independence, and develop their potential optimally. By giving students greater freedom in managing the learning process, it is hoped that they can become active, creative learners and have initiative in achieving their learning goals.

1. **Development of independence:** The Merdeka curriculum may aim to develop students' independence by giving them autonomy in their learning. Students can be given the freedom to choose topics or projects that interest them, set their own study schedule, and take responsibility for their learning process.
2. **Increased creativity:** The Merdeka Curriculum can encourage students to think critically, explore new ideas, and apply their creativity in learning. Through this approach, students are expected to be able to develop innovative skills that are useful in everyday life and the world of work.
3. **Individualization of learning:** In the Merdeka curriculum, attention is paid to the individual needs and interests of students. This can be done by providing a variety of learning options and approaches that allow students to learn according to their individual learning style and pace.
4. **Enhanced life skills:** The Merdeka curriculum may also emphasize the development of real-world relevant life skills, such as communication, collaboration, problem-solving, and information technology skills.
This goal aims to prepare students for success in their personal and professional lives in the future.

However, it is important to remember that the implementation of the Independent Curriculum is not without challenges. It requires strong support from all stakeholders, such as teachers, parents and the government, as well as the provision of adequate resources. Continuous evaluation is also needed to ensure that the Independent Curriculum is effective in achieving the desired educational goals.

Overall, the Merdeka Curriculum aims to create a learning environment that respects individual uniqueness, develops students' potential holistically, and equips them with relevant skills and knowledge. By giving freedom in learning, it is hoped that students can become active, creative, and independent learners, ready to face challenges in the future.

The independent learning curriculum is a new policy created by the Indonesian Ministry of Education and Culture with the aim of encouraging or encouraging students to master scientific competencies in education that are useful for achieving their goals.

This independent curriculum holds a key position in the world of education because it is closely related to the process of direction in an education and determines the qualifications of graduates of an educational institution. The curriculum includes an educational plan and activities that are in the school, classroom, regional and national environment. The following are some general views that are often expressed by experts in curriculum development:

Relevance: Experts emphasize the importance of a curriculum that is relevant to the needs and demands of the times. The curriculum must prepare students for the real world and encourage the development of skills relevant to future needs.

In a general context, relevant refers to the relationship or connection between something and the topic or context being discussed or researched. Something is said to be relevant if it gets a solution from relevance that can also apply in a particular context or situation. If an information, concept, or approach can be applied effectively and appropriately in a given context or situation, then it can be said to be relevant.

In many fields, such as research, presentation or learning, it is important to present relevant information. Relevant information helps support arguments or points made, reinforces understanding of topics, and facilitates problem solving or decision making

Flexibility: A flexible curriculum allows students and educators to adapt learning to individual needs. This allows different approaches to learning and encourages the development of students' creativity and interests.

21st century skills: Scholars often emphasize the importance of integrating 21st century skills, such as communication, collaboration, problem solving, and critical thinking skills, into the curriculum. The curriculum must help students develop these skills for success in a changing world.

Character development: Apart from academics, character development and moral values are also important in the curriculum. The curriculum must cover aspects of personality development, ethics, social responsibility, and good citizenship.

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Content Updates: Developments in science, technology, and society require updates in curriculum content. By making changes to the curriculum, learning materials can be updated to include the latest knowledge and introduce students to the latest developments in various fields.

Improving the Quality of Learning: Curriculum changes can be directed to improve the quality of student learning. This could include introducing learning methods that are more interactive, project-based, or focused on developing critical, creative, and collaborative skills. An updated curriculum can also promote a more holistic and in-depth learning approach.

Improvement of Adaptability: Curriculum changes can provide a focus on developing students' adaptability to changes and challenges that are constantly occurring in the world. This includes critical thinking skills, creativity, problem solving, lifelong learning skills, and other skills that are important in dealing with rapid change.

Increasing Global Competitiveness: In the era of globalization, curriculum changes can be made to increase students' competitiveness at the global level. This involves an emphasis on competencies required in a global world of work, such as digital literacy, foreign language proficiency, cultural understanding, and cross-cultural communication skills.

Adjustment to Local Needs: Curriculum changes can also reflect local needs and the socio-cultural context of each region. A more responsive curriculum can take into account the uniqueness and diversity of each community, and consider local factors in curriculum development.

Student empowerment: An effective curriculum provides opportunities for students to take an active role in the learning process. Experts stress the importance of a student-centred approach, in which students engage in exploratory activities, projects and problem-based learning.

B. LITERATURE REVIEW

According to Sukmadinata (2001) the notion of curriculum is a plan that can provide guidance or guidance on teaching and learning process activities. Changes to the education curriculum in Indonesia are efforts to improve the quality of education. In Indonesia, curriculum changes have undergone ten changes in 1947, 1952, 1964, 1968, 1975, 1984, 2004, 2006 and 2013.

These changes aim to provide improvements to the previous curriculum where the curriculum changes are in order to adapt to the demands of the times and the development of science and technology.

Another goal of changing the curriculum is that basically changing the curriculum must be able to answer various challenges in the future in mastering knowledge, attitudes, and skills to be able to adapt to an ever-changing environment.

The 2013 curriculum has been used since the 2013 school year, in the Indonesian Education System (Amiruddin, 2021). Implementation of the 2013 curriculum has technical constraints in the process of learning activities with problems related to the development of learning theory. The method of implementing strategies that are carried out scientifically and the application of assessment strategies experienced by subject teachers. Implementation of the 2013 Curriculum has been carried out in Indonesia since 2013.

Here are some things that need to be considered in the implementation of the curriculum:

Conceptual Understanding: Teachers need to understand the basic concepts of the 2013 Curriculum, namely integrating knowledge, skills, and attitudes in the learning process. Teachers also need to understand other educational concepts such as active learning and 21st century skills and authentic assessment

Syllabus Development: Teachers should develop a syllabus that fits into the curriculum. The syllabus must include basic competencies, indicators of achievement of competencies, as well as appropriate learning materials that are also relevant to the discussion. **Thematic Learning:** The 2013 curriculum adopts a thematic learning approach, which integrates various subjects in one theme.

Use of Learning Resources: Teachers need to develop and use a variety of learning resources that are appropriate to the learning context. Learning resources can be in the form of textbooks, digital media, audio-visual teaching materials, and other learning resources that support active learning.

Assessment Approach: Assessment in the 2013 Curriculum promotes authentic assessment, which assesses student competence as a whole based on real performance and authentic projects. Teachers need to use various appropriate assessment instruments, such as project assignments, portfolios, or observational assessments, to assess each student's ability.

Professional Training and Development: Teachers need to receive professional training and development related to the implementation of the 2013 Curriculum. This training includes understanding curriculum concepts, thematic learning, syllabus development, authentic assessment, and the use of technology in learning so that the learning activities delivered by a teacher are not boring and can be easily understood.

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Parental and Community Involvement: Implementation of the 2013 Curriculum also involves the role of parents and the community in supporting the learning process. Teachers need to establish good communication with parents of students and take advantage of the potential of the community as a source of learning outside of school. Because the time to study with the teacher at school is very limited. So the need for cooperation with parents, as one of the supporting factors in terms of teaching and learning activities. This is also the reason for creating the vision and mission expected by a school institution and also for the progress of a country.

Evaluation and Improvement: Periodic evaluations are carried out to evaluate the implementation of the curriculum and correct any weaknesses that arise. In the evaluation process, input from teachers, students, parents and the community can be used to improve the quality of learning.

Implementation of the 2013 Curriculum is an effort to develop education that is more relevant to the needs of the times and produces graduates who have comprehensive competencies. In its implementation, collaboration between teachers, students, parents and the community is very important to achieve this goal.

In the national education policy, there are also schools that have not been able to develop the learning process by utilizing information technology in obtaining good student learning outcomes, due to limited teacher competence and limited facilities and infrastructure. If there are limitations in teacher competence and facilities and infrastructure, there are several steps that can be taken to overcome these challenges in the implementation of the 2013 Curriculum:

1. **Teacher Training and Development:** Teachers need to receive periodic professional training and development to improve their competency in implementing Curriculum 2013. This training can include understanding curriculum concepts, active learning strategies, syllabus development, and authentic assessment. By increasing teacher competence, they will be better prepared to design and implement learning in accordance with the existing curriculum and make it easier for each teacher to convey teaching and learning activities.
2. **Collaboration and Exchange of Experiences:** Teachers can collaborate and share experiences in implementing the 2013 Curriculum. Through regular meetings, group discussions, or workshops, teachers can share effective learning strategies, limited learning resources, and how to optimize media. and existing infrastructure. This will help in increasing their understanding and skills in dealing with these limitations.
3. **Use of Alternative Learning Resources:** If there are limited facilities and infrastructure, teachers can look for alternative learning resources that are more accessible. Digital or online learning resources, such as learning videos, interactive teaching materials, or virtual learning platforms, can be a solution to overcome physical limitations in providing quality learning materials that can be easily understood by students.
4. **Utilization of Local Potential:** In terms of limited facilities and infrastructure, teachers can optimize local potential and existing resources around the school. For example, involving the local community, local government, or non-governmental organizations in supporting the learning process. Communities can play a role in providing learning resources, providing technical assistance, or supporting needed facilities.
5. **Advocacy and Support:** Teachers, school principals, and other related parties need to carry out advocacy to obtain support from the government, related agencies, or sponsors in improving educational facilities and infrastructure. This support can be in the form of budget allocations, provision of facilities, or appropriate education infrastructure development programs.
6. **Planning and Prioritization:** In the face of limitations, teachers need to do careful planning and prioritize learning materials that are most important and relevant to students. By focusing on core competencies, teachers can optimize the use of existing time and resources

Suharsono, E. (2020). Independent Curriculum as an Effort to Empower Students. *Journal of Education*, 5(2), 164-170. This article describes the concept and implementation of the Independent Curriculum in the context of empowering students. The author highlights the importance of giving freedom to students in determining learning objectives and developing their interests and talents. This article also discusses the positive impact of the Independent Curriculum on student motivation and independence.

Amin, M., & Maulana, A. (2021). The Independent Curriculum Approach in Enhancing Student Learning Independence. *Edumaspu: Journal of Education*, 3(1), 41-51. This study focuses on the influence of the Independent Curriculum on student learning independence. This article presents the results of research showing that the Independent Curriculum can provide opportunities for students to take an active role in learning, develop independent study skills, and increase learning motivation.

Purnomo, Y., & Andriani, D. (2022). The Implementation of Merdeka Curriculum: Challenges and Opportunities. *Journal of Educational Science and Technology*, 8(1), 79-86. This article discusses the challenges and opportunities in implementing the Independent Curriculum. The author identifies several obstacles that may be encountered, such as the need for teacher

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competency improvement, adequate policy support, and a deep understanding of the concept of the Independent Curriculum. This article also highlights the benefits and opportunities that this approach can present in improving the quality of education. Yudhana, A., & Wati, E. (2021). The Impact of Merdeka Curriculum on Students' Critical Thinking Skills. *Indonesian Journal of Educational Studies*, 2(1), 75-84. This study evaluates the impact of the Independent Curriculum on students' critical thinking skills. The results of the study show that the implementation of the Independent Curriculum significantly improves students' ability to think critically. This article provides insight into how the Merdeka Curriculum can help develop students' critical thinking skills. Hermanto, D., & Saputra, R. A. (2022). The Implementation of Merdeka Curriculum in Vocational Schools: Challenges and Strategies. *Journal of Technical Education and Training*, 1(1), 28-33. This study focuses on the implementation of the Independent Curriculum in vocational schools

C. RESEARCH METHODOLOGY

This study used a qualitative approach with a descriptive research type. Qualitative research with this type of descriptive research aims to describe existing phenomena or conditions without testing hypotheses or making statistical generalizations. This research focuses on deep understanding of a topic or issue by exploring the perceptions, experiences, and contexts involved. This research was conducted at SMA Negeri 9 Tangerang Selatan. The research subjects were 23 teachers who taught the independent curriculum in class X were selected. The data collection technique is to use observation, namely direct observation of the object of research, and in-depth interviews with informants. In the interview process there are two ways in the form of free and programmed interviews. Free interviews were conducted with several informants and sources to obtain general data, while programmed interviews were conducted to gather data that was really needed in the research. Data were analyzed using several questions. Research methods included types of research, research subjects and participants, research instruments, data collection and data analysis methods.

D. RESULTS AND DISCUSSION

Based on the results of the interviews that have been conducted, the result can be obtained that the Impact of the 2013 Curriculum Transition to the Independent Learning Curriculum on Student Learning Interests is still in the monitoring stage of learning outcomes because the independent learning curriculum at SMAN 9 South Tangerang is still in its initial phases so it is still in the process of adjustment.

Teachers and students are both still in the adjustment stage, so an assessment cannot be carried out because the independent curriculum has not yet been carried out for 1 semester and is still in the initial phase so it takes time to see the results and processes so that it cannot be compared, especially before the independent learning curriculum was used. the covid 19 pandemic, so to make students focus on learning requires adjustments.

The thing that is behind the transfer of the 2013 curriculum to the independent learning curriculum is the conditions of the times, because from time to time developments will change and technology will increase of course the way students learn and think will also change and must adapt to the natural and natural conditions of the times.

The basic differences between the Independent Curriculum and the 2013 Curriculum are as follows:

1. The 2013 curriculum is based on the goals of the national education system and national education standards, while the independent curriculum adds the development of a Pancasila student profile.
2. In the 2013 curriculum the time required for Study Hours (JP) is set per week, while in the independent curriculum it is conducted annually.
3. The learning time required in the independent curriculum is more flexible than the 2013 curriculum. In the 2013 curriculum the learning process is routinely carried out per week and prioritizes class activities.
4. The 2013 curriculum has several aspects of assessment, namely knowledge, skills, attitudes, and behavior. In the independent curriculum, projects to strengthen Pancasila student profiles, intracurricular and extracurricular activities are prioritized.

While the advantages and disadvantages of the 2013 curriculum compared to the independent learning curriculum are as follows:

The 2013 curriculum learning generally only focuses on intracurricular (face to face), while learning the independent curriculum uses intracurricular (70-80% of JP) and co-curricular (20-30% JP) learning guides through a project to strengthen the profile of Pancasila students and the material is more applicable because it is more a lot to the application and has something to do with students' daily life, so when students study he will understand what it is used for and easily know his goals and have drawn them.

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So the positive changes that are visible from the students while implementing the independent learning curriculum they can know if learning a theme or material they understand in its use, which is not only limited to material but more applicable and implementation. This independent learning curriculum can be continued or maintained, this can be done in a way that after phase E can be continued to phase F, changing the mindset of teachers and students must be carried out routinely and consistently. So if it has been implemented consistently there will definitely be changes better.

In the results of the interviews, efforts that can be made by teachers to increase student learning interest from curriculum changes, namely every teacher needs to

1. Understand the new curriculum: Teachers need to fully understand the new curriculum being implemented. They must study the guidelines, objectives, and learning approaches proposed in the curriculum. With good understanding, teachers can direct students more effectively and help them develop an interest in learning.
2. Linking material with real life: Teachers can connect the material being taught with the real life of students. For example, by presenting practical examples, case studies, or inviting guest speakers related to the topic being studied. This will help students see the relevance of the material to their lives.
3. Using a variety of learning methods: Teachers can use a variety of interesting and varied learning methods, such as group discussions, simulations, collaborative projects, role plays, or digital media. This approach can make the learning process more interesting and interactive for students, so that they are more interested, innovative, and enthusiastic in learning, so they are able to create good work. .
4. Provide challenge and freedom in learning: Teachers can challenge students with tasks that challenge and stimulate critical thinking. In addition, giving students the freedom to explore topics that interest them can also increase their interest in learning. Teachers can provide space for students to choose research topics or projects that suit their own interests.
5. Provide constructive feedback: Teachers need to provide constructive feedback to students about their learning progress. Positive and helpful feedback can increase student motivation and interest in learning. In addition, teachers can also involve students in the evaluation process, such as self-assessment or peer assessment, so that students can see their own development and success.
6. Creating a positive learning environment: Teachers can create a positive and inclusive learning environment in the classroom. This includes building good relationships with students, respecting differences, encouraging active participation, and creating a safe atmosphere for sharing ideas and opinions.
With a conducive environment, students will feel more comfortable and motivated to learn. Involve parents and the community: Teachers can involve parents and the community in the student learning process. Teachers can hold regular meetings with parents to share information about the new curriculum and student progress.

Apart from that, the teacher must also prepare interesting learning media, rich in learning resources and knowledge because in this independent curriculum the theory is more about implementation the teacher must be able to relate the material to his daily life. Strategies that need to be prepared by schools in changing the transition from the 2013 curriculum to the independent learning curriculum are:

1. The teacher must make a device, namely in the form of atp (learning goal flow)
2. Module
3. Prepare a diagnostic test that is used to see the initial abilities of students
4. Formative and submative tests.

E. CONCLUSIONS AND SUGGESTIONS

Based on the research that has been done, it is concluded that the impact of the transition from the 2013 curriculum to the independent learning curriculum on students' interest in learning at SMA Negeri 9 Tangerang Selatan is still at the stage of development and monitoring of the learning process. This is because the independent learning curriculum at SMA Negeri 9 Tangerang Selatan is still being adjusted by teachers and students, and the independent curriculum that they are implementing has not yet reached one semester. In addition, after the Covid-19 pandemic, the teaching and learning process was disrupted, so that a thorough and perfect assessment or comparison could not be made.

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