

Comparison of the Effectiveness of the 2013 Curriculum and the Independent Curriculum in History Subjects at SMAN 2 Dompu

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Abstract

The objective of this study is to ascertain whether there are any notable differences in the perceptions of the effectiveness of the 2013 curriculum and the independent curriculum held by teachers. This research is qualitative in nature and employs a phenomenological study approach. The data was obtained from two sources: primary and secondary. The primary data was gathered through interviews with history subject teachers. Secondary data is obtained from written documentation, including notes from observations and interviews, as well as photographs, sound recordings, and other relevant materials. In this study, data were collected through observation, interviews, and document analysis. The data analysis in this research is conducted through the following stages: data collection, data reduction, data presentation, and conclusion drawing or verification. Validity is ensured through credibility and triangulation tests. The results of interviews with X and XI grade history education subject teachers indicate that the Merdeka Curriculum greatly facilitates the learning process. This is because, with an independent curriculum, learning is not only student-centred, allowing for the improvement of abilities, but also affords teachers the freedom to design and implement educational plans. Students are afforded the opportunity to select their areas of interest, thereby alleviating the academic burden and fostering pedagogical creativity among instructors.

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1. INTRODUCTION

According to (Hidayati et al., 2022) education is a system that has components as an educational builder that functions to achieve educational goals. Educating the nation's life is a goal that the state wants to realize as stated in the preamble to the 1945 Constitution paragraph 4 "protect the entire Indonesian nation and all Indonesian bloodshed. Promoting general welfare, educating the life of the nation, implementing a world order based on independence, lasting peace and social justice". This goal describes a noble ideal and hope of the country in building a superior source of human energy. To achieve all of that, rules are needed in the learning process.

The curriculum holds a key position in education. This is because it is closely related to the determination of the direction, content and process of education, which ultimately determines the type and qualifications of graduates of an educational institution (Oktaviani et al., 2023). A curriculum is a plan that provides guidelines or guidelines in the process of teaching and learning activities (Oktaviani et al., 2023). while (Di & Solok, 2022) Stated that "The curriculum is not something that is one-time. In this case, the curriculum must be flexible and dynamic. Since the proclamation of independence, Indonesia's education curriculum has changed at least ten times before the implementation of the 2013 Curriculum (Junaidi, 2021). These various changes aim to improve the previous curriculum, where the curriculum is adjusted to the development of science and technology (science and technology) and the demands of the times (Rachmadtullah et al., 2018). The implementation of the 2013 Curriculum has begun to be implemented in the 2013-2014 school year (Amin, 2013). The positive impact of the implementation of the 2013 curriculum is that students can learn by following the development of the increasingly advanced times. Meanwhile, the negative impact of curriculum changes that are so rapid creates new problems, such as teachers experiencing difficulties because the training time of the 2013 curriculum is considered short so that many teachers do not understand the 2013 curriculum and cause the quality of teaching to be unstable so that student achievement or learning outcomes decrease to 30%.

From this problem, the government overcomes it by implementing a new curriculum, namely the independent curriculum. The independent curriculum is considered a simplification of the 2013 curriculum (Panginan & Susianti, 2022). This curriculum, according to (Lestari, 2018), is expected to be able to overcome the problems in the previous curriculum. The independent curriculum is a period when teachers and students can or have freedom in thinking and are also free in the burden of their minds so that they can develop educational potential (Hartati, 2020). One of the advantages of the independent curriculum is that teachers can teach according to student achievements and students can also develop it. The independent learning curriculum that has now been implemented has the hallmark of the program, namely the driving school program consisting of driving teachers, practitioners, and facilitators (Panginan & Susianti, 2022). The independent curriculum gives schools the freedom to create an operational curriculum by looking at the context, resources, and needs of each school while still following the learning outcomes implemented by the government.

This curriculum develops competencies through methods that refer to talents and interests with a diversity of intracurricular learning (Hidayat et al, 2022). Freedom of learning places students as learning subjects who can develop because they have the potential in themselves and the learning process is based on a sense of willingness to obtain the learning outcomes they want to achieve (Panginan & Susianti, 2022). So far, teachers are required to follow the learning stages that have been made, resulting in teachers spending more time evaluating learning. With the independent learning curriculum, not only students are given the freedom to develop their potential, but also give freedom to educational units to manage the regional autonomy curriculum as well as, as well as provide freedom for teachers to plan lessons, learning implementation plans (Mulyasa, 2021).

According to (Adi et al., 2021) The independent learning curriculum will create active learning. This program is not a replacement for the program that is already running, but to provide improvements to the system that is already running. The freedom of learning offered by the Ministry of Education and Culture is a simpler learning process, this includes; 1) The one-sheet Learning Implementation Plan means that it is made in a simple and uncomplicated manner as before, 2) the zoning system for the admission of new students is flexible in its implementation, 3) the National Exam is replaced with a minimum competency assessment and a character survey, 4) the National Standard School Exam is switched to a continuous assessment such as a portfolio (group assignments, papers, practicums, and others) (Oktaviani et al., 2023). According to (Almarisi, 2023) After stating the advantages of the Independent Curriculum launched by the Ministry of Research, Technology and Higher Education, below will be described some of the shortcomings of the Independent Curriculum, including: 1) In terms of implementation, the Independent Curriculum is still immature. 2) The designed education and teaching system has not been well realized. 3) Lack of human resources (HR), as well as unstructured systems.

Based on the results of interviews and observations of researchers on Wednesday, October 27, 2023 at SMAN 2 Dompu the Independent Curriculum has been implemented for approximately 2 years. The results of interviews conducted by researchers on history education map teachers in grades X and XI, that with the presence of the Independent Curriculum, it greatly facilitates the learning process because, with the Independent Learning Curriculum, not only students are given the freedom to improve their abilities, but also give freedom to teachers to design education, as well as its implementation plan. Students are given the freedom to choose their learning interests as well as reduce the academic burden and encourage teachers' creativity. However, there are several obstacles that Mapel teachers face in implementing the Independent Curriculum, namely, students who are less active in the classroom so that there is a lack of interaction between teachers and students. Another obstacle faced is the lack of supporting facilities so that it can affect student learning outcomes. In addition, based on the results of observations, when teachers teach using the 2013 curriculum, the guidance is the lesson plan and is always based on books, different from the independent curriculum, the guidance is the teaching module and the benchmark is not always on books.

2. RESEARCH METHODS

According to Dukeshire and Thurlow (as cited in (Sugiyono, 2016) states that research is the systematic collection and presentation of information. Research is a systematic way of collecting data and presenting the results. One type of research is qualitative research. Qualitative research aims to answer questions related to the development of understanding of the dimensions, meaning, and experience of human life and the social world (Sugiyono, 2016). The essence of good qualitative research is whether the subjective meanings, actions, and social contexts of the research participants, as understood by them, are illuminated (Wohlrapp, 2014). To obtain data, this study will use qualitative research, with a phenomenological study approach. Because it allows researchers to see and hear more closely and in detail individual explanations and understandings of their experiences

(Sugiono, 2019). Examining the comparison of the effectiveness of the 2013 curriculum and the independent curriculum in history subjects at SMAN 2 Dompu.

3. RESEARCH RESULTS AND DISCUSSION

3.1. RESEARCH RESULTS

This study aims to answer the researcher's question, namely "how is the effectiveness of the 2013 curriculum and the independent curriculum on learning outcomes in history subjects at SMAN 2 Dompu?". two teachers who teach history subjects at SMAN 2 Dompu. The findings were categorized based on research questions, from the results of interviews and observations with teachers, various perceptions were found on the effectiveness of the 2013 curriculum and the independent curriculum. The following are the findings of the researcher comparing teachers' perceptions of the effectiveness of the 2013 curriculum and the independent curriculum as follows:

A) Curriculum 2013

According to RZ Curriculum 2013 is a curriculum that emphasizes modern pedagogical that prioritizes understanding, skills, and character education, students are required to understand the material, be active in discussions and presentations and have high discipline. It all aims to achieve improvement in the world of education which is expected to be able to produce a productive, creative, innovative, and effective young generation. Meanwhile, according to RD, the 2013 curriculum is a thematic and integrative curriculum, as well as more lesson hours that aim to encourage students, be better able in observing, asking, reasoning and communicating (presenting), what they gain after receiving learning materials and it is hoped that students will have much better competence in attitudes, skills, and knowledge.

1. Weaknesses and Advantages of the 2013 Curriculum

According to RZ, the 2013 curriculum has advantages and disadvantages, including the following: first; Weaknesses, Too Much Material That Must Be Master by Students, In fact, many consider that there are some learning materials that are too heavy for that age. Thus, the learning burden of students becomes bigger and heavier. And this will have an impact on underperforming students who are too far behind. Second; Advantages, more emphasis on character education, the 2013 curriculum provides opportunities for educational institutions to be more optimal in shaping the character of students, efforts to build character and also noble ethics are emphasized in all existing study programs. So that it allows the character of the nation's children to be increasingly formed. Meanwhile, the 2013 curriculum according to RD is, Too much material must be mastered by students so that not every material can be conveyed properly, not to mention the problem of teachers who have to complete so much administration. As for the advantages, students are more required to be active, creative and innovative in solving every problem they face at school.

2. Learning Process

According to RZ, the learning process in the 2013 curriculum consists of 3 activities, namely: first: a) **Learning Planning** consists of (1) The syllabus is a reference for the preparation of a learning framework for each subject study material. (2) RPP, is a plan for face-to-face learning activities for one or more meetings. The lesson plan was developed from the syllabus to direct students' learning activities in an effort to achieve Basic Competencies (KD). Second: (b) **Implementation of Learning** In the stages of learning implementation including preliminary activities, core activities, and closing activities. In the K-13 learning process, these strategies must be carried out with a scientific approach and thematic nuances. And third (c) **Closing Activities**; In the closing activity, there are several things that need to be done, namely: a) the teacher together with the students and/or themselves make a summary/conclusion of the lesson; b) teachers conduct assessments to measure the extent of achievement of the planned goals and at the same time reflect on the activities that have been carried out; c) provide feedback on the learning process and outcomes; d) planning follow-up activities in the form of remedial learning, enrichment programs, counseling services and/or providing assignments both individual and group tasks in accordance with the learning outcomes of students; and e) submit the learning plan at the next meeting.

Meanwhile, according to RD, the learning process in the 2013 curriculum is as follows: In the 2013 Curriculum, two modes of learning process are developed, namely the direct learning process (direct teaching) and the indirect learning process (indirect teaching). The direct learning process is a learning process where students develop knowledge, thinking skills, and psychomotor skills through direct interaction with learning resources designed in the syllabus and lesson plans in the form of learning activities.

B) Independent Curriculum

According to RIZ, the independent **curriculum** is a curriculum issued by the Ministry of Education and Education in 2020/2021 where this curriculum gives freedom to teachers and schools to manage and choose their materials. The curriculum also emphasizes the importance of developing soft skills and 21st century skills such as critical thinking skills, collaboration, communication, creativity, and good character. The purpose of the independent curriculum is to provide opportunities for students to learn more creatively, flexibly, and actively involved in the learning process. Meanwhile, according to RD, the independent curriculum is a simplified curriculum from the 2013 curriculum and is more flexible to make it easier for teachers and students. The independent curriculum carries the concept of independent learning where schools, both teachers and students, have independence and freedom, namely the freedom to innovate in learning, the freedom to learn independently, and the freedom to think creatively. In addition, according to RD, the purpose of the independent curriculum is: to achieve national

goals in the world of education, namely to increase the quality of human resources in Indonesia so that they have advantages and competitiveness with other countries.

1. Advantages and disadvantages of the independent curriculum

According to RZ and RD, one of the advantages of the independent curriculum is that the material is taught more simply, in-depth and focused on the material, therefore students can learn deeply and not rush in the learning process so that they will better understand what is being learned, while the disadvantages require greater time and resources. The Independent Learning Curriculum requires greater time and resources than traditional learning methods. Because students are given the freedom to organize their own learning, teachers must spend extra time helping students who need additional guidance. In addition, the program also requires resources such as textbooks and more equipment.

2. Learning process

According to RZ and RD, the learning process in the independent curriculum consists of 3 stages, namely: a) Diagnostic assessment: Teachers conduct initial assessments to recognize students' potential, characteristics, needs, developmental stages, and learning achievement stages. Assessments are generally carried out at the beginning of the learning year. So, the results can be used to make further planning related to the learning methods that should be used. b) Planning: Teachers prepare the learning process according to the results of the diagnostic assessment, and group students based on their ability level. And c) Learning: During the learning process, teachers will conduct formative assessments periodically. This is done to find out the progress of student learning and make adjustments to learning methods, if necessary. At the end of the learning process, teachers can also conduct a summative assessment as a process of evaluating the achievement of learning goals.

3. School Profile

SMA Negeri 2 Dompu is located at Jalan Lele Keluharan Bali I, Dompu District, Dompu Regency. SMAN Negeri 2 Dompu was established in 2005. SMA Negeri 2 Dompu stands on government land, because it is a public school, in terms of infrastructure, SMA Negeri 2 Dompu has developed from year to year. The repairs carried out such as the repair of the school building to two floors and also the construction of other buildings such as women's and men's toilets are separated, and are equipped with various facilities that support the teaching and learning process. The students who attend SMA Negeri 2 Dompu do not only come from the Bali I area but also many from other villages and sub-districts. SMA 2 Dompu has 93 educators. Most of the educators at SMAN 2 DOMPU come from universities and teach according to their fields. In addition, at SMA Negeri 2 Dompu there are also internet facilities that can be freely accessed by SMA 2 DOMPU students which can help make it easier to speed up the search for information. Face-to-face learning time is carried out at 07:15- 14:00.

3.2. Discussion

a. Curriculum 2013

The 2013 curriculum emphasizes the modern pedagogic dimension in learning, namely using a scientific approach. The scientific approach in learning as referred to includes, observing, questioning, trying, processing, presenting, inferring, and creating for all subjects (Darmawati, 2014). The 2013 curriculum emphasizes on students to be more active, creative, and fun. In fact, the 2013 curriculum has a very important purpose, which is to encourage all students to observe, ask, reason, and present what they get when learning well (Darmawati, 2014). Meanwhile, teachers are only facilitators. In fact, teachers are an important factor in the implementation of the curriculum (Rusmawan, 2013). Considering that the 2013 curriculum has a lot of material that is so dense, so that many hours of lessons are passed by teachers and students so that teachers reduce the material or topics as the teacher continues to go through to complete the material without considering the ability of students to understand a lesson if it is done in a hurry, students do not have enough time to understand deep concepts (Adha et al., 2023).

b. Independent Curriculum

Meanwhile, the independent curriculum was implemented in 2020/2021 where this curriculum perfected the previous curriculum (Oktaviani et al., 2023). The independent curriculum not only provides freedom to students in developing their potential, but also gives freedom to education units to manage curriculum based on regional autonomy and provides freedom for teachers to design learning. The learning implementation plan that has been complained about because of the detailed and rigid arrangement and requires teachers to follow the learning stages that have been made results in teachers spending more time on administrative matters and students who learn are not in line with their interests and talents. (Alawiyah, 2013). With the implementation of the independent curriculum, all learning designs and plans are made more concise by containing important components so that teachers have a lot of time to evaluate learning and students learn happily because they are directed by their interests and talents (Sari et al., 2022). From the implementation of this curriculum, there are several advantages that will be obtained. Some of these advantages include (Lastriyani, 2023). First, the material taught is simpler, more in-depth, and focuses on the essential material only. Therefore, students can learn more deeply and not rush in the learning process so that they will better understand what is being learned. Second, teachers are more free to teach according to the level of achievement and development of students. In addition, schools also have the authority to develop a curriculum in accordance with educational units and students. And third, It is more relevant and interactive because learning through project activities provides opportunities for students to be more active and explore actual issues.

4. CONCLUSION

Based on the results of the research obtained from the results of data collection, data presentation, reduction and conclusion, the researcher concluded that: the independent curriculum is more effective in using because, the independent curriculum not only gives freedom to students in developing their potential, but also gives freedom to teachers to manage learning implementation plans so that teachers have a lot of time to evaluate learning. The researcher hopes that the teachers of SMAN 2 Dompu will be able to create an interesting learning atmosphere so that students will not be bored during the teaching process.

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6. BIBLIOGRAPHY

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