

**A COMPARISON OF THE IMPLEMENTATION OF THE 2013  
CURRICULUM AND THE INDEPENDENT CURRICULUM AT SMP  
MUHAMMADIYAH 7 COLOMADU**

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**Abstract**

In education institution the existence at curriculum is very important, with the right curriculum students can achieve appropriate learning objectives. The education curriculum continues to change time to time. Everything is tailored to the needs of students at their respective times. Learning that consists of plans, objectives, and learning materials including teaching methods will guide each teacher to achieve learning objectives properly. This study aims to describe the comparative implementation of the 2013 curriculum and the independent curriculum at SMP Muhammadiyah 7 Colomadu. This research is a descriptive qualitative research with analysis method, which is a research on individuals, groups, or organizations in a certain period. Data collection is based on the results of observations, interviews, and documentation conducted by researchers. The results of this study conclude that the implementation of an independent curriculum is better than 2013 curriculum. The implementation of the 2013 curriculum has been going well even before the new curriculum, namely the independent curriculum. The 2013 curriculum implemented at SMP Muhammadiyah 7 Colomadu has been accompanied by programs at school. These programs are almost similar to the independent curriculum currently implemented in grade 7, thus the school does not experience difficult.

**Keywords: Implementation, 2013 curriculum, Independent curriculum**

## **1. INTRUCTION**

Education is a conscious effort that aims to make a man reach a certain level in his life through the achievement of physical and mental happiness. The Qur'an has also discussed the education that came down first to the Messenger of Allah, which is found in Surah al-Alaq verses 1–5.

أَفْرَأَ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ أَلَمْ يَكْرُمُ ٣ الَّذِي عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥

*"Read it, and your God is Most Gracious (3) Who teaches (man) through Kalam's intercession (4) He teaches man what he does not know (5)," it says. (QS. al-alaq: 1-5)*

In the surah, "Iqra," which means to read, is explained. So, it can be concluded that education is essential for human life because education is an effort to humanize people. Education itself cannot be separated from the curriculum because it serves as a foundation that provides the direction and purpose of education and what must be understood and learned.

The curriculum can also be used as a tool to measure individual abilities and educational expenditures. The curriculum is inseparable from pursuing goals so students can easily understand various materials. Learning is a process that occurs when teachers and students interact with teaching and learning. Therefore, education must have a curriculum for planning, learning, or teaching to function effectively and efficiently. Therefore, it can also be understood that the curriculum is only meaningful with learning as an implementation of the school education plan.

Curriculum and learning are educational designs with a very important strategic position in all educational activities. Given the importance of curriculum and learning in education and the development of human life, implementing curriculum and learning is inseparable from a solid foundation. Indonesia also often experiences curriculum shifts or changes, including 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2006, and finally, the 2013 curricula. Political factors most often cause curriculum changes. As is currently the case, the change from the 2013 curriculum to an independent curriculum is because students must prepare whatever abilities and skills are required if they have graduated. After all, students must be able to create work while also thinking collaboratively and creatively.

The 2013 curriculum emphasizes using the scientific method in primary and secondary education. Its implementation aims to improve the quality of human resources and increase the nation's competitiveness through the development of

science, technology, and the arts. Implementing the 2013 curriculum is expected to produce productive, creative, innovative, and emotional human resources by strengthening attitudes, knowledge, and skills.

The 2013 curriculum emphasizes a holistic educational process that touches the broader cognitive, affective, and psychomotor realms. The 2013 curriculum divides it into four core competencies: social attitude competence, spiritual attitude competence, knowledge competence, and skill competence. Thus, in addition to the cognitive realm, the potential of learners can also be monitored and developed.

In the 2013 curriculum, assessment is regulated in Kemendikbud No. 66 of 2013, covering educational assessment criteria including real assessment, self-assessment, portfolio-based assessment, daily test, midterm test, end-of-semester test, competency level, national examination, school examination. Assessment is an assessment of learning outcomes by educators, educational institutions, and the government. Referring to the pandemic situation poses many obstacles and significantly impacts the learning process in academic units. Education has a huge impact. Before the pandemic, the only curriculum used by academic units in learning was the 2013 curriculum. During the 2020–2021 pandemic, the Ministry of Education and Technology issued a policy to use the 2013 Curriculum and Emergency Curriculum (simplified Kur-2013) as a reference for the curriculum of education units. During the 2021–2022 pandemic, the Ministry of Education and Technology issued a policy on using the 2013 curriculum, emergency curriculum, and independent curriculum in driving schools (SP) and SMK Centers of Excellence (PK).

The Ministry of Education, Culture, Research, and Technology (Kemendikburistek) has issued a policy on the Independent Curriculum as a solution for restoring learning from 2022 to 2024. The Ministry of Education's policy regarding the national curriculum will be reviewed in 2024 based on assessment and evaluation at the time of learning recovery.

Before the outbreak, the Ministry of Education, Culture, Research, and Technology (Kemendikburistek) issued the 2013 Curriculum Use Policy and the 2013 curriculum, which was simplified into an emergency curriculum to make it easier for education units to manage to learn more easily with essential material substances, was first introduced in 2021 to improve and restore learning.

One school differs in reference and thinking, the use of the independent curriculum at SMP Negeri Muhammadiyah 7 Colomadu begins with the preparation of learning by teachers through the independent learning platform. From there, the teacher is given freedom. Teachers used the lecture method to teach frequently, but now they are more interested in exploring students' skills, so the teacher only facilitates. Like teachers guiding students to find information from books and the internet (google and youtube), especially by keeping up with the times, not only are books used as references, but there is an internet that can be used to deepen and explore various sciences, but there must be a downside, especially if students are not monitored, such as playing games, watching movies, and so on.

From the description above, researchers are interested in conducting further research on the change of the implementation of the 2013 curriculum into an independent curriculum with the title "Comparison of the Implementation of the 2013 Curriculum and the Independent Learning Curriculum at SMP Muhammadiyah 7 Colomadu" in order to find out the comparison between the 2013 curriculum and the independent learning curriculum.

Based on the background above, the problem can be formulated as follows:

1). What are the comparisons in implementing the 2013 curriculum and independent curriculum at SMP Muhammadiyah 7 Colomadu; 2). What are the inhibiting and supporting factors for implementing the independent curriculum at SMP Muhammadiyah 7 Colomadu.

The objectives of this research are: To describe the 2013 curriculum and independent curriculum for studying at Muhammadiyah 7 Colomadu Junior High School; To describe the inhibiting and supporting factors for the implementation of

the 2013 curriculum and the independent learning curriculum at SMP Muhammadiyah 7 Colomadu.

## **2. METHOD**

This research includes qualitative research, namely field research, a study that immediately plunges into spaciousness systematically and takes data directly into the field.

In this study, the researcher directly involved the spaciousness intended as a research site, namely at SMP Muhammadiyah 7 Colomadu. Then the researcher conducted research on the 2013 curriculum and the independent learning curriculum in order to get the data needed to answer the problems in this study. The research method used is a qualitative research method. This research is carried out in stages and is structured. This research starts with determining ideas, collecting data, and analyzing that data to gain an understanding of a particular problem. Usually, the data obtained from this study is descriptive data, namely data in the form of words or images and through direct observation of someone's words or behavior

## **3. RESULTS AND DISCUSSION**

The following are the results of the research analysis of the Comparative Implementation of the 2013 Curriculum and the Independent Curriculum Merdeka Curriculum at SMP Muhammadiyah 7 Colomadu, as follows:

### **3.1 Document Preparation and Curriculum Implementation**

KOSP at SMP Muhamamdiyah 7 Colomadu is a form of operational curriculum to implement the Basic Framework and Curriculum Structure that the central government has made, both learning outcomes, learning principles and assessment of learning outcomes, as well as Strengthening the Pancasila Student Profile. The operational curriculum at SMP Muhammadiyah 7 Colomadu is a form of adjustment of the framework prepared by the central government by harmonizing regional potential, school capabilities, and students' backgrounds. While the flow of designing and preparing the operational curriculum at SMP Muhammadiyah 7

Colomadu. The design starts from the expected student profile, supporting facilities, accommodated learner characteristics, time allocation mapping with education calendar at school, school programs, local, regional potential, school operational curriculum, and the last sequence is Mapel mapping, learning achievement analysis, and Pancasila learner profile.

### **3.2 Implementation of the 2013 Curriculum and Merdeka Curriculum in the Classroom**

SMP Muhammadiyah 7 Colomadu is actually a school that is almost dead. However, since the 2019 new academic year, all teachers have been replaced in the hope of developing and advancing the school. Therefore, teachers create new programs that collaborate with the 2013 curriculum. However, in 2020 there was a pandemic that required students to learn from home. Therefore, the school designed that teachers provide essential lessons only, not the lessons desired by the school but the lessons needed by the students. So, when the independent curriculum is implemented, students can quickly implement it because it has been implemented since before it was implemented.

### **3.3 Source Book Facilities / Teaching Materials 2013 Curriculum and independent curriculum**

For books or teaching materials at school from the beginning, it has been implemented using its teaching material modules which will be collected by the teachers of each subject at the beginning of the semester so that the teachers are ready and understand what will be taught in the next semester. Facilities such as facilities and infrastructure are also prepared to support the implementation of the 2013 curriculum and the current independent curriculum.

### **3.4 Challenges in Implementing the 2013 Curriculum and the Independent Curriculum**

For the challenges in the 2013 curriculum itself, because the teachers are still fresh graduates and do not have experience, that makes teaching other than that because the school is almost dead, making students become naughty and have bad character.

Therefore, teachers have instilled character education since the beginning of school and developed it again until now students have good character. As for the independent curriculum itself, the challenge is that there is no description of the curriculum but the teachers at the school. However, over time it turned out that the independent curriculum was a school program since the beginning of the 2019 new school year. So, the independent curriculum is fine, but even so, teachers continue to learn using the independent campus platform and training.

### **3.5 The Impact of Implementing the 2013 Curriculum and Merdeka Curriculum on Students**

From the beginning of the development of SMP Muhammadiyah 7 Colomadu, the school has emphasized how to not only how to know students so that in addition to understanding but students are also able to practice what has been taught at school. From the beginning of its development, the school has also followed the way each student learns, following the curriculum and collaborating with it. So, for the negative impact, students may not understand the school subjects, but students can practice what has been taught at school.

### **3.6 Control System for Implementing the 2013 Curriculum and the Independent Curriculum at School**

Supervision in implementing the 2013 curriculum and the independent curriculum at school is running well. Curriculum supervision itself is carried out once a week and once a month. However, due to the busy school evaluation activities, it is carried out once a week. It is usually held on Fridays and is carried out directly instead of online because it is more convenient and effective.

### **3.7 Differences between the 2013 Curriculum and the Merdeka Curriculum**

The difference in implementation between the 2013 curriculum and the independent curriculum is not too significant; it's just that the 2013 curriculum uses lesson plans that contain KI (Core Competencies) and KD (Basic Competencies) and uses assessments that are measured from all competencies from spiritual competence, skills, social and cognitive attitudes. Meanwhile, the independent curriculum uses

Modules, and the independent curriculum can also be implemented anytime and anywhere according to the needs of the teacher's abilities and the students being taught.

### **3.8 Implementation of 2013 Curriculum and Independent Curriculum in PAI Learning**

PAI learning at SMP Muhammadiyah 7 Colomadu does not use PAI but ISMUBA (Islam Kemuhammadiyah and Arabic Language), which is a combination of 4 lessons, namely Akidah Akhlak, Al-Quran Hadith, Fiqh, and Tarikh. Moreover, the assessment is the same in learning from the beginning until now. In grade 7, the assessment uses the independent curriculum in accordance with the fair, objective, and educative assessment objectives. Meanwhile, grades 8 and 9 use the 2013 curriculum assessment, which includes all existing competencies such as self-assessment, authentic assessment, daily tests, and so on.

## **4. CLOSING**

### **4.1 Summery**

From the research above, it can be concluded that:

- a. The curriculum is a set of plans and arrangements for subject matter that must be taught in a school or education program. At SMP Muhammadiyah 7 Colomadu itself applies two types of curriculum: the independent curriculum for grades seven and the 2013 curriculum for grades 8 and 9. The 2013 curriculum is a curriculum implemented in Indonesia since 2013, replacing the 2006 Curriculum. This curriculum emphasizes character education and has a thematic approach, which combines various subjects to form a whole concept and is fun for students. Meanwhile, the independent curriculum is an idea to restructure the national education system in Indonesia by prioritizing national values and a balance between science and religious teachings. This idea aims to foster an independent Indonesian generation with a strong nationalist spirit. One of the objectives of this independent curriculum is to catch up with the learning due to the Covid-19



pandemic. The goal of creating this curriculum is to make education in Indonesia like developed countries where students can freely choose what they are interested in learning.

- b. The inhibiting and supporting factors for implementing the independent curriculum at SMP Muhammadiyah 7 Colomadu are the need for more understanding of the independent curriculum and fresh graduate teachers, so there is no experience in teaching and the lack of media in learning, such as computers. Meanwhile, the supporting factors for implementing the independent curriculum are new programs that were implemented before the emergence of this independent curriculum because the new programs implemented are more or less the same as the independent curriculum. So, apart from the programs that have been implemented, but also learning from YouTube and also the independent campus platform.
- c. At SMP Muhammadiyah 7 Colomadu, the difference in implementation between the 2013 curriculum and the independent curriculum is insignificant. As if the 2013 curriculum uses lesson plans, but the independent curriculum uses Modules, and the independent curriculum also emphasizes the development of Pancasila, the 2013 Curriculum is designed following the objectives of the National Education System and National Education Standards, including the development of the Pancasila student profile in the Independent Curriculum. The learning process in the Merdeka Curriculum can be done anytime and anywhere according to the teacher's abilities and the students being taught. Meanwhile, the 2013 Curriculum prioritizes learning activities in the classroom, and the 2013 Curriculum assessment is based on aspects of knowledge, skills, attitudes, and behavior. Meanwhile, the independent curriculum prioritizes improving the student profile of Pancasila and curricular and extracurricular activities. The 2013 curriculum is structured as follows: (1) Reconstruction of Graduate Capabilities, (2) Suitability and Adequacy, Breadth and Depth of Material, (3) Learning Revolution, and (4) Assessment Reform and Thematic

Learning while the independent curriculum uses the following structure: (1) competency-based, (2) flexible learning and, (3) Pancasila character.

## 4.2 Suggestion

Based on the conclusions presented by the researcher above, there are several suggestions proposed in this study as input for school institutions; the suggestions that the researcher wants to convey are as follows:

- a. Curriculum teacher The curriculum section teacher is good at carrying out his responsibilities as part of the curriculum. However, it needs to be maximized again regarding student understanding in learning because, in addition to being able to practice, students must also understand.
- b. Students

It is expected to be able to become graduates of SMP Muhammadiyah 7 Colmadu who are civilized, superior, and characterized by Pancasila student profiles. It has an environmental outlook, such as the school's vision.

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