Similarities and Differences in the K-13 Curriculum and the Learning Freedom Curriculum at the High School Level at SMAN 13 Pangkep

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Abstract
This study aims to find out the similarities and differences between the K.13 curriculum and the Merdeka Learning curriculum at the SMAN 13 Pangkep level, namely by looking at the process of implementing the K.13 curriculum and the Merdeka Learning curriculum. The method used in this study is the Systematic Literature Review (SLR) method. The results of this study indicate that the similarities between the K.13 curriculum and the Merdeka Learning Curriculum are learning objectives based on the goals of the National Education System and National Education Standards, while the difference between the K.13 curriculum and the Merdeka Learning curriculum is the additional development of a Pancasila student profile in the MerdekaBelajar curriculum.
Keywords: K.13 Curriculum, Independent Learning

INTRODUCTION

Basically, the development of the curriculum in Indonesia is based on the history of the development of education in Indonesia itself. Formally, during the Dutch era, the curriculum already existed. In the Dutch era, the implementation of the education and schooling curriculum was colored with the Dutch colonial mission. The Netherlands used natives to utilize natural resources effectively, while Japan, known as Greater East Asia, used natives for its mission in war (Hamalik, 1996:123). After Indonesia proclaimed its independence on August 17, 1945, education in the country continued to develop, including in terms of the government's attention to curriculum development. The following curricula were implemented post-independence: (1) Curriculum 1947, "Lesson Plan 1947", (2) Curriculum 1952, "Lesson Plan Unraveled 1952", (3) Curriculum 1964, "Education Plan 1964", (4) Curriculum 1968, (5) Curriculum 1975, (6) Curriculum 1984, "Curriculum 19 75 which was perfected"., (7) Curriculum 1994, (8) Curriculum KBK (2004), (9) Curriculum KTSP (2006), (10) Curriculum 2013, (11) Curriculum Merdeka (2022). Article 36 of Law No. 20 of 2003 concerning the National Education System states that curriculum development is carried out with reference to national education standards to achieve national education goals. Curriculums at all levels and types of education are developed on the principle of diversification according to educational units, regional potential, and students. The curriculum is arranged according to the level of education within the framework of the Unitary State of the Republic of Indonesia by taking into account: Increasing faith and piety; Improvement of noble character; Increasing the potential, intelligence, and interests of students; The diversity of regional and environmental potentials; Regional and national development demands; The demands of the world of work; The development of science, technology and art; Religion; Global development dynamics; and National unity and national values.

This paper focuses on implementing the K.13 curriculum and the Merdeka Belaja curriculum using the Systematic Literature Review (SLR) method. The results of this study indicate that the similarities between the K.13 curriculum and the Merdeka Learning Curriculum are learning objectives based on the goals of the National Education System and National Education Standards, while the difference between the K.13 curriculum and the Merdeka Learning curriculum is the additional development of a Pancasila student profile in the Merdeka Learning curriculum.

RESEARCH METHODS

The method used is a qualitative method with the analysis technique of Systematic Literature Review (SLR). With objects in order to show similarities and differences in the K.13 Curriculum and the Merdeka Curriculum at SMA Negeri 13 Pangkep

RESEARCH RESULTS AND DISCUSSION

The Central Government established a policy of implementing an independent curriculum starting in the 2022/2023 academic year which was confirmed in the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Framework of Learning Recovery. As part of efforts to mitigate learning loss due to the Covid-19 pandemic which lasted more than 2 years. As a form of implementing independent learning, the Ministry of Education, Culture, Research and Technology provides flexibility to educational units to choose the curriculum to be used, namely using: 2013 Curriculum in full, Independent Curriculum. the independent curriculum at the SMA/SMK/equivalent level uses learning outcomes arranged per phase; Phase E: generally equivalent to class X and Phase F: generally equivalent to class XI – XII. The flow used in the theoretical study of the K.13 curriculum and the Freedom Curriculum generally includes the following two questions: (1) The similarities in the K.13 Curriculum and the Freedom to Learn Curriculum: (2) Differences in the K.13 Curriculum and the Freedom to Learn Curriculum and the development of the profile of Pancasila students at SMA Negeri 13 Pangkep.

2013 Curriculum (K-13)

The 2013 curriculum (K-13/Kurtilas) is the curriculum that applies in the Indonesian Education System. Education in Indonesia is all education held in Indonesia, both structured and unstructured. Structurally, education in Indonesia is the responsibility of the Ministry of Education and Culture of the Republic of Indonesia. The 2013 curriculum has been implemented as the national curriculum since the 2013/2014 school year. As a national curriculum, the 2013 Curriculum fulfills both dimensions of the curriculum: the first is planning and setting regarding objectives, content, and learning materials; and the second is the method used for learning activities. The 2013 curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, creative, productive, effective and innovative and able to contribute to the life of society, nation and state, and world civilization. Fulfillment of the workload and arrangement of linearity of educator-certified teachers in the implementation of learning in the 2013 Curriculum refers to statutory provisions.

Free Learning Curriculum

The Independent Learning Curriculum is a concept that aims to give freedom to students to organize and develop their own way of learning independently. This concept was initiated by the Ministry of Education, Culture, Research and Technology (Kemendikbud Research and Technology) and is part of the Smart Indonesia program. In an effort to restore learning, the Merdeka Curriculum (which was previously referred to as the prototype curriculum) was

developed as a more flexible curriculum framework, while focusing on essential material and student development. The main characteristics of this curriculum that support learning recovery are project-based learning for the development of soft skills and character according to the Pancasila student profile, focus on essential material so that there is sufficient time for deep learning for basic competencies such as literacy and numeracy and flexibility for educators to carry out differentiated learning according to the abilities of students.

The project to strengthen the Pancasila student profile provides opportunities for students to explore knowledge, develop skills, and strengthen the development of six points in the Pancasila student profile. Through this project, students have the opportunity to study in depth important themes or issues such as sustainable lifestyles, tolerance, mental health, culture, entrepreneurship, technology, and democratic life. This project trains students to take real action in response to these issues according to their development and learning stages. This strengthening project is also expected to inspire students to contribute and make an impact on the community and the surrounding environment. Following are some similarities and differences in the two curricula, namely the K.13 curriculum and the Independent Learning Curriculum, as follows:

Table 1. Basic Framework for the K.13 Curriculum and the Independent Learning Curriculum for SMA Negeri 13 Pangkep

Kerangka Dasar	Kurikulum K.13	Kurikulum Merdeka Belajar
Basic Competencies	The main basic design of the 2013 Curriculum is the goal of the National Education System and National Education Standards	Main runway design Free learning curriculum is the goal of the National Education System and National Education Standards. Develop student profiles Pancasila on students
	Basic Competency (KD) in the four Core Competencies (KI) in Pangkep 13 Public High School, namely: Spiritual Attitudes, Social Attitudes, Knowledge, and Skills. KD is expressed in the form of points and sequenced to achieve KI which is organized per year KD on KI 1 and KI 2 is only found in the subjects of Religious and Moral Education and Pancasila and Citizenship Education	Learning Outcomes compiled per phase SMA Negeri 13 Pangkep Learning Outcomes are stated in paragraphs that outline knowledge, attitudes, and skills to achieve, strengthen and improve SMA Negeri 13 Pangkep competency 1. Phase E (generally equivalent with class X) 2. Phase F (generally equivalent with class XI and XII)
Curriculum Structure	SMA Negeri 13 Pangkep Study hours (JP) are arranged per week. The unit regulates the allocation of learning time routinely every week in each semester, so that in each semester students will get the learning outcomes for each subject.	The curriculum structure is divided into 2 (two) learning activities main, namely: 1. regular learning or routine which is intracurricular activities; And 2. Profile reinforcement project Pancasila students
Learning	The learning approach uses one approach, namely a scientific approach for all subjects. In general,	Reinforcing learning differentiated according to stage of achievement students A mix between intra-curricular learning (about 70-80% of lesson hours) and co-curricular through a project to strengthen the Pancasila student profile
Evaluation	Formative and summative assessments by educators function to monitor learning progress, monitor learning outcomes, and detect the need for continuous improvement of student learning outcomes. Strengthen	Strengthening the formative assessment and the use of assessment results to design lessons according to the level of student achievement Strengthen the implementation of the assessment authentic especially in projects strengthening the

	the implementation of authentic assessments in each subject. Assessment is divided into attitudes, knowledge, and skills assessments.	profile of Pancasila students There is no separation between assessment of attitude, knowledge, and Skills
Curriculum Tools	SMA Negeri 13 Pangkep Guidelines for curriculum implementation, Assessment Guidelines, and Learning Guidelines for each level	Learning and Assessment Guide, development guide school operational curriculum, project development guide strengthening the profile of Pancasila students, educational implementation guide inclusive, drafting guide Individual Learning Program, BK service module

Source: Data Analysis

Based on table 1, we can see some of the similarities and differences in the K.13 curriculum and the independent learning curriculum. The similarities and differences include; basic framework, basic competence, curriculum structure, learning, assessment, and curriculum tools. Thus, it can be seen that the similarity of the K.13 curriculum and the Free Learning Curriculum is that learning is based on the goals of the National Education System and the National Education Standards, while the difference between the K.13 curriculum and the Free Learning curriculum is the addition of the development of a Pancasila student profile to the Independent Learning curriculum.

CONCLUSION

The similarities and differences in Learning Objectives in the 2013 Curriculum and the Merdeka Curriculum are that the 2013 curriculum and the independent curriculum both refer to the basic concept of competence which is the basis for the development of the Competency-Based Curriculum (CBC). In the 2013 curriculum and the merdeka curriculum are the same even though there are phases in the merdeka curriculum and KI-KD in the 2013 curriculum. The formulation of CP writing in the merdeka curriculum and KI-KD in the 2013 curriculum, that KI-KD in the 2013 curriculum, the intended competencies are conveyed in the form of a single sentence arranged in points. In addition, in KI-KD there is a separation between aspects of attitude, knowledge and skills. CP is written in the form of paragraphs or narratives to describe a series of key concepts and skills targeted to be achieved by students. CP is not based on the domain of attitude, understanding, and skills, but is based on competencies and essential material from each subject.

Another difference is the learning process in the independent curriculum can be done anywhere and anytime according to the needs and abilities of teachers and students being taught, while the 2013 curriculum prioritizes learning activities in class. Study hours (JP) in the 2013 curriculum are set per week in each subject, while the JP in the independent curriculum is set per year according to the phase.

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