
Strategic Contribution of the 2013 Curriculum and 2023 Curriculum in Improving Learning Quality at Senior High School in Banten Province

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ABSTRACT: The purpose of this research is to determine the strategic contribution of the 2013 curriculum and the 2023 curriculum on the learning quality at Senior High School. The research method uses quantitative methods. The research design consists of a causal design. The research population is teachers who teach at Senior high School at Serang Regency, Serang City and Cilegon City, Banten Province with a total of 75 teachers and a total of 15 principals. The sampling technique uses *accidental sampling techniques*. The research instrument used a questionnaire. Data analysis used multiple linear regression analysis with SPSS version 23 program. The results of the partial hypothesis test, it is known that the t_{count} value (12.505) > t_{table} (1.662) is accepted, meaning that the 2013 curriculum has a positive effect on the learning quality, and the value of the t_{count} (3.531) > the t_{table} (1.662) then H_a is accepted, meaning that the 2023 curriculum has a positive effect on the learning quality. The t_{cal} value in the 2013 curriculum variable is larger than the t_{count} in the 2023 curriculum variable, showing that the 2013 curriculum has a greater influence on the learning quality at Senior High Schools at Serang Regency, Serang City and Cilegon City, Banten Province.

KEYWORDS: Learning Quality, Curriculum 2013, Curriculum 2023, Senior High School.

INTRODUCTION

The curriculum is one of the main components in the education system that plays an important role in determining the direction, content, and quality of the learning process in schools. Along with the development of the times and global dynamics, the education system in Indonesia continues to undergo curriculum changes as an effort to increase the relevance and effectiveness of education. The 2013 curriculum, known as Kurtilas, is the starting point for the transformation of competency-based and character-based education, with an emphasis on scientific approaches, strengthening character education, and integrating literacy in the learning process. However, during the COVID-19 pandemic and post-pandemic, new challenges emerged in the implementation of learning which then prompted the birth of the 2023 Curriculum or the Independent Curriculum, which emphasizes flexibility, project-based learning, and learning autonomy for students (Mulyasa, 2028:26-29).

These curriculum changes certainly do not only have an impact on the substance of the learning material, but also on the strategies, methods, and learning quality implemented by teachers in educational units. In this context, the learning quality is one of the important indicators to evaluate the extent to which the implementation of the curriculum can significantly improve the quality of education in the field. The learning quality includes measurable planning, implementation, and evaluation, and is supported by teacher competence, resource availability, and active involvement of students. Therefore, it is important to conduct an empirical study to see the actual influence of the implementation of the 2013 curriculum and 2023 curriculum on the learning quality at the high school level (Sari & Handayani, 2022: 50–65).

This research was conducted as part of a field study in order to examine in depth how teachers and principals perceive the implementation of two different curricula, as well as their implications on the learning quality. By taking locations at Serang Regency, Serang City, and Cilegon City, this research is expected to be able to provide a representative picture of the real conditions in the field. The findings of this research are expected to contribute to education policy-making, both at the education unit level and at the local and central government levels, as well as become an academic reference for the development of further studies related to curriculum and learning quality in Indonesia.

Based on the background and identification of the problems that have been presented, the formulation of the problems in this research is formulated as follows: 1) Is there a significant contribution relationship between the 2013 curriculum and the learning quality at Senior High Schools at Serang Regency, Serang City, and Cilegon City?, 2) Is there a significant contribution relationship

Strategic Contribution of the 2013 Curriculum and 2023 Curriculum in Improving Learning Quality at Senior High School in Banten Province

between the 2023 curriculum and the learning quality at Senior High Schools at Serang Regency, Serang City, and Cilegon City?, 3) Is there a significant influence of the 2013 curriculum on the learning quality at Senior High Schools at Serang Regency, Serang City, and Cilegon City?, 4) Is there a significant influence of the 2023 curriculum (independent curriculum) on the learning quality at Senior High Schools in the region?, 5) Is there an influence of the 2013 curriculum and the 2023 curriculum (independent curriculum) on the learning quality simultaneously in schools Upper Middle in the region?. The purpose of this research is to: 1) Analyze the contribution relationship between the 2013 curriculum and the learning quality at Senior High Schools at Serang Regency, Serang City, and Cilegon City. 2) Analyze the contribution relationship between the 2023 curriculum and the learning quality at Senior High Schools at Serang Regency, Serang City, and Cilegon City. 3) Analyze the influence of the 2013 curriculum on the learning quality at Senior High Schools at Serang Regency, Serang City, and Cilegon City. 4) Analyze the influence of the 2023 curriculum (independent curriculum) on the learning quality at Senior high School in the region. 5) Analyze the influence of the 2013 curriculum and the 2023 curriculum (independent curriculum) on the learning quality simultaneously at Senior High Schools in the region.

This research is expected to provide benefits both theoretically and practically. Theoretically, the results of this research can enrich scientific studies in the field of curriculum and learning quality, especially in the context of secondary education in Indonesia, and become a reference for future researchers in developing similar studies. Practically, this research is useful for education policy makers, especially at the regional and education unit levels, in evaluating and determining the most effective curriculum implementation policies to improve the learning quality. In addition, the results of this research are also expected to be input for teachers and principals in understanding the impact of the implementation of the 2013 Curriculum and the 2023 Curriculum, as well as improving readiness and learning strategies that are relevant to the needs of students in the ever-evolving era of education (Wahyuni & Kartika, 2022:80–95).

THEORETICAL FRAMEWORK

Curriculum in the Context of National Education

The curriculum is a fundamental component in the education system which functions as the main guideline in the implementation of the teaching and learning process. In general, a curriculum can be interpreted as a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. The curriculum not only contains a list of subjects, but also includes methods, strategies, and evaluation systems used by teachers in guiding students. In the Indonesian context, the curriculum is developed dynamically according to the needs of the times, the development of science and technology, and the changing socio-cultural challenges. As explained by Aufa, the curriculum is a plan that can provide guidelines or guidelines for the activities of the teaching and learning process, and changes to the curriculum are part of efforts to improve the quality of national education (Aufa et al., 2024: 143). Curriculum as a strategic guideline in the implementation of national education.

Furthermore, Amiruddin emphasized that the curriculum not only has an administrative technical dimension, but also contains philosophical, psychological, and sociological values that affect the entire educational process. Therefore, curriculum changes cannot be separated from paradigm changes in education itself. For example, the shift from the Education Unit Level Curriculum (KTSP) to the 2013 Curriculum shows an effort to place more emphasis on 21st century competency-based learning, character, and skills. Then, the change from the 2013 Curriculum to the Independent Curriculum in 2023 is also a reflection of the need for flexibility, freedom of learning, and strengthening students' soft skills. This shows that the curriculum has a strategic function in directing the educational process to be in line with the ever-evolving global and local demands (Amiruddin et al., 2021:139–140). According to Mulyasa, the Curriculum Function of the curriculum has a strategic function in developing all students' potential optimally through a structured and planned educational process. He explained that the curriculum functions as a tool to direct learning activities to be able to form human beings who have faith, piety, intelligence, and character. The curriculum also plays a role in providing direction for teachers in carrying out learning, as well as a tool for evaluating the achievement of educational goals. In addition, Mulyasa emphasized that the function of the curriculum is not only limited to the school level, but also as an instrument of state policy in creating superior human resources in accordance with the needs of future national development. Therefore, every change in the curriculum must be accompanied by an increase in the understanding, competence, and readiness of educators and educational institutions themselves (Mulyasa, 2018:27–28).

The 2013 Curriculum

The background of the birth of the 2013 Curriculum is part of the government's systemic efforts to respond to the global challenges of the 21st century and improve the weaknesses of the 2006 Education Unit Level Curriculum (KTSP) which is considered less

Strategic Contribution of the 2013 Curriculum and 2023 Curriculum in Improving Learning Quality at Senior High School in Banten Province

integrative in building student character and competence. The 2013 curriculum is designed with emphasis on the integration of attitudes, knowledge, and skills in a whole. According to the Ministry of Education and Culture, this curriculum was developed to strengthen the student-centered learning process and encourage the achievement of comprehensive competencies through an integrated and scientific thematic approach (Ministry of Education and Culture, 2017:3). In addition, the 2013 Curriculum is expected to be able to bridge the gap between the demands of 21st century competencies and the implementation of learning in schools which were previously still dominant in memorization and written tests.

In a pedagogical context, the 2013 Curriculum is based on a constructivist learning theory that places students as active subjects in building their knowledge through social interaction and hands-on experience. This is manifested in a scientific approach that consists of five stages: observing, questioning, trying, reasoning, and communicating. Hosnan stated that the scientific approach provides a more meaningful and systematic learning experience in order to build students' scientific reasoning and improve the learning quality processes and outcomes (Hosnan, 2014: 34–35). This curriculum also integrates the strengthening of character education across subjects to form a young generation that is religious, nationalist, independent, mutual cooperation, and integrity. These values are instilled through contextual and applicative learning activities in the classroom.

Furthermore, the 2013 Curriculum is also presented to improve the assessment system that prevailed previously to be more authentic and reflect the real abilities of students. This curriculum introduces a three-aspect assessment system, namely the assessment of attitudes, knowledge, and skills in a proportionate and balanced manner. Muslich (2014) emphasized that the evaluation system in the 2013 Curriculum no longer only focuses on the final results, but also assesses the student learning process through observation techniques, portfolios, projects, and self-assessment (Muslich, 2014:9-10). This aims to create a more in-depth, reflective learning process, and not solely pursue academic grades. With this philosophical and practical foundation, the 2013 Curriculum is an important milestone in national education reform to produce students who are intellectually and characterfully intact.

Characteristics of the 2013 Curriculum, the 2013 Curriculum is designed to answer the challenges of education in the era of globalization by emphasizing the development of competencies in the 21st century. According to Hosnan, the main characteristic of the 2013 Curriculum is the application of *a scientific approach* in learning, which includes five main steps: observing, questioning, trying, reasoning, and communicating. This approach aims to form students who think logically, systematically, and critically in understanding concepts. In addition, the 2013 Curriculum also integrates the strengthening of character education in each subject through contextual and applicative learning. Thus, this curriculum not only emphasizes the aspect of knowledge, but also on the skills and attitudes of students as a whole (Hosnan, 2014:34–35).

Meanwhile, Muslich emphasized that the 2013 Curriculum has integrative, thematic, and competency-based characteristics. At the primary and secondary education levels, subjects are not taught separately but are integrated into themes relevant to the lives of students. This aims to make the learning process more meaningful and not fragmented. This curriculum also encourages the occurrence of *higher order thinking skills (HOTS)*, by accustoming students to solve problems, analyze information, and produce solutions. The assessment in the 2013 Curriculum is also authentic, assessing the learning process and outcomes as a whole, including students' attitudes, knowledge, and skills (Muslich, 2014: 9–10).

Furthermore, the Ministry of Education and Culture in its official document said that the 2013 Curriculum is designed to strengthen three main aspects in students, namely: spiritual and social attitudes, knowledge, and skills. This curriculum is designed to be able to grow a generation that is academically capable and has strong character in accordance with Pancasila values. One of the other important features is the existence of *core competencies (KI)* and *basic competencies (KD)* as the basis for the development of syllabus and lesson plans that apply nationally. This curriculum also encourages the integration of information technology in learning and the use of interactive media to support active student engagement. Thus, the 2013 Curriculum is a strategic effort by the government in developing an education system that is adaptive to the development of science and the nation's socio-cultural dynamics (Ministry of Education and Culture, 2017:2–4).

The advantages and disadvantages of the 2013 Curriculum are one of the main advantages of the 2013 Curriculum is its more holistic and integrated approach to learning. According to Sanjaya, the 2013 Curriculum emphasizes the importance of building competencies of attitudes, knowledge, and skills in a balanced manner in every learning activity. This is in line with the vision of national education to produce graduates who are not only intellectually intelligent, but also have strong character and good social abilities. Sanjaya said that the application of active learning models in K-13, such as discovery learning and problem-based learning, is able to encourage students to be more critical, creative, and communicative (Sanjaya, 2013:178–179). In addition, the integration of character values into each subject makes this curriculum more relevant to the needs of the development of Indonesia's young generation in the midst of moral and ethical crises.

Strategic Contribution of the 2013 Curriculum and 2023 Curriculum in Improving Learning Quality at Senior High School in Banten Province

The 2023 Curriculum (Independent Curriculum)

The main background for the birth of the Independent Curriculum is the learning crisis that is increasingly felt during the COVID-19 pandemic, which causes students to lose many opportunities to learn effectively. In Damayanti & Fauziah's research, it was stated that the pandemic accelerated the need to change the learning system from rigid and uniform to more flexible and student-centered. The previous curriculum was considered unable to answer the needs of students who experienced *learning loss*, especially due to the dependence on face-to-face learning activities that were stopped during the pandemic. Therefore, the Independent Curriculum is designed as an adaptive response that not only simplifies learning content, but also gives more autonomy to schools and teachers in designing relevant and contextual learning (Damayanti & Fauziah, 2022:55–56).

According to Maulidina & Rahman, the Independent Curriculum arose from the urgent need to increase the relevance of national education to the demands of the times, especially in the face of the digital era and the Industrial Revolution 4.0. They explained that the previous curriculum focused too much on the cognitive aspect, while the Independent Curriculum provided greater space for character development and cross-field competencies. This is realized through *the Pancasila Student Profile Strengthening Project* program which is the main feature of the new curriculum. This curriculum gives the freedom to educational units to determine the structure of the subject, so that teachers and schools can adapt learning to local potential and needs. The ideological background of this curriculum is Ki Hajar Dewantara's idea of education that liberates and liberates (Maulidina & Rahman, 2022:62–63).

In addition, Hidayat & Marlina argue that the Independent Curriculum is also motivated by the results of internal evaluation of the implementation of the 2013 Curriculum which is considered too administrative and inflexible in its implementation. Many teachers complain about the burden of complex lesson plan preparation, non-standardized authentic assessments, and a lack of student involvement in the learning process. The Merdeka Curriculum comes with a simpler structure, which is enough with *Learning Objectives*, *Learning Objectives Flow*, and *Learning Outcomes*. This makes it easier for teachers to design learning according to the context of their respective classes. According to them, the background for the birth of the Independent Curriculum is the desire to reduce administrative burdens and improve the quality of the learning process that is more essential, participatory, and fun (Hidayat & Marlina, 2023:17–18).

The Merdeka Curriculum is based on learning principles that provide freedom to teachers and students in developing their respective potentials and characters in accordance with local needs and contexts. According to Suyanto, the basic principle of the Independent Curriculum is flexibility that allows teachers to choose relevant and effective learning materials and methods, so that learning becomes more meaningful and adaptive to the times. This marks a shift from a highly structured curriculum to a curriculum that emphasizes autonomy and creativity, in order to encourage students to become independent learners and globally competitive (Suyanto, 2021:45).

Furthermore, Kurniawan and Widodo emphasized that the main principle of the Independent Curriculum is the orientation on strengthening essential basic competencies, with a thematic and holistic approach that integrates various aspects of life skills, character values, and local culture. This curriculum prioritizes student-centered learning, providing space for exploration, reflection, and collaboration so that the learning process becomes dynamic and meaningful. Adjusting diverse content and learning methods according to regional and student characteristics is a form of implementation of this principle, which also contributes to the equitable distribution of the quality of education throughout Indonesia (Kurniawan and Widodo, 2022:78).

In addition, the basic principles of the Independent Curriculum also emphasize the importance of project-based learning and real learning that is relevant to students' daily lives, so that they can develop critical thinking, creative, and social skills effectively (Putri, 2023: 102). With this approach, the Independent Curriculum encourages students to be active in contextual and applicative learning, rather than just passively receiving information. This concept is in line with the modern view of education that prioritizes transformative and sustainable learning, which prepares students to face the challenges of an ever-changing world.

The implementation of the Independent Curriculum in the field shows complex and diverse dynamics, depending on the context of the school and the resources available. According to Hidayat and Rahmawati, the implementation of the Independent Curriculum requires teachers to develop a more flexible and contextual learning approach, adjusting to the needs of students and the characteristics of the surrounding environment. However, this adaptation often encounters challenges in the form of limited teachers' understanding of the concept of the new curriculum and lack of supporting facilities. However, the implementation of the Independent Curriculum opens up opportunities for teachers to innovate and utilize local wisdom as a learning resource, so that the learning process is more relevant and meaningful for students (Hidayat and Rahmawati, 2023:112).

The Learning Quality

The definition of learning quality, learning quality is a central concept in efforts to improve the quality of education which is widely

Strategic Contribution of the 2013 Curriculum and 2023 Curriculum in Improving Learning Quality at Senior High School in Banten Province

interpreted as the achievement of learning outcomes in accordance with the competency standards that have been set. According to Sari and Handayani, learning quality is the level of conformity between the learning process and outcomes with the designed educational objectives, which include aspects of effectiveness, efficiency, and relevance of learning to the needs of students and societal demands. They emphasized that the learning quality is not only measured by academic achievement, but must also include aspects of character development, social skills, and students' critical and creative thinking skills, which holistically describe the success of education as a whole (Sari and Handayani, 2022:56).

Furthermore, Rahman and Putri stated that the learning quality is closely related to the quality of interaction between teachers, students, and learning resources in the context of a dynamic and sustainable learning process. They stated that quality learning is characterized by active student involvement, the use of varied learning strategies, and authentic and constructive assessments. The learning quality also reflects the ability of the education system to adapt to the development of science, technology, and the needs of the world of work, so that graduates are able to compete globally. Therefore, the learning quality must be seen as the result of the synergy of various components of education that are well integrated (Rahman and Putri, 2023:89).

In addition, Suryadi emphasized that the definition of learning quality is not only related to the final outcome, but also to the learning process that applies effective pedagogical and managerial principles. Quality learning is seen as a continuous process that involves systematic planning, implementation, monitoring, and evaluation to ensure that learning runs according to standards and is able to produce expected outputs. Thus, the learning quality is the main indicator in evaluating the success of the education system and becomes the basis for making education policy decisions that are oriented towards improving quality as a whole (Suryadi, 2021:102).

Quality indicators are a measuring tool used to assess the quality of a process or product in the context of education, especially in evaluating the effectiveness of learning and school management. According to Fauzi and Rahman, education quality indicators include various aspects that include educational inputs, processes, and outputs that are systematically measured so that they can provide a real picture of the achievement of education quality in certain educational units. They emphasized that quality indicators do not only focus on students' academic results, but must also include non-academic aspects such as character development, a conducive learning environment, and the quality of educators which are determining factors for learning success (Fauzi and Rahman, 202:112).

Previous Research

In the literature review on the development of the curriculum in Indonesia, several studies have underlined the central role of the curriculum as a strategic component in determining the direction and quality of education. According to Nurhadi and Susanto, the 2013 Curriculum as a competency-based and character-based curriculum has brought a change in the learning paradigm by prioritizing a scientific approach that requires students to be active in the learning process and strengthening character education which is the main foundation in the formation of students' personalities (Nurhadi and Susanto, 2022: 134). However, other research by Prasetyo and Lestari shows that the implementation of the 2013 Curriculum faces various obstacles in the field, especially related to teachers' readiness to design innovative learning as well as administrative constraints that consume teachers' time so that it affects the overall learning quality (Prasetyo & Lestari, 2023: 98). This condition is exacerbated by the dynamics of learning during the COVID-19 pandemic which demands rapid adaptation to online and hybrid learning models, thus prompting the government to release the Independent Curriculum as a more flexible and adaptive alternative to today's learning needs (Sari & Handayani, 2023: 72).

Comparative research conducted by Fauzi and Rahman argues that there is a fundamental difference between the 2013 Curriculum and the Independent Curriculum in the context of improving the learning quality at Senior High Schools. They found that the Independent Curriculum, which emphasizes teachers' autonomy in choosing learning models and the use of project-based learning, provides greater space for creativity and relevance of learning to the local context, thereby increasing students' motivation and active involvement in the learning process (Fauzi & Rahman, 2023:115). On the other hand, the 2013 Curriculum, which has a more standard structure and standards, sometimes causes limitations in learning innovation and difficulties in adapting the material to the needs of diverse students. However, this research also notes that the implementation of the Independent Curriculum still faces challenges in the form of uneven teacher readiness and limited school resources, which are obstacles to realizing optimal learning quality (Fauzi & Rahman, 2023: 118). This shows that there is an implementation gap that needs serious attention so that the potential to improve the learning quality through the new curriculum can be realized effectively in the field.

In addition, the study by Wahyuni and Kartika emphasized the importance of the perception of teachers and principals as direct implementers in understanding and implementing curriculum changes as a key factor for the success of learning quality. They

Strategic Contribution of the 2013 Curriculum and 2023 Curriculum in Improving Learning Quality at Senior High School in Banten Province

revealed that although government policies provide flexibility for schools to choose the curriculum according to the conditions, inconsistencies in understanding and differences in resources between schools lead to real disparities in learning quality (Wahyuni & Kartika: 2022: 86). The research also emphasizes the need for continuous training and supervision support so that teachers can optimize the learning approach in accordance with the characteristics of the Independent Curriculum and the 2013 Curriculum. This research gap opens up opportunities for an in-depth empirical study of how the perception and readiness of educators at the high school levels in the Serang Regency, Serang City, and Cilegon City areas in implementing the two curricula, as well as their implications for the learning quality. Thus, this research not only contributes to academic understanding, but also provides practical input for future education policy-making.

RESEARCH METHODS

This research method uses quantitative methods, namely research that uses its research methods to research on specific populations or samples, data collection using research instruments, quantitative or statistical data analysis with the aim of testing research hypotheses (Sugiyono, 2022:13). The research variables consist of the 2013 curriculum (X1) and the 2023 curriculum (X2) as independent variables, and learning quality as a fixed variable (Y).

The population of this research is teachers and principals who teach at Senior High Schools at Serang City such as The state of Senior High School 5 Serang, The state of Islamic Senior High School 2 Serang, Vocational High School PGRI 1 Serang, Maulana Yusuf Senior High School Serang, Ulumul Qur'an Islamic Senior High School Serang. Senior High Schools at Serang Regency such as The State of Senior High School 1 Baros, Al-Khairiyah Kelapian Pontang Senior High School, The State of Senior High School 1 Kibin, the State Senior High School 1 Pabuaran, The State of Senior High School 1 Binuang; and Senior High Schools at Cilegon City such as Al-Khairiyah 3 Cilegon Senior High School, Raudhatul Jannah Integrated Islamic Senior High School Cilegon, Al-Fath Senior High School, Cilegon City, The State of Senior High School 5 Cilegon, and The State of Senior High School 4 Cilegon. The research sample from each school was 5 teachers so that the total sample was 75 respondents and as many as 1 principal with a total of 15 respondents. The sampling technique uses accidental sampling.

Data collection techniques were carried out field studies, and literature studies. The research instrument used questionnaires as a primary data source. The scoring of the research instrument used a Likert scale with four (4) alternative answer options for fixed variables, namely weight 1 for not always (TS), weight 2 for always (S), weight 3 for sometimes (KK), and weight 4 for very always (SS). The likert scale is with five (5) alternative answer options for independent variables, namely weight 1 for not contributing strategically (TBS), weight 2 for strategic contribution (BKS), weight 3 for very strategic contribution (BSS), weight 4 for very strategic contribution once (SBSS), weight 5 for very, very strategic contribution (SSBSS). The data analysis technique using statistical analysis with the SPSS version 23 program includes instrument tests consisting of validity tests and reliability tests, classical assumption tests consisting of normality tests, multicollinearity tests and heteroscedasticity tests, multiple correlation analysis and multiple linear regression analysis.

RESEARCH OF RESULTS

The results of the analysis of research data using the SPSS version 23 program obtained the following results:

Results

The Research Instruments

The test of the research instrument is related to testing the feasibility of questionnaires as a data collection tool (Sugiyono, 2022:148). The test stages of the research instrument consist of validity test and reliability test. Validity tests are used to measure the level of validity or accuracy of research instruments, meaning that instruments or questionnaire statement items on each variable can be used to measure what should be measured or research variables (Sugiyono, 2022:53). The decision of an item is declared valid or accurate if the calculated value $> r_{table}$ (0.3), but if the calculation value $< r_{table}$ (0.3) then the item is declared invalid or inaccurate. The validity test used the *pearson product moment* correlation method using the SPSS Version 23 program with the results presented in the following table:

Table 1. Research Variable Validity Test

Item Number	Calculation	r_{table}	Information
Curriculum Variables 2013 (X1)			
Statement Item No. 1_X1	0,916	0,3	Valid
Item Statement No 3_X1	0,932	0,3	Valid

Strategic Contribution of the 2013 Curriculum and 2023 Curriculum in Improving Learning Quality at Senior High School in Banten Province

Item Number	Calculation	rtable	Information
Statement Item No 6_X1	0,879	0,3	Valid
Curriculum Variables 2023 (X2)			
Statement Item No. 2_X2	0,874	0,3	Valid
Statement Item No 4_X2	0,938	0,3	Valid
Item Statement No 5_X2	0,898	0,3	Valid
Learning Quality Variable (Y)			
Item Statement No 1_Y	0,784	0,3	Valid
Statement Item No. 2_Y	0,753	0,3	Valid
Item Statement No 3_Y	0,697	0,3	Valid
Statement Item No 4_Y	0,695	0,3	Valid
Item Statement No 5_Y	0,793	0,3	Valid
Item Statement No 6_Y	0,814	0,3	Valid

Source : Processed by researcher, 2025

Based on Table 1, it is known that all items in each variable obtain a calculation value of $> \text{table } (0.3)$, indicating that all items are said to be valid or accurate in measuring the research variable. Furthermore, the reliability test shows the extent to which the measurement results are reliable, reliable or consistent in measurements. The reliability test uses *Cronbach's alpha*. Nunnally in Ghozali (2021:48) stated the criteria in the reliability test, if the *cronbach alpha* value > 0.70 , then the instrument of a variable is declared reliable or reliable. The results of the reliability test are presented in the following table:

Table 2. Research Variable Reliability Test

Variable	Cronbach's Alpha	Reference Values	Information
Curriculum 2013 (X1)	0,895	0,7	Reliable
Curriculum 2023 (X2)	0,888	0,7	Reliable
Learning quality (Y)	0,850	0,7	Reliable

Source : Processed by researcher, 2025

Based on Table 2, it is known that each variable obtained a *Cronbach alpha* value > 0.70 , indicating that the instrument of each variable was declared reliable or reliable in measuring the research variable.

Normality Test

The normality test is used to find out whether in the regression model, the residual value of the regression has a normal distribution (Ghozali, 2021:161). The data normality test was conducted using the *One Sample Kolmogorov Smirnov test*. The results of the data normality test are presented in the table as follows:

Table 3. Normality Test, One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		90
Normal Parameters, b	Mean	,0000000
	Std. Deviation	,85537152
Most Extreme Differences	Absolute	,118
	Positive	,118
	Negative	-,117
Test Statistic		,058
Asym: Sig. (2-tailed)		,200c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Source : SPSS Output Version 23

Strategic Contribution of the 2013 Curriculum and 2023 Curriculum in Improving Learning Quality at Senior High School in Banten Province

Based on Table 3, it is known that the value of *Asym.Sig. (2-tailed)* of $0.200 > \alpha (0.05)$, then the research data was declared to be normally distributed.

Multicollinearity Test

The multicollinearity test was used to find out whether the regression model found a correlation between independent variables (Ghozali, 2021:163). The results of the multicollinearity test in the research model are presented in the following table:

Table 4. Multicollinearity Test Coefficient

Type		Collinearity Statistics	
		Tolerance	VIF
1	Curriculum 2013 (X1)	,477	2,098
	Curriculum 2023 (X2)	,477	2,098

a. Dependent Variable: Learning Quality (Y)

Source : SPSS Output Version 23

Based on Table 4, it is known that the value of VIF (*Variance Inflation Factors*) in the 2013 (X1) and 2023 curriculum variables (X2) is 2.098. If the VIF value of each variable is between values of 1 – 10, then it can be concluded that the research model is declared to be free of symptoms of multicollinearity.

Heteroscedasticity Test

Symptoms of heteroscedasticity arise due to the occurrence of dissimilarity in residual variance from one observation to another. The heteroscedasticity test criteria if the significance value is $> \alpha (0.05)$, then the data or model is symptom-free of heteroscedasticity symptoms (Ghozali, 2016:164). The results of the data heteroscedasticity test in the research model using the park test are presented in the following table:

Table 5. Heteroscedasticity Test (Park Test) Coefficient

Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,603	,982		,614	,543
	Curriculum 2013 (X1)	-,196	,093	-,434	-1,707	,142
	Curriculum 2023 (X2)	,148	,102	,298	1,444	,157

a. Dependent Variable: LN_Residual

Source : SPSS Output Version 23

Based on Table 5, it is known that the significance value of the 2013 curriculum variable (X1) is 0.142 and the 2023 curriculum (X2) is 0.157. If each variable is free to obtain a significance of $> \alpha (0.05)$, then it is concluded that the research model is symptom-free of heteroscedasticity.

Multiple Correlation Analysis

Multiple correlation analysis is used to measure the category or level of relationship of a variable X (variables X1 and X2) to variable Y. Correlation analysis uses the *Pearson product moment correlation method*. In this research, multiple correlation analysis was used to determine the relationship between the 2013 curriculum variables (variable X1) and the 2023 curriculum variables (variable X2) with learning quality (variable Y) obtained from the value of the correlation coefficient (*Pearson correlation*). The results of multiple correlation analysis are presented in the following table:

Table 6. Multiple Correlation Analysis Correlations

		Curriculum 2013 (X1)	Curriculum 2023 (X2)	Learning quality (Y)
Curriculum 2013 (X1)	Pearson Correlation	1	,723**	,909**
	Sig. (1-tailed)		,000	,000
	N	90	90	90
Curriculum 2023 (X2)	Pearson Correlation	,723**	1	,760**

Strategic Contribution of the 2013 Curriculum and 2023 Curriculum in Improving Learning Quality at Senior High School in Banten Province

Sig. (1-tailed)	,000		,000
N	90	90	90

**. Correlation is significant at the 0.01 level (1-tailed).

Source : SPSS Output Version 23

Based on the results of the multiple correlation analysis above (Table 6) and related it to the correlation coefficient interpretation (Sugiyono, 2022:158), conclusions can be drawn regarding the level (category) of relationships between variables in the model described below:

- 1) The relationship between the contribution of the 2013 curriculum variable (variable X1) and the learning quality (variable Y) obtained a *pearson correlation* value of 0.909 in bold. This shows the level (category) of the relationship between the 2013 curriculum (variable X1) and the learning quality (variable Y) in the "very strong" category because it is in the value category of $0.8 < 0.909 < 1$.
- 2) The relationship between the contribution of the 2023 curriculum variable (variable X2) and the learning quality (variable Y) obtained a *pearson correlation* value of 0.760 which was printed in bold. This shows the level (category) of the relationship between the 2023 curriculum (variable X2) and the learning quality (variable Y) in the "strong" category because it is in the value category of $0.6 < 0.760 < 0.799$.
- 3) The relationship between the contribution of the 2013 curriculum variable (variable X1) and the 2023 curriculum (variable X2) obtained a *pearson correlation* value of 0.723 which was printed in bold. This shows the level (category) of the relationship between the 2013 curriculum (variable X1) and the 2023 curriculum (variable X2) in the "strong" category because it is in the value category of $0.6 < 0.723 < 0.799$.

In addition, correlation analysis can also be used to determine whether there is a significant relationship between the 2013 curriculum variables (variable X1) and the variables of the 2023 curriculum (variable X2) and the learning quality (variable Y) obtained from the significance value of the variable as a basis for being able to conduct a significance test. The results of the significance test of the relationship between variables are explained as follows:

- 1) The relationship between the contribution of the 2013 curriculum variable (variable X1) and the learning quality (variable Y) obtained a significance value of 0.000.
- 2) If the value of sig (0.000) < *alpha* (0.05) where H0 is rejected and Ha is accepted. This means that there is a significant contribution relationship between the 2013 curriculum variables (variable X1) and the learning quality (variable Y).
- 3) The relationship between the contribution of the 2023 curriculum variable (variable X2) and the learning quality (variable Y) obtained a significance value of 0.000.
- 4) If the value of sig (0.000) < *alpha* (0.05) where H0 is rejected and Ha is accepted. This means that there is a significant contribution relationship between the 2023 curriculum variable (variable X2) and the learning quality (variable Y).

Multiple Linear Regression Analysis

Multiple linear regression analysis was used to predict the value of the regression coefficient of variables from the research model, namely the learning quality (variable Y), the 2013 curriculum (X1) and the 2023 curriculum (X2) as the basis for compiling mathematical equations for the research model. In addition, multiple linear regression analysis is also used to determine the tcal value of each variable as the basis for testing the research hypothesis.

The results of multiple linear regression analysis are presented in the table as follows:

Table 7. Multiple Linear Regression Analysis Coefficient

Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1,957	,911		2,148	,035
Curriculum 2013 (X1)	1,215	,097	,755	12,505	,000
Curriculum 2023 (X2)	,319	,090	,213	3,531	,001

a. Dependent Variable: Learning Quality (Y)

Source : SPSS Output Version 23

Based on Table 7, the mathematical equations of the research model are:

Strategic Contribution of the 2013 Curriculum and 2023 Curriculum in Improving Learning Quality at Senior High School in Banten Province

$$MP = 1,957 + 1,215 \text{ KUR } 2013 + 0.319 \text{ KUR } 2023 + 0.865 e$$

Information:

MP = Learning quality (Variable Y)

α = Constant

β = Independent variable regression coefficient

KUR 2013 = Curriculum 2013 (Variable X1)

KUR 2023 = 2023 Curriculum (Variable X2)

e = Error

The results of multiple linear regression analysis were also used to determine the t_{cal} value of each variable as the basis for a partial hypothesis test with a t-test (partial test). The t-test is carried out to determine whether there is an influence of the independent variable (X) on the fixed variable (Y). The t-test uses a comparison of the calculated t-value compared to the table t-value (1.662). The results of the t-test are explained as follows:

- 1) The effect of the 2013 curriculum variable (variable X1) on the learning quality (variable Y) obtained a t-count value of 12.505 and a significance value of 0.000.

If the value of t_{cal} (12.505) > t_{table} (1.662) where H_0 is rejected and H_a is accepted. This means that there is a significant influence of the 2013 curriculum variable (variable X1) on the learning quality (variable Y).

- 2) The effect of the 2023 curriculum variable (variable X2) on the learning quality (variable Y) obtained a calculated t-value of 3.531 and a significance value of 0.001.

If the value of t_{cal} (3.531) > t_{table} (1.662) where H_0 is rejected and H_a is accepted. This means that there is a significant influence of the 2023 curriculum variable (variable X2) on the learning quality (variable Y).

F Test (Simultaneous Test)

The F test (simultaneous test) is used to determine whether or not there is an influence of an independent variable on its fixed variable simultaneously. The test criteria by comparison was significant with α (0.05). If the Sig value < α (0.05), then H_0 is rejected and H_a is accepted and vice versa (Ghozali, 2021:94). The results of the F test are presented in the following table:

Table 8. F Test (Simultaneous Test) NEW ERA

Type	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	365,504	2	182,752	244,164	,000b
Residual	65,118	87	,748		
Total	430,622	89			

a. Dependent Variable: Learning Quality (Y)

b. Predictors: (Constant), Curriculum 2023 (X2), Curriculum 2013 (X1)

Source : SPSS Output Version 23

Based on Table 8, it is known that the F_{cal} value is 244.164 and the significant value is 0.000. It is known that if the significance value (0.000) < α (0.05) then H_0 is rejected and H_a is accepted. This means that there is an influence of the 2013 curriculum (variable X1) and the 2023 curriculum (variable X2) on the learning quality (variable Y) simultaneously.

Coefficient Determination Test

The determination coefficient is used to measure the model's ability to explain variations in *dependent variables*. The coefficient of determination is known from the R Square value of the statistical test output (Ghozali, 2021:95). The results of the determination coefficient test on the model are presented in the following table:

Table 9. Coefficient Determination Test Model Summary

Type	R	R Square	Adjusted Square	Std. Error of the Estimate
1	,921a	,849	,845	,865

a. Predictors: (Constant), Curriculum 2023 (X2), Curriculum 2013 (X1)

Source : SPSS Output Version 23

Strategic Contribution of the 2013 Curriculum and 2023 Curriculum in Improving Learning Quality at Senior High School in Banten Province

Based on Table 9, it is known that the *value of R Square* is 0.845. This shows that the variation in the learning quality variable (Y) can be explained by 84.5% by the variables of the 2013 curriculum (X1) and the 2023 curriculum (X2), while the remaining 15.5% is explained by other variables that are not studied. Thus, the magnitude of the influence of the 2013 curriculum (variable X1) and the 2023 curriculum (variable X2) on the learning quality (variable Y) is 84.5%.

DISCUSSION

The Relationship between the Contribution of the 2013 Curriculum and the Learning Quality at Senior High School

The results of the study showed that there was a significant contribution relationship between the 2013 curriculum and the learning quality at Senior High School. This is based on the significance test criteria, where if the value of $\text{sig} (0.000) < \alpha (0.05)$ then H_0 is rejected and H_a is accepted. This finding is strengthened by the level or category of the contribution relationship between the 2013 curriculum and the learning quality in the "very strong" category because it is in the value category of $0.8 < 0.909 < 1$. This shows that the use of the 2013 curriculum or often called Kurtilas used by teachers has proven to contribute significantly and in the category of a very strong relationship to improving the learning quality at Senior High School at Serang City, Serang Regency and Cilegon City.

The Relationship between the Contribution of the 2023 Curriculum and the Learning Quality at Senior High School

The results of the study show that there is a significant contribution relationship between the 2023 curriculum and the learning quality at Senior High School. This is based on the significance test criteria, where if the value of $\text{sig} (0.000) < \alpha (0.05)$ then H_0 is rejected and H_a is accepted. This finding is strengthened by the level or category of the contribution relationship between the 2023 curriculum and learning quality in the "strong" category because it is in the value category of $0.6 < 0.760 < 0.799$. This shows that the use of the 2023 curriculum or what is often called the independent curriculum used by teachers has proven to contribute significantly and in the category of a strong relationship to improving the learning quality at Senior High School at Serang City, Serang Regency and Cilegon City.

The Influence of the 2013 Curriculum on the Learning Quality at Senior High School

The results of the study show that the 2013 curriculum has a positive effect on the learning quality at Senior High School. This is based on the criteria of the t-test (partial test), if the t_{cal} value (12.505) > the t_{table} value (1.662) then H_0 is rejected and H_a is accepted. The results of this research are in line with the research of Arifa & Agustini (2025:1) which stated that the 2013 curriculum has a positive effect on the quality of education in schools. This shows that the use of the 2013 curriculum or often called Kurtilas used by teachers can improve the learning quality, moreover it has a greater value of influence when compared to the 2023 curriculum (independent curriculum) on students at the high school level at Serang City, Serang Regency and Cilegon City.

The Influence of the 2023 Curriculum on the Learning Quality at Senior High School

The results of the study show that the 2023 curriculum has a positive effect on the learning quality at Senior High School. This is based on the criteria of the t-test (partial test), if the t_{cal} value (3.531) > the t_{table} value (1.662) then H_0 is rejected and H_a is accepted. The results of this research are in line with the research of Arifa & Agustini (2025:1) which states that the curriculum has a positive effect on the quality of education in schools and Aufa *et.al* (2024:1) which states that the independent curriculum or the 2023 curriculum has a positive effect on the learning quality of students in schools. This shows that the use of the 2023 curriculum or often called the Independent Curriculum (Independent Learning) used by teachers can improve the learning quality for high school students at Serang City, Serang Regency and Cilegon City.

The Influence of the 2013 Curriculum and the 2023 Curriculum on the Learning Quality at Senior High School

The results of the study show that the 2013 curriculum and the 2023 curriculum have a simultaneous effect on the learning quality at Senior High School. This is based on the criterion of the F test (simultaneous test), where if the significance value $(0.000) < \alpha (0.05)$ then H_0 is rejected and H_a is accepted. The results of this research are in line with the research of Arifa & Agustini (2025:1) which states that the 2013 curriculum has a positive effect on the quality of education in schools and Aufa *et.al* (2024:1) which states that the independent curriculum or the 2023 curriculum has a positive effect on the learning quality of students in schools. This shows that the use of the 2013 curriculum or curriculum and the 2023 curriculum or the Independent Curriculum used by teachers can improve the learning quality for high school students at Serang City, Serang Regency and Cilegon City.

Strategic Contribution of the 2013 Curriculum and 2023 Curriculum in Improving Learning Quality at Senior High School in Banten Province

CONCLUSION

Based on the results of the research, that the 2013 curriculum has a positive effect on the learning quality at Senior High Schools, and the 2023 curriculum has a positive effect on the learning quality at Senior High Schools at Serang City, Serang Regency and Cilegon City, Banten Province in 2025. The tcal value in the 2013 curriculum variable which is greater than the tcal in the 2023 curriculum variable shows that the 2013 curriculum has a greater influence on the learning quality. The research suggestions proposed by the researcher include that teachers must have flexibility and creativity in whatever curriculum they use as their guidelines in carrying out their duties and responsibilities to teach their students. For the next researcher, it can research other variables that are also suspected to have an influence on the learning quality at the high school level, such as teacher competence, teacher work status, workload, infrastructure facilities and so on.

Both the 2013 Curriculum and the 2023 Curriculum (Independent Curriculum) make a significant contribution to improving the learning quality at Senior High School. The results of the analysis show that the contribution of the 2013 Curriculum to the learning quality is in the category of very strong, which indicates that the scientific approach and character strengthening that are characteristic of this curriculum are able to form an effective, systematic, and directed learning process. Meanwhile, the 2023 Curriculum also shows a significant contribution with a strong level of connection, reflecting that the flexible, contextual, and project-based learning approaches offered are able to increase students' active participation and creativity. Furthermore, the results of the influence test showed that individually and simultaneously, the two curricula had a significant influence on the learning quality, both in terms of planning, implementation, and evaluation. These findings reinforce the position that curriculum transformation is one of the key strategies in efforts to improve the quality of education, and that the success of its implementation is highly determined by the alignment between curriculum design and implementation at the education unit level.

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