



A History Of Merdeka Curriculum For English Education In Indonesia

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Abstract

The Covid-19 pandemic has been going on for two years and has affected people's life in many different ways, including how the subject of education has affected people. Raising and harmonizing educational standards is a crucial problem for the government's efforts to improve Indonesia's educational system. It is thought that the current curriculum is insufficient to improve education quality, as shown by the indicators of student learning results, which are still low. This claim shows how important it is for educational implementers to use the curriculum as a guide, tool, or document to carry out the best teaching and learning procedures possible in order to achieve educational goals.

Keyword : Merdeka Curriculum, Education, History

INTRODUCTION

One of the most essential elements for human existence is education. This means that everyone in Indonesia soil has the right to access educational services. Education is valued highly since it has the power to transform a developing nation into a leading one. The nation advances through advanced education. Education activities, which are typically held by the government or private organizations, can be used to process the development of human potential. Education can be viewed as a process that helps people reach their full potential in all areas of life, including cognition, affect, and psychomotor development, enabling them to become educated people.

Education is the process of molding people into productive members of society who can contribute to their communities, countries, and states. Because education is one of the long-term investments that will pay off when educated people can carry out their duties in the future for the prosperity of the country, the educational process is not simple and it is difficult to experience the effects immediately. Curriculum is always connected to education it is possible to say that the curriculum is a reference for the process of implementing education in Indonesia because it is a tool used to attain educational goals (Angga et al., 2022). This assertion demonstrates that the curriculum can not be undervalued as a document, tool, or reference for educational implementers to carry out the finest teaching and learning process in order to meet educational objectives. The curriculum demonstrates the foundation or perspective of life in schooling. This definitely sums up the educational objectives that must be met in education. The curriculum was developed with the intention of making learning easier. In fact, the educational process is complicated by the existing curriculum's frequent revisions, which cause confusion (Andari, 2022).

The government's effort to advance Indonesia's educational system has a significant challenge in terms of raising and equating educational standards. The administration is aiming to always allocate an education budget of at least 20% of the state budget, which is required by law, as one of several steps it is doing to address this issue (Hakim, 2016). This effort can be observed in the ratio of the state budget to the education budget during the past ten years, which has averaged 20% with the lowest percentage in 2020 of 18% and the highest in 2015 of 21,7%. As a way to achieve fairness in high-quality education, proper budget allocation is crucial (Hamdi et al., 2022).

The government has also improved the curriculum; from the 1947 curriculum to the 2013 curriculum, there have been ten revisions made to the Indonesian curriculum (Manurung, 2019). However, as evidenced by the indicators of student learning outcomes, which are still low, it is believed that the current curriculum is insufficient to raise the quality of education. In order to solve this issue, the government is once more working to create a new curriculum called as the Merdeka Curriculum.

RESEARCH METHODOLOGY

This article was written using the Library analysis approach, which involves researching different scientific sources, including books and journals from both National and International publisher, that are relevant to the themes and headings



covered. The Library analysis method forces the author to read and locate reading sources that are pertinent to or appropriate for the subjects being covered. The process of analysis is a suitable and useful step in this instance.

RESULT AND DISCUSSION

The Meaning of Curriculum

The word Curriculum is derived from the Greek words “*curir*” and “*curare*”, which means “*runner*” and “*place to race*”. Accordingly, the word curriculum refers to the distance that runners must cover to reach the finish line in a race during Ancient Roman periods in Greece (Bahri, 2017). It is clear that the distance that needs to be covered here refers to the curriculum’s content and subject matter, which are utilized to determine how long it will take students to earn a diploma. A curriculum is a list of topics that the teacher and students are required to teach. Ronald C. Doll The commonly accepted definition of the curriculum has changed from content of courses of study and list of subjects and courses to all the experiences which are offered to learners under the auspices or direction of the school.

Doll’s definition demonstrates a shift in focus from content to process as well as a widening of the definition’s reach from a very specific to a more general one. What is meant by a student’s experience who is under the direction or care of the school has a very broad definition. This event can occur with a teacher present or not, directly involving pupils or not, at school, at home, or in the community. This term also covers the different facilities that facilitate these experiences as well as the various teacher initiatives to promote them.

According to (Prasetyo & Hamami, 2020), there are three concepts of curriculum: curriculum as material, as a system, and as a subject of study. Goal-setting, instructional materials, teaching and learning activities, timetables, and evaluation are all part of the curriculum as a whole. The people organization and work processes for developing, implementing, evaluating, and perfecting a curriculum are included in the curriculum as a system. The study of curriculum, specifically the discipline of curriculum studies. The goal of the study of curriculum is to gain understanding of curriculum and curriculum systems. Thus, it can be said that the curriculum refers to the entire program or plan that is made to be used as a guideline for the implementation of activities in order to provide potential educational experiences for students under the responsibility of the school with the aim that students are trained to think and act according to the community group in which they live. The following regulations give guidance on how to create and administer the eight national education standards: 1) Standards of content; 2) Standards of procedure; 3) Standards of graduates’ competency; 4) Standards of teachers and staffs; 5) Standards of facilities and infrastructure; 6) Standards of management, funding; and 7) Standards of evaluation in education (Nurwati, 2022).

The curriculum is one significant element of education that is sometimes disregarded. Because it typically serves as a statement of the vision, objectives, and goals of a country’s educational system, the curriculum occupies a crucial position. This concurrently places the curriculum at the core of the ideals that kids will learn. Along with the dynamics of societal change brought on by numerous forces, both internal and external. The direction and aims of the educational curriculum will undergo shifts and modifications.

Crow and Crow repeated their extensive description of the curriculum’s contents, asserting that it contained the knowledge and subject matter that students would subsequently take and that using it would allow them to rapidly adjust their educational goals in order to graduate (Abdullah, 2007).

The definition of a curriculum is always evolving to reflect improvements in educational theory and practice. Theoretically, it is difficult to develop a unified definition of curriculum that can incorporate all of the various existing points of view. It is still important to understand the foundational concepts covered in this curriculum, though. Every time there is a change in the curriculum, the underlying variables have an impact. When a nation goes from being a colonized nation to an independent one, the goal of education may fundamentally shift. The curriculum itself has to be completely revised.

When the pressure on goals changes, the curriculum is likewise modified. For instance, in the 1930s, the curriculum pressure was on children as a result of the influence of progressive groups in the USA, and as a response to a subject-centered curriculum that was perceived as being too adult and society-centered, the curriculum was steered toward a child-centered curriculum. Due to the war, community values came to be prioritized in the 1940s, and the curriculum shifted to be more focused on society. Due to the somber sputnik in the 1950s and 1960s due to educators’ preference for a discipline-centered curriculum, which is comparable to a subject-centered curriculum, The United States will lag behind other countries in science. It appears like everyone has started over from scratch. Instead of a circle, it would be more accurate to compare curriculum growth to a spiral because we do not go back to where we were, but rather to a position above it (Hasanah et al., 2018).

If new perspectives on the learning process emerge, the curriculum may also alter, giving rise to curriculum forms like activity or experience curriculum, programmed instruction, teaching modules, and so forth. The curriculum

needs to alter in response to societal changes, the proliferation of knowledge, etc. The current curriculum is rendered obsolete by these changes, and every curriculum will always face a similar challenge, regardless of its historical relevance.

So the question is, given that this era is known as the digital era, the millennial era, is the curriculum still relevant to the times? If not, what should the ideal curriculum look like?. The ideal curriculum is one that is tailored to the needs of the students at the time it was created, as well as to the times we are currently living in. It should also not impose impractical requirements. The curricular materials, such as the syllabus, lesson plan, annual program, semester program, and other tools, make this claim.

Curriculum in Indonesia

Indonesia's curriculum includes a lot of history. Both before and after the day of independence, there is history. Three periods in curriculum history can be distinguished after the Declaration of Independence: the Curriculums on Old Order, the Curriculum on New Order, and the Curriculum Reformation Era.

Curriculum 1947 (Rentjana Peladjaran 1947), Curriculum 1952 (Rentjana Peladjaran Terurai 1952), and Curriculum 1964 (Rentjana Peladjaran 1964) are the three curriculum that are still in the original sequence.

a. Curriculum 1947 "Rentjana Pelajaran 1947"

The introduction of this first curriculum signaled a shift in the direction of Indonesian education from one that encouraged the creation of cheap labor during the *Dutch* (and then, for three years, the Japanese) eras to one that promoted character development and societal and political awareness. The term "*curriculum*" had not yet been coined at the time, therefore this text borrowed it from the Dutch "*leer plan*", also known as the 1947 Lesson Plan. In contrast to the following curriculum, this one has a much simpler structure. It merely includes a list of the subjects and the hours they are taught, as well as lesson plans that teachers can use as a guide while conducting class activities. Education was gradually developed under the first education Ki Hadjar Dewantara with a system that gave more consideration to the interests of pupils. The among system, which was created by Ki Hajar Dewantara, is founded on the values of humanism, independence, and respect for nature and all living things. With the motto "*ing ngarso sung tulodho*," "*ing madyo mangun karso*," and "*tut wuri handayani*," this method was formerly known as Panca Dharma Taman Siswa (Herliana, 2013).

b. Curriculum 1952 "Rentjana Pelajaran Terurai 1952"

The Indonesian curriculum underwent modifications in 1952 and was dubbed the 1952 curriculum. This curriculum, which at the time was known as "*Rentjana Pelajaran Terurai 1952*" and did not yet use the term curriculum, included more information for each subject. The 1947 curriculum and the 1952 curriculum share a lot of similarities. Subjects are divided into five study field groups according to the 1952 Unraveled Lesson Plan: 1) Moral; 2) Intelligence; 3) Emotionalistic/Artistic; 4) Skills; 5) Physical (Insani, 2021).

c. Curriculum 1964 "Rentjana Pendidikan 1964"

The government once more improved the Indonesian curriculum system between 1952 and 1964. The primary principle of the 1964 Curriculum, also known as the "*1964 Curriculum*", which defines the curriculum, was that the government desired that citizens gain academic knowledge for a foundational education and that education was an integral aspect of the Pancawardhana program. Morality, intelligence, emotional and artistic growth, skills, and physical strength were prioritized. Some claim that Panka Wardhana focuses on fostering morality, work ethic, spontaneity, originality, and taste. The six study topics are broken down into five categories: mind, intelligence, emotion/art, abilities, and body. Basic education emphasizes classroom learning and hands-on training.

There are four curriculums on the new order. These are the following curricula: 1968, 1975, 1984, and 1994.

a. Curriculum 1968

The 1968 curriculum has started to give schools the autonomy they need to adapt it as needed in its application. Nationally, the curriculum solely includes instructional objectives, techniques, and assessments. Although the 1968 curriculum's publication was political in nature, it served as a replacement for the 1964 Education Plan, which had developed into a symbol of an Old Order product. The 1968 curriculum set educational goals that focused on the development of a true, strong, and physically healthy Pancasila man by enhancing intelligence and physical skills, morals, character, and religious beliefs. Previously known as Pancawardhana in the curriculum structure, the title was changed to develop the spirit of Pancasila at this time, which comprised education in both fundamental knowledge and specialized skills.

b. Curriculum 1975

The 1975 curriculum places a strong emphasis on improving teaching's effectiveness and efficiency. This curriculum's development, specifically the lesson plans for each subject, was influenced by the well-known management idea of MBO (Management by Objective). The Tujuan Pendidikan Umum (TIU), Tujuan Pendidikan Khusus (TIK), Subjects, Learning Materials, Teaching and Learning Activities, and Assessment are broken down into separate sections for each course unit. The 1975 curriculum received harsh criticism. The instructor is occupied with meticulously noting each student's accomplishments.

c. Curriculum 1984

The 1984 curriculum adopts a methodical methodology. Despite a procedural approach being in the foreground, objectives are still a crucial component. The "1975 Extended Syllabus" is another name for this syllabus. The main topic is choosing a place to study, everything having to do with gathering, discussing, and reporting. Metode Belajar Siswa Aktif (CBSA) or Student Active Learning (SAL) is the name of this instructional strategy. The theoretically sound CBSA concept performed admirably in the schools where it was tested but suffered greatly when it was implemented statewide due to numerous inconsistencies and omissions. Sadly, a lot of schools do not understand CBSA. The teacher no longer used the lecture method, and the classroom was a tumultuous mess with students chatting and images all over the place. The disclaimer from the CBSA has ended.

d. Curriculum 1994

The 1994 syllabus was created by integrating the earlier curriculum, particularly the curricula from 1975 and 1984, but regrettably the aims and processes could not be successfully blended. Because it is believed that the learning load for pupils is too great, ranging from national to regional topics, there will be a lot of criticism of this. Materials with local content that are tailored to local demands include: Regional arts, languages, and talents, etc. Various social actors also call for the inclusion of particular disciplines in the curriculum. The curriculum was later modified to become shorter (1994). After the Soeharto government was overthrown in 1998, this curriculum was established in 1999. However, not all of the issues were resolved by this update.

There are three in the Reformation era: Curriculum 2004 "Kurikulum Berbasis Kompetensi (KBK)", Curriculum 2006 "Tingkat Satuan Pendidikan (KTSP)", and Curriculum 2013.

a. Curriculum 2004 "Kurikulum Berbasis Kompetensi (KBK)"

The Competency-Based Syllabus (KBK) was introduced in 2004 to replace the Syllabus (1994). Three essential areas should be covered by a competency-based training program: Choosing the Correct Skills, determination of evaluation metrics for learning development and pass/fail qualification attainment. The following traits apply to KBK: The emphasis is on developing traditional and individualized student competencies for diversity and learning outcomes. Learning activities employ a variety of strategies and techniques. Teachers are simply one type of learning resource; there are many learning resources that support other aspects of education. In order to acquire or achieve a competency, assessment focuses on the learning processes and outcomes. Each component of the curriculum is assigned a set of learning objectives for each level.

b. Curriculum 2006 "Tingkat Satuan Pendidikan (KTSP)"

Although KBK KTSP (Credit Level Curriculum for Teaching) was still being implemented, the restricted trial was abandoned in the early months of 2006. Since the 2006 curriculum must include core competencies and competency requirements, schools must be able to create curriculum and assessments that are tailored to their particular setting. The Education Credit Level Curriculum (KTSP), a tool that has been developed, is used to bring together all of the disciplines in the 2006 curriculum.

c. Curriculum 2013

The government studied and launched a competency-based curriculum in 2004 when the KTSP was put into place. In order to build training and training in the areas of knowledge, skills, and attitudes in the process of educational growth, this competency was employed as a benchmark. More emphasis is placed on student competencies and skills in the 2013 competency curriculum. The learning objectives outlined in the curriculum must be met through teaching and learning activities. In line with the idea of thorough learning and talent development. Each student receives guidance to accomplish objectives in accordance with their aptitudes and competencies. The primary goal of the 2013 curriculum is to increase Indonesians' emotional wealth, productivity, creativity, and innovation through a thorough analysis of their attitudes, abilities, and knowledge.

d. Merdeka Curriculum

In response to the COVID-19 pandemic, this curriculum was developed. The educational vision of Indonesia is to be supported by this curriculum. The Merdeka Curriculum (formerly known as the Prototype Curriculum) is a more flexible curriculum that focuses on necessary resources for curriculum creation based on characteristics and qualifications as a curriculum framework as part of the learning restoration endeavor. Three different forms of learning activities—internal learning, shared learning, and external learning—are covered by independent curricular principles. The instructor conducts formative assessments throughout the learning process to gauge student progress and adjusts the teaching strategies as necessary. Summative evaluation, which strives to accomplish learning objectives, can be used by the teacher during the closing portion (end of learning).

Merdeka Curriculum

The Ministry of Education and Culture of the Republic of Indonesia (*Kemendikbud RI*) recently enacted a new policy, which includes the *Merdeka Learning Curriculum* definition and policy. Nadiem A Makariem contends that before being explained to or put into practice for students, curriculum policies pertaining to *Merdeka learning* must first be made a breakthrough for educators. Additionally, Nadiem added that learning will not take place without a method of translating

the current fundamental competencies and being directly tied to the curriculum. This is true regardless of the level of the teacher. In the future, the educational system will also feel different. Previously, learning always took place in a classroom, but this *Merdeka* learning curriculum will try to implement a different environment, such as learning outside of the classroom. Additionally, the focus of the learning process is more on the development of student's character. This is done in a way that allows educators and students to communicate effectively through teaching and learning activities with discussion methods that do not cause students to feel psychologically afraid (Santosa, 2022).

A policy governing the establishment of the *Merdeka Curriculum* was released by the Ministry of Education and Culture as a choice for learning recovery. As an additional attempt to carry out a learning crisis recovery between 2022-2024 as a result of the Covid-19 pandemic, educational units are provided this policy option for the establishment of the *Merdeka Curriculum*. The National Curriculum policy of the Ministry of Education and Culture will be revisited in 2024 based on assessments made throughout the learning recovery phase. Describing the circumstances under which the Covid-19 pandemic generated substantial challenges and effects on the teaching and learning process in educational units. According to the research Amalia and Sa'adah submitted, Covid-19 has had an impact on teaching and learning activities in schools. However, there are still a number of issues that need to be resolved, including limited facilities and infrastructure, limited teacher and student ability to adapt, and limited student and teacher ability to master information technology (Amalia & Sa'adah, 2020).

There are advantages and cons to creating a new curriculum. An impediment to having an *merdeka curriculum* is the absence of one for independent learning. Numerous difficulties or hurdles must be overcome. The Merdeka Learning Program for instructors presents a number of problems, some of which are listed below; (1) stepping outside of the learning system's comfort zone; (2) lacking expertise in *merdeka learning programs*; (3) having few references; (4) having limited teaching skills; (5) having inadequate facilities and teachers (Puspita Eka Putri et al., 2022). These are the benefits of this merdeka learning program. First, the curriculum is more straightforward, it is nonetheless fairly in-depth. Second, the *Merdeka curriculum* places a greater emphasis on fundamental knowledge and student's growth according to phases and procedures. Thirdly, learning has more purpose, is more pleasurable, and does not seem to be rushed to completion. Fourth, students are becoming more independent. For instance, there are no longer any specialist programs for high school pupils. According to their skills and goals, students can choose their areas of interest. The fifth, benefit of the Merdeka Curriculum for teachers is that during teaching and learning activities, the teacher can adapt their approach to the pupil's level of development and achievement (Almarisi, 2023).

However, the 2013 curriculum and the emergency curriculum can continue be utilized in educational units while the merdeka learning curriculum is now beginning it is testing. The evaluation won't be completed until 2024, when it will serve as a reference for the Ministry of Education and Culture as it develops follow-up policies for learning recovery (Qomariyah & Maghfiroh, 2022). The distinctions between the Merdeka Learning Curriculum and the previous curriculum that is applicable at the elementary, middle, high school, and tertiary levels are as follows:

a. Elementary Levels

The application of this concept in the merdeka learning curriculum is to integrate science and social studies into one topic called "Natural and Social Sciences" and to reclassify English, which was formerly a primary subject, as an elective.

b. Junior Levels

Information and Communication Technology (ICT) disciplines, which were formerly electives in the merdeka learning curriculum, have now been made compulsory for all Junior High School levels.

c. Senior Levels

There are no subject-specific courses in the merdeka learning curriculum, such as science, social studies, or language. The learning model is then simplified at the SMK level with 70% vocational courses and the remaining 20% being general subjects. Additionally, students at the SMA/SMK level must complete a final project in the form of a thesis as part of their education in order to develop goods in the form of scientific writings. Students are expected to be able to think critically, scientifically, and analytically after completing this.

d. University Levels

The merdeka learning curriculum offers students the freedom to explore a wide range of topics in accordance with their interest without being constrained by the chosen course of study. This can be accomplished in a number of ways, including through merdeka project, KKN, research, research collaborations, students exchanges, and internships.

A data collection process was carried out to determine which educational units were prepared to implement the Merdeka Curriculum as an option for this educational unit throughout the implementation of the learning process. The National Curriculum policy will then be established in 2024 and implemented by the Ministry of Education and Culture based on an assessment of the curriculum throughout the learning recovery period. After the learning crisis has passed,

the Ministry of Education and Culture will use the evaluation's findings as a guide when developing follow-up policies (Nugraha, 2022).

2013 Curriculum to Merdeka Curriculum Conversion

There are unavoidable adjustments to the Indonesian curriculum that are constantly aimed at balancing efforts to enhance the country's educational system. This change is a result of the lack of improvement in education which is thought to have fallen short of expectations. To create a superior generation with character for the future, the education curriculum must undergo continual adjustments, alterations, and upgrades (Santika et al., 2022). In the context of Indonesian education, one of the government's initiatives to meet the anticipated educational objectives is to modify the curriculum. One of the transitional steps between the current curriculum and earlier curriculum is represented by this shift. The 1968 Curriculum, 1975 Curriculum, 1984 Curriculum, 1994 Curriculum, 2004 Curriculum or Competency-Based Curriculum, Education Unit Level Curriculum (KTSP), and lastly the 2013 Curriculum are the government's most recent implementations of curriculum (Nurwiatin, 2022).

The Covid-19 pandemic has been present for two years and has had a variety of effects on people's lives, including the impact of the education issue. Many students struggle with the learning process, which causes them to suffer from learning loss. This makes it harder for students to develop fundamental skills. In this instance, the government issued Ministerial Decree No. 719/P/2020 outlining the procedures to be followed when implementing the curriculum in educational units under unique circumstance (Qomariyah & Maghfiroh, 2022). In this instance, the 2013 curriculum- or the 2013 curriculum that had been simplified to serve as an emergency curriculum was used as a guide during the pandemic.

When it was established in 2021, the Ministry of Education and Culture stated that the emergency curriculum's implementation had produced data showing better gains in achievement and learning than the 2013 curriculum's fully implemented implementation.

The 2013 curriculum, which was implemented during the Covid-19 pandemic, has been simplified for the merdeka curriculum. The merdeka curriculum, which was first introduced in 2021, is a choice to better education in Indonesia following the Covid-19 pandemic. The Merdeka Curriculum and Freedom Study Platform program for independent study was launched by the Ministry of Education. The prototype curriculum, which has been an option as a standard curriculum applied in the Covid-19 pandemic era since July 2021 with small trials undertaken for 2,500 SMAs and 900 SMK Centers of Excellence, is now known as the merdeka curriculum. The assessment system, which is more condensed than the 2013 curriculum, is also tied to the assessment used in the merdeka curriculum (Nasution, 2021).

One of the biggest shifts in the educational landscape has been the curriculum in Indonesia. The Ministry of Research and Technology is undertaking socialization in order for the merdeka curriculum to become a national curriculum, therefore it is currently only utilized as an option in the world of education.

The Ministry of Education and Culture explained that, unlike the 2013 curriculum, which gave priority to schools with accreditation A, there were no specified requirements for educational institutions that desired to apply this curriculum. To address current issues, the Ministry of Education and Culture modified this curriculum. This curriculum for independent study focuses on helping children develop their character, skills, and their interest and abilities. So, that it can cut back on the quality of homework and other obligations assigned to students. However, the 2013 curriculum, solely emphasizes the growth and improvement of attitudes, abilities, and knowledge, and it places more emphasis on students' selected majors. The Ministry of Education and Culture is currently promoting the idea that freedom to learn is a symbol of education. The concept of merdeka learning is anticipated to enhance Indonesia's educational system, which has been seen as fading in the past (Rahmadhani et al., 2022).

Education offers the best opportunity for learning and can be accomplished through the curriculum. Since education has evolved and advanced over time, the curriculum has altered countless times. Students are taught how to be more independent, creative, and active learners when following the 2013 Curriculum. The learning in elementary school for 2013 curriculum is delivered using a theme approach. Thematic learning is integrated learning that connects several subjects with themes to give students real-world experience.

1. The factors that influence curriculum development

The following are some additional variables that affect curriculum development:

a. Psychological

Curriculum development is based on at least two psychological disciplines: developmental psychology and learning psychology. The field of psychology that studies people's perspectives toward their own development is known as developmental psychology. In developmental psychology, topics including the nature of development, stages of development, elements of developments, tasks of individual development, and other issues connected to individual development are discussed. All of these topics can be used as inspiration for curriculum development and as material for contemplation (Sanusi, 2013).

b. Philosophical thoughts

The construction of curriculum heavily incorporates philosophical philosophy. It can be found in numerous philosophical traditions such as perennialism, essentialism, existentialism, progressivism, and reconstructionism, just like in educational philosophy. A notion for the execution of the developed curriculum can be provided by basing the curriculum on particular philosophical schools (Rahmadhani et al., 2022).

c. Technology and Science (IPTEK)

The technology and science that humans possessed at first was rather basic. However, there has been a fast evolution since the Middle Ages. There have been numerous new hypotheses discovered up to this point, and it is certain that this trend will continue. The structure of human life has been able to change as a result of advances in technology and science, particularly in the areas of transportation and communication. So that students can stay up with the times, the curriculum should be able to predict how quickly technology and science will advance. Technology-related learning (ICT) is not included in the 2013 curriculum, but it will be the main focus of the merdeka learning curriculum.

2. Curriculum changes' affect

In essence, the teacher's capacity to correctly apply any curriculum policies enforced by the government will decide how well they are implemented. The preparation and the teachers' talents have some degree of influence on the execution. The introduction of new curriculum can have both positive and negative effects on education. On the positive side, it allows students to progress through their learning process in step with the times and receive support from school administrations, faculty members, students, and even the institution itself. Where the principal can establish positive relationships with his superiors and his subordinates, the teacher must also be of high caliber in order to provide instruction that students can understand. Students must also be qualified, which means they must be able to study diligently, become creative problem solvers, and be critical in every lesson. Because students cannot adjust to the learning system in the development of the implemented curriculum or the new curriculum, it has a negative impact on education quality and can lead to new issues like decreased student achievement (Rahmadhani et al., 2022).

The quality of education is affected by curriculum changes in both positive and negative ways. In the positive direction, children can learn by keeping up with ever-evolving times with the assistance of school administrators, teachers, teaching staff, students, and even the institution itself. The teacher must deliver lessons that students can understand, and students themselves must be of good quality so that they can learn well, work hard, and develop into students who are creative problem solvers and critical in every lesson. Where the principal must foster good relationships with his superiors and subordinates, the teacher and students must both be of high caliber.

Due to student's inability to adjust to the new curriculum's learning system, rapid curriculum changes have a detrimental impact on education quality and lead to new issues including decreasing student accomplishment. The mechanism for implementation affects learning behaviors, which in turn affect student learning outcomes, when the curriculum is created, refined, and put into practice in the educational system down to the classroom level. Unfortunately, there is no assurance that teachers would adhere to the government's requirements for curriculum implementation. In addition to having a detrimental effect on students whose performance is declining, the shifting educational curriculum can also have an effect on schools, causing the aims or vision of a school to become disorganized. For instance, if a school only has one goal or vision, it makes sense that the school would work hard to meet those objectives. However, after focusing on the prepared vision, the curriculum is abruptly changed, necessitating a change in the goal that needs to be attained. It is possible that the administration believes that modifying the curriculum will improve education quality, however this is untrue.

CONCLUSION

Education and curriculum are always intertwined. Given that the curriculum serves as a tool for achieving educational objectives, it is possible to argue that it serves as a reference for the process of implementing education in Indonesia. This claim shows how important it is for educational implementers to use the curriculum as a guide, tool, or

document to carry out the best teaching and learning procedures possible in order to achieve educational goals. The curriculum has also been modified by the government; between the 1947 and 2013 curricula, 10 adjustments have been made to the Indonesian curriculum. Understanding curriculum and curriculum systems is the aim of curriculum study. Consequently, it is possible to say that the curriculum refers to the entire program or plan that is made to be used as a guideline for the implementation of activities in order to provide potential educational experiences for students under the responsibility of the school with the aim that students are trained to think and act according to the community group in which they live.

The Ministry of Education and Culture announced a policy controlling the development of the Merdeka Curriculum as an option for learning rehabilitation. While the Merdeka Learning Curriculum is currently starting its testing, the 2013 Curriculum and the Emergency Curriculum can still be used in educational units. The Ministry of Education and Culture claimed that the emergency curriculum's deployment had led to data demonstrating greater advances in success and learning than the 2013 curriculum's fully implemented application when it was launched in 2021.

Effects of curriculum changes In essence, the effectiveness of any government-enforced curriculum policies will depend on the teacher's ability to administer them appropriately. It has a detrimental effect on education quality and can result in new problems like decreasing student accomplishment because students cannot adapt to the learning system in the development of the implemented curriculum or the new curriculum. When the curriculum is developed, improved upon, and implemented in the educational system down to the classroom level, the method for implementation affects learning habits, which in turn affect student learning results.

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