



Implementation of 2013 Curriculum and Independent Learning Curriculum Components in Junior High Schools

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Abstract. The Objective of this study is to describe the implementation of the 2013 curriculum and the independent learning curriculum components in junior high schools using qualitative research. The subjects of this study were the principals and vice principals of Muhammadiyah junior high schools in Surakarta. The object of this research is the application of the 2013 curriculum components and the independent learning curriculum. Primary data sources are school principals and vice principals. Secondary data sources are school curriculum documents. Data was collected through observation, interviews, and documentation. The results of this study are first, the objective components of 2013 curriculum are different from the independent learning curriculum. Second, the content/material in the 2013 curriculum and the independent learning curriculum are the same, with remarks on additional religious subjects such as *aqidah*, *ahlaq*, *hadith*, *Al-Qur'an*, and *Muhammadiyah* in the 2013 curriculum. In independent learning curriculum there are additional subject changes, such as PPKn to Pancasila Education and informatics to become a compulsory subject. Third, there are differences in the facilities and infrastructure components of the 2013 curriculum and the independent learning curriculum. The difference lies in the way the teacher utilizes existing facilities and infrastructure. Fourth, the teaching and learning process components in the 2013 curriculum use a scientific approach, while in the independent learning curriculum use intra-curricular and project-based learning. Fifth, evaluation in 2013 curriculum has reached the stage of making evaluation instruments, while the independent learning curriculum have not been implemented thoroughly.

Keywords: Implementation · Curriculum Components · 2013 Curriculum · Independent Learning Curriculum

1 Introduction

Education is important aspect in human life. Every individual in Indonesia has the right to receive education. Education provides means to change the fate of an underdeveloped nation to become more developed. A nation that is able to adapt to changes is also influenced by its educational factors. Individual potential can be further developed

through education managed by state or private. Education can be said as a living process to develop one's potential in order to be able to survive and continue a full life so that one can become a good human being cognitively, affectively, and psychomotorically [1]. Education carries out the process of educating humans to become more useful for their surroundings [2]. The importance of education for the intellectual life of a nation is also stated in the Preamble to the 1945 Constitution. The government has given concern to education by improving the quality of education and solving educational problems at the basic, middle and higher levels. The effort aims to improve the quality of Indonesian education so that it is more advanced than other countries.

Curriculum is inseparable from education. Curriculum becomes important aspect in the educational process [3]. It can be used as a guide for carrying out education [4]. There will be no learning process without curriculum. Curriculum is a tool used as a way to achieve educational goals [5]. Therefore, curriculum is a reference in the process of implementing education. Curriculum cannot be underestimated only in the form of documents, but it is a guide for education implementers to actualize the best educational process to achieve national education goals. It is impossible to implement education without proper curriculum implementation. Curriculum is a reference and tool in carrying out the educational process [6].

Curriculum is developing along with times. Therefore, it is constantly undergoing renewal and refinement which is influenced by various factors due to the development of times and technology in the field of education. According to the Big Indonesian Dictionary (KBBI), implementation is the provision of means to carry out something that can have impact and result on something. Simple implementation is usually defined as application. Implementation is an action carried out by an institution that has goals, ideals and hopes. Implementation consists of various actions carried out to realize the program that has been determined. The program is neatly designed and arranged with the hope that it will be achieved. Curriculum implementation is the actual process in teaching and learning activities [7]. The process of teaching and learning activities is carried out by educators at an educational institution. When implementing the curriculum, educators are expected to be able to develop curriculum strategies and plans that are implemented for all students.

Implementation of curriculum needs to pay attention to: (a) teaching and learning process activities which prioritize practical activities. (b) Teaching and learning activities which establish good social interaction between educators and local communities. Educators are expected to be the liaison between educational institutions and the social environment. (c) Learning is more emphasized on actual problems that are directly related to real life in society. (d) the learning model of each field of study and class so that one class is equipped with various facilities and learning resources needed in certain learning [8].

The curriculum component consists of: (a) objective, (b) material/content, (c) media facilities and infrastructure, (d) teaching and learning process, (e) evaluation [9]. The objective component is used as direction in all educational activities that will be carried out. The material/content component discusses the subjects contained in the educational unit. Media components, facilities, and infrastructure are important components in the curriculum. Facilities are interpreted as something that is in direct contact with students

when learning, while infrastructure is something that supports the facilities used by students to carry out teaching and learning activities. The teaching and learning process component contains teacher strategies in carrying out good learning for students. The evaluation component is the component that occupies the most important activity because it determines the success of teaching and learning.

2013 curriculum is a curriculum implemented by the Government to replace 2006 curriculum, which is called Education Unit Level Curriculum [10]. 2013 curriculum has four aspects that are assessed which are knowledge, skills, attitudes, and behavior. 2013 curriculum received streamlined aspects in subjects and also additional material. The subjects that experienced downsizing were Indonesian Language, Social Sciences, Citizenship Education, while the subjects that received additions were mathematics. The assessment aspects contained in 2013 curriculum are attitude and behavior which are the most important aspects with a value of 60%. If students commit bad actions, they are considered to have less value. Untsa & Qorib (2021) state that there are four aspects of assessment in the 2013 curriculum, which are skills (KI-4), knowledge (KI-3), social (KI-2), and spiritual (KI-1).

2013 curriculum has been updated and perfected to become the Independent Learning Curriculum. The Independent Learning Curriculum (ILC) is the idea of transformation in Indonesian education to form superior seeds for a bright future generation. ILC was born through the idea of the Minister of Education and Culture. Educators have difficulties in implementing 2013 curriculum in the form of making lesson plans, understanding scientific learning, and evaluating learning [11]. In its implementation, 2013 curriculum experienced several obstacles, for the government, schools, teachers, parents, and the students themselves. Due to this reason, the government made a new breakthrough, which is ILC. The understanding of educators in implementing ILC is still in the level of sufficient and needs further development [12].

ILC is a curriculum that utilizes intracurricular learning with many variations of content to of students' potential in exploring a concept and strengthening competence [13]. Teachers have the independence to use a variety of learning tools that are tailored to the interests and learning needs of students. This ILC project can strengthen the achievement of the Pancasila student profile which is then developed based on the theme that has been implemented by the government. The project is not directed at how to achieve learning targets, so it is not limited by subject content. ILC is an option for all educational units that are more prepared to carry out learning activities.

The concept of ILC is as follows: (a) project-based learning aiming to develop soft skills and character abilities of students in accordance with the Pancasila student profile. (b) Focus on essential material to have enough free time to do in-depth learning to achieve basic competencies, such as numeracy and literacy. (c) In carrying out the learning process, teachers have more flexibility based on the interests and abilities of students [14].

Several studies that are relevant to this research are as follows. Research on curriculum development management [15, 16]. The difference with this research is on the subject. The research subject [15] was MTS Maahid NU Malang City. The research subject [16] was Darul Ulum 1 Senior High School, BPPT Jombang. This research subject

is Muhammadiyah 6 Surakarta Junior High School. The similarity is in the study of curriculum.

Previous research discusses curriculum analysis after the pandemic [17, 18]. The difference is in the subject. The subject of research [17] is Post-Pandemic Learning Loss. In research [18] the subjects were PAUD who were exposed to Covid-19. The subject of this research is SMP Muhammadiyah 6 Surakarta. The similarities are that they both discuss curriculum.

The transition process from the 2013 curriculum to the ILC was not direct. There is a process in it as in SMP Muhammadiyah 6 Surakarta. The school currently uses two curriculum models, 2013 curriculum and ILC. 2013 curriculum is implemented for class VII and IX, while ILC is for class VII.

The problem formulation of this study is how is the implementation of the 2013 and ILC curriculum components?

2 Method

This is qualitative research which applies descriptive analysis [19]. The researcher tried to focus on the in-depth description of the data from the informants through observation and interviews obtained from the research subjects. The subjects of this study were the principal and vice principal of the school. The object of this research is the application of 2013 curriculum components and ILC. The data used in this study is in the form of qualitative descriptive data, presented in verbal form such as presentation of the 2013 curriculum and the ILC implementation. Primary data sources in the form of interviews with school principals and vice principals. Data were collected through observation, interviews, and documentation. The researcher tries to describe the findings at SMP Muhammadiyah 6 Surakarta. Data analysis was carried out interactively and continuously so that all data was successfully collected.

3 Result and Discussion

The following is the description of the implementation of 2013 curriculum components and the independent learning curriculum at SMP Muhammadiyah 6 Surakarta.

3.1 Objective Component

Table 1 is the interview result with school principals:

The application of the objective component in the curriculum at SMP Muhammadiyah 6 Surakarta is to prepare students so that they have the ability to become individuals who are Islamic, productive, effective, innovative, and able to adapt and contribute to social life. The goals of 2013 curriculum are more conceptual. Conceptual means that is written systematically on reference [20]. This is supported by 2013 Curriculum Document which explains that the objective of 2013 curriculum at SMP Muhammadiyah 6 Surakarta is to make students become Islamic, intelligent, creative, innovative, broad-minded, and responsible individuals [21].

Table 1. Interview results of the objective component

2013 Curriculum	Independent Learning Curriculum
The objective of 2013 curriculum implemented in Muhammadiyah 6 Surakarta Junior High School is to prepare students to have the ability to become individuals who are Islamic, productive, effective, innovative, and able to contribute and to adapt to society.	The objective of independent learning curriculum in Muhammadiyah 6 Surakarta Junior High School is to create free and fun learning for both teachers and students through strengthening the profile of Pancasila students.

The objective of ILC at this school is to be able to create an independent learning atmosphere in the classroom through strengthening Pancasila students. Independent means that the teacher can use any media, tools, techniques and methods in teaching to make it fun. It means that teacher should be able to create a fun learning atmosphere. The profile of Pancasila students is the ability expected to be achieved by students, which are the values embedded in Pancasila. The Pancasila Student Profile consists of: (a) faithful, devoted to God Almighty, (b) global diversity, (c) mutual cooperation, (d) independent, (e) critical, and (f) creative [22]. In line with the Education Unit Operational Curriculum Document at SMP Muhammadiyah 6 Surakarta which writes that ILC has the objective of making education more enjoyable for both teachers and students ([23].

3.2 Content/Material Component

Table 2 results of interviews with school principals.

The implementation of curriculum content/material components in SMP Muhammadiyah 6 Surakarta have not changed for 2013 curriculum content/material components. However, there are several additional religious lessons such as aqidah, ahlaq, hadith, Al-Qur'an and Muhammadiyah. Based on 2013 curriculum document for SMP Muhammadiyah 6 Surakarta, subjects are divided into three, categories which are general subjects, regional subjects and religious subjects. General subjects consist of PPKn, Indonesian, mathematics, natural sciences (IPA), social sciences (IPS), English, arts and culture, sports education, crafts, and informatics. The regional subject is Javanese. Religious subjects are aqidah, ahlaq, hadith, Al-Qur'an, and Muhammadiyah [21].

Table 2. Interview results of the content/material component

2013 Curriculum	Independent Learning Curriculum
The material for 2022/2023 school year is divided into two, for 2013 curriculum it remains the same as before, while as Muhammadiyah school, there are also several additional Islamic subjects such as aqidah, ahlaq, hadith, Al-Qur'an, and Muhammadiyah.	In independent learning curriculum, several things have changed, such as PPKn becomes Pancasila Education, informatics has become a mandatory lesson, crafts are divided into two which are art and craft lessons, which students can select one of them

Table 3. Interview results of the facilities and infrastructure component

2013 Curriculum	Independent Learning Curriculum
Facilities and infrastructures required in learning 2013 curriculum are textbooks for both student and teacher, learning support equipment, laboratories, internet access, and learning media.	Facilities and infrastructure needed to support independent learning curriculum in schools are actually not different from 2013 curriculum. The difference only lies in the way they are used and the way teachers use the facilities and infrastructure in Muhammadiyah 6 Surakarta Junior High School.

The content/material component of the ILC underwent several changes, such as PPKn were changed to Pancasila education, informatics became compulsory subjects, and crafts were divided into two, art lessons and craft lessons. Religion subjects in ILC are the same as the 2013 curriculum. Crafts are divided into two which are art and crafts, and local content (Javanese) [23].

3.3 Facilities and Infrastructure Components

The interviews results with the vice principles of school in the field of curriculum and infrastructure are presented in Table 3.

The implementation of curriculum facilities and infrastructure components in SMP Muhammadiyah 6 Surakarta explained the facilities and infrastructure components of the 2013 curriculum. The results of the interview were different with 2013 curriculum document. In the curriculum document, the facilities in learning include furniture, media, equipment, learning resources, consumables, and other equipment used to support learning activities so that they are organized and sustainable. As for the infrastructure, it includes land, classrooms, principle's rooms, teacher rooms, administrative rooms, laboratory, library, canteens, sports venues, prayer rooms, bathrooms, hall rooms and other spaces used.

Facilities and infrastructure components in ILC at SMP Muhammadiyah 6 Surakarta are still the same as in 2013 curriculum. The difference is in the way teachers use existing infrastructure facilities. It turns out that this has not yet been stated in the Education Unit Operational Curriculum Document. In the Independent Curriculum Component Document there is only an explanation of what facilities and infrastructure are owned by the SMP Muhammadiyah 6 Surakarta.

3.4 Teaching and Learning Process Components

The following are the results of interviews with the vice principal of the curriculum and infrastructure (Table 4).

The implementation of the curriculum teaching and learning process component at SMP Muhammadiyah 6 Surakarta emphasis more on scientific approach. In scientific approach, students are invited to be active in observing (reading, paying attention, listening, and watching), asking questions (if they are still confused), analyzing (gathering as

Table 4. Interview results of the teaching and learning process components

2013 Curriculum	Independent Learning Curriculum
Learning and teaching in 2013 curriculum is still focusing on scientific learnings. Students are guided and invited to be active in observing, asking, analyzing, and communicating.	independent learning curriculum carry out project-based learning at least 3 times a year. Subjects to choose are entrepreneurship, voice of democracy, local wisdom, sustainable lifestyle, Unity in Diversity, body and soul development, as well as engineering and technology. Teachers may choose one of the subjects above to direct students to create projects according to the Pancasila student profile.

much information as possible), communicating (presenting the results of observations). The results of these interviews are included in the 2013 curriculum component document which explains that this curriculum have more emphasis on scientific methods, such as learning processes structured in such a way that students actively observe, ask, analyze and communicate [21].

This component of ILC teaching process at SMP Muhammadiyah 6 Surakarta focuses on learning that produces projects. There are seven themes teacher can choose to determine the project. The results of the interview are slightly different from those stated in the Education Unit Operational Curriculum Document. This document explains that ILC learning focuses on intra-curricular learning and project-based learning. In addition, learning is also encouraged to achieve students who have Pancasila profile [23].

The principal added a component of the teaching and learning process, especially learning hours. The following is the principal's statement (Table 5).

The number of hours in 2013 curriculum at SMP Muhammadiyah 6 Surakarta is a maximum of 38 study hours per week. This is in line with 2013 curriculum document stating that maximum school hours are 38 h of lessons/week [21].

The number of hours of ILC at SMP Muhammadiyah 6 Surakarta is one subject is two hours per subject per week. This is in line with what is stated in the operational curriculum document of the Education unit that the lesson hours contained in the ILC for a subject are two hours weekly or a total of seventy-two hours of lessons per subject per week. That is outside of local content subject and religious subject [23].

Table 5. Interview results of the teaching and learning process components

2013 Curriculum	Independent Learning Curriculum
The learning hours at Muhammadiyah 6 Junior High School is expressed weekly learning hours. The weekly maximum learning load at this school is 38 h.	Maximum of two hours per week per subject or 72 h of per year per subject. The total hours of study still do not include local content subjects or additional lessons held from each school.

Table 6. Interview results of evaluation component

2013 Curriculum	Independent Learning Curriculum
Curriculum evaluation in Muhammadiyah 6 Surakarta Junior High School is carried out every 3 months. The changes are based on the needs considering inputs from school administrators in determining what aspects should be evaluated. For the curriculum itself, we usually make evaluation instruments at school.	The evaluation of the independent learning curriculum has not been fully implemented because it is a new curriculum implemented in our school. We are still monitoring its progress and recording all the disadvantages. For the time being, the problem is on teachers who have not fully comprehend independent learning curriculum since it is new.

3.5 Evaluation Component

Interview results with school principal is shown in Table 6.

The implementation of 2013 curriculum evaluation component in SMP Muhammadiyah 6 Surakarta is scheduled in three months. Those in charge of the 2013 evaluation instrument were the curriculum team, school principals, and vice principals for the curriculum. The ILC evaluation has not been fully conducted because it is just the first year of implementation in SMP Muhammadiyah 6 Surakarta.

Research that is in line with this research is conducted [24] and [25] which found four components of the curriculum: objectives, materials, learning strategies, and evaluation curriculum components. Other researchers found that the curriculum component used was a multicultural Islamic Education component [26]. This research complements some of the existing research.

Other research discusses curriculum development strategies [27–29]. The difference between this research is the subject. The subject the other researches are the Arabic Language Curriculum and the Islamic Education Curriculum at Madrasah Aliyah while this research is the curriculum at SMP Muhammadiyah 6 Surakarta. The similarity lies in the object which is curriculum components. Other research discusses the application of the 2013 curriculum [30, 31]. The difference with this research lies in the discussion. Lonto & Mantiri's research discusses evaluation of the use of 2013 curriculum application while this research discusses curriculum components. The similarity lies in the object which is the curriculum.

The implementation of 2013 and ILC curriculum components is divided into five components. First, the objective components of 2013 curriculum are different from ILC. There is personal formation of the Pancasila profile at ILC which is not found in the 2013 curriculum objective. Second, the content/material components in the 2013 curriculum have the same subjects with additional religious subjects such as aqidah, ahlaq, hadith, Al-Qur'an, and Muhammadiyah while at the ILC there were several subject changes, such as PPKn to Pancasila Education and informatics which become compulsory subject. Third, the infrastructure components in the 2013 curriculum are partly the same as the ILC curriculum. The difference lies in how teachers use existing infrastructure facilities, which apparently have not been listed in the Education Unit Operational Curriculum Document. Fourth, the components of the teaching and learning process in the 2013

curriculum are using scientific approach and class hours during the week amounted to 38 h of lessons for all subjects. ILC using intracurricular learning and project-based learning and class hours are 2 (two) hours of lessons/one subject for one week. Fifth, the evaluation component in the 2013 curriculum reached the stage of developing evaluation instrument, while the ILC had not been fully implemented.

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