

Evaluating K13 and Merdeka Curriculum Implementation in Primary Education: A Comprehensive Literature Review

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Abstrak

Pendidikan dasar di Indonesia telah mengalami reformasi yang signifikan, dengan diperkenalkannya kurikulum K13 dan Kurikulum Merdeka. Perubahan tersebut bertujuan untuk meningkatkan mutu pendidikan dan membekali peserta didik dengan keterampilan abad 21. Penelitian ini bertujuan untuk menganalisis perbedaan penerapan kurikulum merdeka dengan Kurikulum 2013 dengan menerapkan kajian pustaka sistematis. Metode yang digunakan dalam penelitian ini adalah SLR (Systematic Literature Review) dengan basis data Google Scholar. Kajian pustaka yang dianalisis dibatasi pada rentang waktu 2019-2023 dengan menggunakan pencarian kata kunci sebanyak 3 tahap. Pada tahap pertama menghasilkan 3.340 dokumen dengan kata kunci "Kurikulum K13". Kemudian tahap kedua menghasilkan 492 dokumen dengan kata kunci "kurikulum merdeka" dan penambahan kata "DAN" pada kedua kata kunci tersebut. Selanjutnya pada tahap ketiga dengan kata kunci "di sekolah dasar" dan penambahan kata "DAN" di antara kata kunci pertama dan kedua menghasilkan 225 dokumen. Dokumen-dokumen tersebut kemudian disaring berdasarkan kriteria inklusi, dan hasilnya adalah 7 artikel yang akan dianalisis lebih lanjut oleh peneliti. Dari analisis yang telah dilakukan, diperoleh hasil bahwa terdapat perbedaan yang signifikan dalam fokus dan pendekatan. Kurikulum 2013 menekankan pada pengembangan kompetensi afektif, kognitif, dan psikomotorik melalui pendekatan saintifik, sedangkan Kurikulum Merdeka mengutamakan Profil Pelajar Pancasila melalui P5 dan pembelajaran terdiferensiasi. Perubahan ini menjadi tantangan bagi pendidik dalam implementasinya, terutama dalam hal pemahaman dan keterampilan.

Kata kunci: Kurikulum, Kurikulum K13, Kurikulum Mandiri, Pendidikan Dasar

Abstract

Elementary education in Indonesia has undergone significant reforms with the introduction of the K13 Curriculum and the Merdeka Curriculum. These changes aim to enhance the quality of education and equip students with 21st-century skills. This study seeks to analyze the differences in the implementation of the Merdeka Curriculum and the K13 Curriculum through a systematic literature review. The research employed the SLR (Systematic Literature Review) method using Google Scholar as the primary database. The literature reviewed was limited to the period from 2019 to 2023, using a three-stage keyword search process. The first stage resulted in 3,340 documents with the keyword "K13 Curriculum." The second stage yielded 492 documents with the keywords "Merdeka Curriculum" and the addition of "AND" between these terms. In the third stage, adding the keyword "in elementary school" and the term "AND" between the earlier keywords narrowed the results to 225 documents. These documents were further filtered based on inclusion criteria, resulting in 7 articles for detailed analysis. The analysis revealed significant differences in focus and approach between the two curricula. The K13 Curriculum emphasizes the development of affective, cognitive, and psychomotor competencies through a scientific approach, while the Merdeka Curriculum prioritizes the Pancasila Student Profile through P5 (Project-Based Learning) and differentiated instruction. These changes pose challenges for educators, particularly regarding understanding and skill acquisition in implementing the curriculum.

Keywords: Curriculum, K13 Curriculum, Merdeka Curriculum, Primary Education

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1. INTRODUCTION

Education is a learning process that is useful for developing the potential of individuals. Education is a conscious and planned effort in order to build a learning environment and learning activities so that students can actively cultivate their abilities, including spiritual toughness from the aspects of faith, self-control and noble character, abilities, personality, and intelligence, which are needed by society, individuals, countries and nations (Anggraini et al., 2021; Ankit & Upadhyay, 2022). A curriculum is a lesson plan in education that guides and references the learning process, determining the material to be

taught, the teaching methods used, and the evaluations needed to achieve the desired educational goals (Isnawati et al., 2022; Putri & Sulistyanningrum, 2021). Curriculum in Indonesia has a crucial role in shaping a competent and competitive young generation. As the foundation of education, the curriculum determines the learning objectives, direction, and materials taught at each level of education (Akmalur et al., 2023; Alvina et al., 2020; Muhammad & Waton, 2023). A good curriculum must be able to adapt to the times and the needs of the labor market, so that graduates can have relevant skills and be able to adapt to changes. In addition, the curriculum also serves as a tool to instill cultural values, morals, and national character, which are essential for creating a civilized society with integrity (Indah et al., 2021; Shashank, 2022). Periodic curriculum development and evaluation are crucial for Indonesian education to consistently align with national goals. In the field of education, there are several curricula that have been implemented in elementary schools, one of which is the k13 curriculum and the independent curriculum (Helda & Syahrani, 2022; Isnawati et al., 2022).

Curriculum 2013 (K13) is an Indonesian curriculum designed to enhance education quality by holistically developing student competencies (Isumarni et al., 2023; Khasanah et al., 2021). K13 is designed to integrate knowledge, skills, and attitudes through thematic approaches and project-based learning (Neza et al., 2019; Ulil et al., 2023). This curriculum emphasizes the importance of character, creativity and critical thinking skills, and encourages collaboration between students and teachers in the learning process. Through K13, students are expected to be more independent, innovative, and ready to face future challenges. Previous study reveals that Curriculum 2013 replaces the previous Curriculum 2006, which was the Education Unit Level Curriculum (Isumarni et al., 2023). This curriculum is expected to be a new innovation in the world of education in Indonesia to improve the quality of education in this country.

The *Merdeka* Curriculum is an educational initiative designed by the Indonesian government to give teachers and schools greater freedom to manage the teaching and learning process. This curriculum emphasizes flexibility and relevance, with the aim that education is more in line with the wishes and potential of students in the local environment. Through *Merdeka* Curriculum, teachers are given the freedom to develop creative and innovative teaching materials and learning methods, while students are encouraged to be more active and critical in learning (Canter, 2019; Winarno et al., 2022). This approach is expected to produce graduates who are not only academically smart, but also have strong traits and skills that are relevant to the world of work and everyday life. The study by previous study highlights the challenges in implementing an independent curriculum, stating that it is currently too early to effectively implement such a system (Yunita et al., 2023). The implementation of the *Merdeka* Curriculum is still hampered by the use of K13 which is common and still dominant, still being followed up. The implementation of an independent curriculum is still too early, and it is crucial to conduct intensive socialization about the *Merdeka Belajar* Curriculum to ensure its optimal implementation (N. S. Agustina et al., 2022; Maipita et al., 2021).

This research can provide novelty in further understanding on how to improve the quality of education and identify the strengths and weaknesses of the k13 curriculum and the independent curriculum. The purpose of this study is to deeply analyze the differences in the implementation of *Merdeka* Curriculum and 2013 Curriculum through the application of the systematic literature review method, which includes the identification, evaluation, and synthesis of relevant literature regarding the two curricula. This research is expected to provide policy recommendations regarding the selection and implementation of a more effective curriculum in elementary schools and add insight for policy makers, educators, and researchers regarding curriculum development in Indonesian.

2. METHODS

This study uses the Systematic Literature Review (SLR) approach, which is a structured method designed to evaluate and combine information from research works and the thoughts of practitioners and researchers. This approach aims to provide an in-depth understanding of a particular topic through a critical and systematic analysis of relevant literature (Hainora Hamzah et al., 2022). This method is often used to summarize existing research findings, identify knowledge gaps, and provide directions for future research.

The data collection process in this study was carried out through four stages of document search, namely identification, screening, eligibility, and analysis. In the first stage, the researcher defines the topic or research problem that is the focus. Furthermore, relevant references are identified through literature searches on credible online sources. After that, the search results are filtered based on the inclusion and exclusion criteria that have been set to ensure that only literature that meets quality and relevance standards is used. References that pass this stage are then compiled in the form of a synthesis matrix to facilitate analysis and conclusions. The data analysis process is carried out by integrating and evaluating findings from the selected literature. This analysis focuses on identifying patterns, trends, or gaps in existing research, so that it can provide a comprehensive understanding of the topic being studied. The collected data is analyzed systematically by referring to the theoretical framework or relevant criteria. The conclusions of this analysis are formulated based on the synthesis of data that has been carried out, so that it can provide meaningful contributions to the related research field. This process is illustrated through an illustration of the document search stages, which visualizes the workflow from identification to final analysis.

3. RESULTS AND DISCUSSION

Results

The literature search in the scholar database aims to supplement the research's presentation in a verbal manner and analysis in tables published in commentary and discussion. The search began with accessing the Google Scholar database and determining search keywords using "K13 curriculum" for articles published between 2019 and 2023. The article search was conducted on July 16, 2024, resulting in 3,340 results for different types of documents. The results are shown in Figure 1.

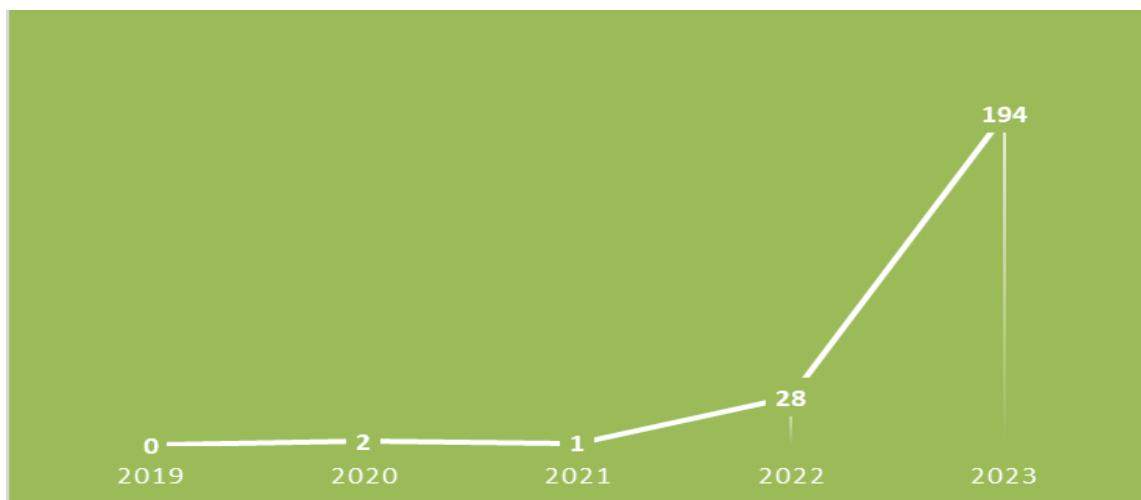


Figure 1. Number of Publications

The study analyze articles related to the implementation of the K13 curriculum and the *Merdeka* curriculum in elementary schools. The criteria included the words "K13 Curriculum," "Independent Curriculum," and "In elementary school." A search for full text articles was conducted, and seven articles were obtained for review. The results show that the K13 curriculum and *Merdeka* curriculum are effective in implementing education in elementary schools. The analyzed article is show in [Table 1](#).

Table 1. Analyzed Article

No	Article	Method	Result
1.	Comparative Analysis of the Implementation of <i>Merdeka</i> Curriculum and Curriculum 2013 (Martatiyana et al., 2023)	Library Research Method	The 2013 Curriculum and <i>Merdeka</i> Curriculum have the same basic objectives, but differ in emphasis and approach. The 2013 Curriculum focuses on developing competencies through a scientific approach, while the <i>Merdeka</i> Curriculum prioritizes the Pancasila Student Profile, diverse learning, and skills relevant to today's needs, including the ability to adapt to change and the use of technology.
2.	The Transition of the K13 Curriculum with the Independent Curriculum on Student Learning Outcomes (Astuti, S. I., & Darsinah, 2019)	The research method used is literature-based research	The research shows that <i>Merdeka</i> Curriculum, which will be implemented during the 2022/2023 school year, aims to reform learning with a focus on core content and student character development. This curriculum provides flexibility to schools in choosing the curriculum and to teachers in choosing teaching tools.
3.	Comparative Epistemology-Actionology of the K13 Curriculum with the Independent Curriculum (Kristiani et al., 2023)	The method used was qualitative research	The research examines how the 2013 Curriculum and <i>Merdeka</i> Curriculum are implemented at SDN 1 Ugang Sayu. Teachers face challenges such as poor concept understanding and low student engagement in implementing Curriculum 2013. Although teachers try to make learning interesting, it has not been entirely successful. Nevertheless, both curricula have similar expectations, albeit with different approaches. The implementation of Curriculum 2013 has started gradually, but it has not been evenly distributed. This study is expected to improve curriculum implementation in schools.
4.	The Influence of the k-13 Changes Towards an Independent Curriculum in Primary School Education (Simangunsong et al., 2023)	qualitative research method	This research examines the impact of the change from the 2013 Curriculum (K-13) to the <i>Merdeka</i> Curriculum on the level of basic education in Indonesian. The main result shows that these changes are based on global and technological developments. Curriculum changes bring positive impacts in the form of more timely learning, but also negative impacts in the form of potential confusion and

No	Article	Method	Result
5.	Curriculum Policy Analysis in Primary Schools (Review of Curriculum 13 to <i>Merdeka</i> Curriculum) (Nurdin et al., 2023)	descriptive research qualitative research.	decreased student achievement. Research shows that the primary school curriculum in Indonesia has changed, especially with the 2013 Curriculum and <i>Merdeka</i> Curriculum. The 2013 curriculum uses an integrated theme-based and scientific approach, while the <i>Merdeka</i> Curriculum emphasizes flexibility and usability. The main difference is in the learning method and the freedom of the teacher in designing the lesson.
6.	Analysis of the Transformation from the 2013 Curriculum to the <i>Merdeka</i> Curriculum at SDN Lidah Wetan IV (Chan et al., 2017)	qualitative method	The implementation of <i>Merdeka</i> Curriculum at SDN Lidah Wetan IV is still in its early stages, focusing on grades 1 and 4. The school has prepared with teacher training, provision of teaching materials, and extracurricular integration. The main challenge was parents' understanding of the new curriculum, which was overcome by socialization and active communication. Teachers play an important role in the implementation and integration of character education through the Pancasila Student project. Although there are funding and resource constraints, schools are working to overcome them with creativity. The support of the school, mothers and fathers, as well as the local government is needed for the success of this curriculum transformation.
7.	Teachers' Perceptions of Changes in the 2013 Curriculum to the <i>Merdeka</i> Curriculum (R. Agustina & Mustika, 2023)	descriptive research with qualitative method.	The study shows that educators' perceptions of the transition from the 2013 Curriculum to the <i>Merdeka</i> Curriculum vary. Some educators have tried to understand, learn, and implement the <i>Merdeka</i> Curriculum despite facing challenges such as confusion in planning lessons, teaching processes, and new assessments. Nonetheless, teachers recognize the importance of adaptation and innovation in implementing this new curriculum as well as the importance of recognizing students' talents.

Discussion

In line with the results of the analysis of 8 articles related to the title “Comparative Analysis of the Implementation of *Merdeka* Curriculum and Curriculum” by previous study. This study compares how *Merdeka* Curriculum and Curriculum 2013 are implemented in Indonesian (Martatiana et al., 2023). While both aim to develop students' potential in line with the objectives of the National Education System, there are important differences in focus and approach. The 2013 curriculum emphasizes the development of affective, cognitive, and

psychomotor competencies through a scientific approach, while the *Merdeka* Curriculum prioritizes the Pancasila Student Profile through P5 and differentiated learning (Ibad, 2022; Kadir, 2023). This change challenges educators in its implementation, especially in terms of understanding and skills. Therefore, efforts are needed to generate a deeper understanding of the differences between these two curricula for optimal implementation, Improve the quality of teaching and prepare students for future challenges.

Research by previous study discussing the transition from Curriculum 2013 (K13) to the *Merdeka* Curriculum in Indonesia (Astuti, S. I., & Darsinah, 2019). This article explains the importance of education, the history of curriculum development in Indonesia, and the shift towards *Merdeka* Curriculum. *Merdeka* Curriculum was introduced as a solution to address the learning crisis and provide more flexibility to teachers and students. Although the *Merdeka* Curriculum has been introduced, the 2013 Curriculum is still in effect, with schools given the freedom to make a gradual transition according to their readiness (Ibad, 2022; Sumandya et al., 2022). Furthermore, research by other study which aims to compare the epistemology and axiology aspects between the 2013 Curriculum (K13) and the *Merdeka* Curriculum at the primary school level, especially at SDN 1 Ugang Sayu, using a qualitative approach by conducting in-depth interviews (Kristiani et al., 2023). The main results show that despite teachers' continuous efforts to implement K13, they face challenges such as lack of understanding of concepts and difficulties in assessment. In addition, this research notes that *Merdeka* Curriculum provides similar opportunities to K13 in providing independent activities to students, albeit with different applications (Magdalena et al., 2020; Mukhamad Auliya Rahman & Istikomah, 2020). This study provides an in-depth look at the implementation and comparison of the two curricula in primary schools.

According to research conducted by previous study concludes that the article discusses the impact of the change from the K-13 Curriculum to the *Merdeka* Curriculum on primary school education in Indonesia (Simangunsong et al., 2023). The article emphasizes the importance of education and curriculum in improving human resource standards. Curriculum changes are seen as steps by the government to improve education standards, but they bring challenges in their implementation. The author reviews the positive and negative impacts of this change and highlights the importance of thorough preparation and involvement of all stakeholders in the curriculum transition to achieve better educational outcomes (Lamont, 2012; Zamir et al., 2022). Further study analyzes curriculum development policies at the basic education level, focusing on the comparison between the 2013 Curriculum and the *Merdeka* Curriculum (Daga, 2020). Applying a descriptive qualitative method with a literature study, the aim of this study was to understand the differences between the two curricula, compare their implementation in primary schools, and identify difficulties in their implementation (Iankumaran & Deepa, 2018; Wahyuni et al., 2019). The 2013 Curriculum has a thematic-integrative approach through a scientific approach and authentic assessment, but the *Merdeka* Curriculum focuses on flexibility and usability. This research provides an overview of the development of curriculum policy in Indonesia over time.

The research results of previous study can be concluded that SDN Lidah Wetan IV is transitioning from the 2013 Curriculum to the *Merdeka* Curriculum, which was only used this year in grades 1 and 4 (Hadi et al., 2023). The school has made preparations through teacher training, provision of teaching materials and integration of extracurricular activities. Despite facing challenges such as parents' lack of understanding and limited funding, the school tries to overcome these with strategies such as active communication with parents and creative use of existing resources. Support from various parties, including the local government, is essential for the successful implementation of *Merdeka* Curriculum in this school (Fathurrahman et al., 2022; Hadi et al., 2023). Furthermore, research conducted that aims to

examine how educators' perceptions of the transition from the 2013 Curriculum to the *Merdeka* Curriculum at SDN 11 Pelalawan Pekanbaru (R. Agustina & Mustika, 2023). Using a descriptive qualitative approach, researchers conducted interviews, observations, and documentation of teachers and principals. The research results show that educators' views on curriculum change vary, and although some teachers have tried to understand, learn, and implement *Merdeka* Curriculum, they still face difficulties and confusion in the transition process. This research highlights the importance of understanding teachers' perspectives in implementing curriculum change in primary schools.

4. CONCLUSION

Based on the results of analyzing the seven articles that have been analyzed using a literature review, it can be concluded that the implementation of the 2013 Curriculum (K13) and *Merdeka* Curriculum in elementary schools shows significant differences in focus and approach. K13 emphasizes the development of affective, cognitive, and psychomotor competencies through a scientific approach, while the *Merdeka* Curriculum prioritizes the Pancasila Student Profile with P5 activities and differentiated learning. These changes challenge educators in terms of understanding and skills. To overcome these challenges, continuous training for teachers, adequate technology support, collaboration among teachers, regular evaluation, and active participation of parents and communities are recommended. These steps are expected to support the effective implementation of *Merdeka* Curriculum and provide optimal results for students.

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