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Approaches and models development of 2013 Curriculum and Merdeka Curriculum

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ABSTRACT

The approach used in curriculum development has differences in the delivery of education. This article aims to discover the models and approaches used in developing Kurikulum 2013 and Kurikulum Merdeka. The method used is library research. Curriculum development has changed from time to time, changes from various aspects of life, globalization, and changes in increasingly advanced technology. The model used in developing the 2013 curriculum combines the Ralph Tyler and Hilda Taba models. The approach used in developing the 2013 curriculum is a competencies-based curriculum and is thematic-integrative. At the same time, the model used in developing Kurikulum Merdeka uses a technological approach and social reconstruction. The curriculum development model used in Kurikulum Merdeka is The Systematic Action Research Model and Emerging Technical Models, which refer to changes in technology and science. The models and approaches used in developing the 2013 curriculum and Merdeka Curriculum are different. Curriculum development has challenges, so it must be able to adapt to various changes by learning to understand curriculum changes and the purpose of the curriculum.

ABSTRAK

Pendekatan yang digunakan pada kurikulum terdapat tantangan sehingga harus mampu beradaptasi dengan berbagai perubahan, namun pengembangan kurikulum memiliki perbedaan dalam penyelenggaraan pendidikan. Artikel ini bertujuan untuk mengetahui model dan pendekatan yang digunakan dalam pengembangan Kurikulum 2013 dan Kurikulum Merdeka. Metode yang digunakan adalah penelitian kepustakaan (library research). Pengembangan kurikulum mengalami perubahan dari masa ke masa, perubahan dari berbagai aspek kehidupan, globalisasi, dan perubahan teknologi yang semakin maju. Model yang digunakan dalam pengembangan kurikulum 2013 adalah perpaduan antara model Ralph Tyler dan model Hilda Taba. Adapun pendekatan yang digunakan dalam pengembangan kurikulum 2013 adalah competencies-based curriculum dan bersifat tematik-integratif. Sedangkan model yang digunakan dalam pengembangan kurikulum merdeka adalah menggunakan pendekatan teknologi dan rekonstruksi sosial. Model pengembangan kurikulum yang digunakan dalam kurikulum merdeka adalah The Systematic Action Research Model serta Emerging Technical Models yang mengacu pada perubahan teknologi dan ilmu pengetahuan. Model dan pendekatan yang digunakan dalam pengembangan kurikulum 2013 dan Kurikulum Merdeka berbeda. Pengembangan dengan belajar memahami adanya pergantian kurikulum dan tujuan dari hadirnya kurikulum.

Kata Kunci: Kurikulum Merdeka; Kurikulum 2013; model kurikulum; pendekatan kurikulum

INTRODUCTION

The curriculum is a set of learning plans that consist of structured, programmed, and well-planned content and learning materials—related to various activities and social interactions in the environment in carrying out teaching and learning activities to achieve educational goals. The curriculum as a guide in implementing education must be developed following the demands and developments of science and technology (IPTEK). This aligns with one of the general principles of curriculum development, namely, the principle of relevance (Prasetyo et al., 2020). The principle of relevance is the soul of a curriculum. If this principle is met, then the curriculum becomes meaningful.

Following the principle of relevance, curriculum changes in Indonesia occur over a certain period, depending on government policies and educational needs. One of the factors influencing curriculum changes is the development of science and technology and changes in the educational philosophy approach (Rasyid et al., 2021), as in Kurikulum 2013, which is a substitute for Kurikulum KTSP (2006 curriculum). The model used in developing Kurikulum 2013 combines the Ralph Tyler model and the Hilda Taba model because, on the one hand, educators are given the authority to develop lesson plans (RPP). However, on the other hand, teachers carry out what has been planned in Kurikulum 2013, such as authentic and scientific assessments (Ahmad et al., 2022). The approach in developing Kurikulum 2013 is a competencies-based curriculum, which is thematic-integrative. Its development refers to 4 of the eight national education standards, namely content standards, process standards, graduate competency standards, and assessment standards (Subandi, 2014).

The curriculum development from Kurikulum 2013 is Kurikulum Merdeka as an alternative curriculum that is simpler. Kurikulum Merdeka is created under special conditions that cause different learning losses in achieving student competencies from the impact of the COVID-19 pandemic. In addition, Nadiem Anwar Makarim said that Indonesia has long experienced a learning crisis. The development approach used by Kurikulum Merdeka is a technological approach and a social reconstruction approach. The development model used by Kurikulum Merdeka is a model that leans towards technology (Industrial Revolution 4.0) and towards the development of knowledge, attitudes, and individual skills/skills (Society 5.0) by upholding the Pancasila Student Profile (Indarta, 2022).

The curriculum is constantly undergoing changes and improvements in order to improve the quality and quality of education. The approach and development of the 2013 and independent curricula are solutions to improving the quality of education in Indonesia. Seeing some of the problems above, the government needs an update in the curriculum to recover and overcome educational problems in Indonesia. This research is essential to know the model used in developing Kurikulum 2013 and Kurikulum Merdeka.

LITERATURE REVIEW

Curriculum Development Model

Models are essential patterns that serve as guidelines for acting. Implementing models in curriculum development can increase efficiency and productivity (Hidayani, 2017). There

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are several curriculum development models: the Tyler Model, the Zais Model (Administrative, Grassroot, and Demonstrative), the Beauchamp Model, the Hilda Taba Model, and the Seller & Miller Model. The choice of one of the curriculum development models is not solely based on its strengths or advantages. However, it must also be adapted to the education system and the educational conceptual model used (Bisri, 2020).

Curriculum Development Approach

The approach works by implementing the right strategies and methods by following systematic development procedures to produce a better curriculum. Approach can be interpreted as a starting point or a person's perspective on a particular process. The term approach refers to the point of view about the occurrence of a process, which is still very general. Thus, the curriculum development approach refers to the starting point or perspective in general regarding the curriculum development process (Huda, 2019).

According to Muhaimin, curriculum development approaches include academic subjects, humanistic, technological, and reconstructionist approaches. According to Wina Sanjaya, the curriculum development approach includes top-down and grassroots approaches. According to H.M. Ahmad, the curriculum development approach includes a material-oriented approach and a teaching goal-oriented approach. According to Zainal Arifin, curriculum development approaches include competency, systems, value clarification, comprehensive, and problem-centered approaches. Meanwhile, according to Abdullah Idi, the curriculum development approach includes a material-oriented approach, a material organizational pattern approach, and an accountability approach (Huda, 2019).

Kurikulum 2013

Kurikulum 2013 is a substitute for Kurikulum KTSP (2006 curriculum). Kurikulum 2013 is a learning system or approach that involves several disciplines to provide meaningful and broad experiences to students. Kurikulum 2013 is a curriculum that has been implemented as the national curriculum since 2013/2014. Kurikulum 2013 fulfills two dimensions: the first is planning and setting regarding objectives, content, and learning materials, and the second is the method used for learning activities. Kurikulum 2013 aims to prepare people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, effective, and able to contribute to the life of society, nation, and state (Ahmad, 2022).

Kurikulum Merdeka

Freedom to Learn is a new slogan in the implementation of education in Indonesia by implementing the Independent Curriculum. According to the General of Teachers and Education Personnel (Ditjen GTK), this independent curriculum is a curriculum with diverse learning where the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies. Khoirurrijal in his book entitled "*Development of an Independent Curriculum*" states that the Independent Learning Curriculum is a learning curriculum that refers to a talent and interest approach.

The Merdeka Curriculum is a curriculum with diverse intracurricular learning, the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies. Teachers have the flexibility to choose various teaching tools so that learning can be adapted to students' learning needs and interests.

Merdeka Belajar policy is implemented to accelerate the attainment of the national education goals, namely increasing the quality of Indonesian human resources with superior competitiveness with other countries. Superior and competitive human resources are manifested in students with noble character and a high level of reasoning, especially in literacy and numeracy (Vhalery, 2022).

METHODS

The research method used by the author in this article is the library research method. The library research method is a research method using written sources as the data source. Library research is a theoretical study, references, and scientific literature related to culture, values, and norms that develop in the social situation under study. Library research is a theoretical study that studies various reference books and the results of similar previous studies, which help obtain a theoretical basis for the problem under study. The author uses scientific journals and reference books discussing models and approaches to developing Kurikulum 2013 and Kurikulum Merdeka for review. The author's goal in choosing this method is to obtain information and fundamental theories relevant to the problem.

RESULT AND DISCUSSION

The Urgency of Curriculum Development

One of the most essential components in education that is often overlooked is the curriculum. Even though the curriculum has a crucial and strategic position. A curriculum describes an institution's vision, mission, and educational goals. According to Crow & Crow, the curriculum is a teaching design of many subjects arranged systematically to complete a program to obtain a diploma. Wina Sanjaya added that the curriculum is a planning document that contains goals to be achieved, the contents of the material and learning experiences that students must do, strategies and ways that can be developed, evaluations designed to gather information about goal attainment, as well as the implementation of documents designed in concrete form (Awwaliyah, 2019).

This is further strengthened by Subandiyah's opinion, which states that the curriculum is a tool to achieve educational and teaching goals that are initiated and determined by schools dynamically and progressively. This means that the curriculum must continuously be developed and refined to suit the rate of development of science and technology, as well as a society that is currently developing (Daud, 2019).

Muhaimin & Abdul Mujib stated that there are seven definitions of curriculum according to their functions (Ahmad et al., 2022), including the following: First, the curriculum as a study program, namely a set of subjects that can be studied by students at school or in other educational institutions. Second, curriculum as content, namely data or information

contained in class books without being supplemented by other information that allows learning to arise. Third, the curriculum is a planned activity, namely, activities about things to be taught and how these things can be taught with good results. Fourth, the curriculum as learning outcomes, namely a complete set of goals to obtain a particular result without specifying the intended ways to obtain these results or a set of planned learning outcomes. Fifth, the curriculum is a cultural reproduction, namely the transfer and reflection of the culture of the community so that it can be owned and understood by the children of the younger generation. Sixth, the curriculum as a learning experience, namely the overall learning experience planned under school leadership. Seventh, the curriculum as production, namely a set of tasks that must be carried out to achieve the results that have been set beforehand.

The existence of the curriculum certainly provides certain functions based on the subject. For the teacher, the curriculum serves as a guide in carrying out the learning process. For school principals or madrasah heads and supervisors, the curriculum is a guide in carrying out supervision or supervision. For parents, the curriculum serves as a guide in guiding their children to study at home. For the community, the curriculum serves as a guideline to assist in implementing the educational process in schools or madrasas (Hidayat et al., 2019).

As for students, the curriculum serves as a guide in carrying out learning activities. Aside from being a guide for students, the curriculum has six essential and strategic functions, namely the preparatory function as a form of preparing students to continue their studies to a higher and better level of education, the function of selection as an educational tool to choose learning programs that suit their needs. Interests and abilities, the function of differentiation as a service to students' individual differences, and the function of adjustment as a direction for students to have well-adjusted characteristics. The integration function is to produce whole and integrated individuals, and the diagnostic function is to assist in directing students to understand and accept their potential.

The direction and goals of the educational curriculum will experience shifts and changes along with the dynamics of social change. This is due to changes in the curriculum, making the absolute curriculum flexible and futuristic. It could be that an imbalance in curriculum design due to a lack of response to social change has consequences for the birth of educational outputs that are "stuttering" in adapting to the intended social conditions. On the basis of these considerations, curriculum development is very important. The urgency of curriculum development helps students and teachers carry out the education and teaching process. The more a country develops, the knowledge it teaches must be continuously developed and perfected.

Therefore, the development of educational and teaching processes starts with curriculum development. The government plays a significant role and is responsible for curriculum development. Likewise, the role of educational figures and observers is to follow every episode of social change. All of that will be considered in designing and developing the curriculum. In addition, active community participation is also highly expected to contribute ideas in responding to any changes (Marisa, 2021).

Curriculum Development Approaches and Models

In Indonesia, the curriculum is constantly undergoing development. Since Indonesia's independence until now, there have been at least 14 changes. During the Old Order era, or when President Soekarno was in power, there were three changes to the curriculum: the 1947 Lesson Plan curriculum, the 1964 Elementary School Education Plan curriculum, and the 1968 Elementary School Curriculum (Handayani, 2020).

During the Order era, there were six changes to the curriculum: 1973 Development School Pilot Project Curriculum, 1975 SD Curriculum, 1975 Curriculum, 1984 Curriculum, 1994 Curriculum, and 1994 Curriculum Revision in 1997. After the New Order era ended or began During the reform period, there were five curriculum changes, namely the 2004 Competency-Based Curriculum (KBK), the 2006 Lesson Unit Level Curriculum (KTSP), Kurikulum 2013 (K13), Revised Kurikulum 2013, and Kurikulum Merdeka.

According to Suparlan, curriculum development is a process of planning and compiling curriculum by curriculum developers. These activities are carried out so that the resulting curriculum can become teaching materials and references to achieve educational goals (Kurniati, 2022). Nana Syaodih Sukmadinata stated that what is meant by curriculum development is the actual curriculum planner, executor, appraiser, and developer. A curriculum is expected to provide foundation and content and become a guideline for developing students' abilities optimally following the demands and challenges of community development (Suryaman, 2020).

If classified, curriculum development includes five elements: planning, preparation, implementation, assessment, and improvement. Curriculum development is a cyclical process that never begins and never ends. This is due to the development of the curriculum is a process that is based on the elements in the curriculum. It includes objectives, content (material), methods, organization, and assessment (Masdiono, 2017).

An approach is defined as a work procedure by practicing suitable strategies and methods and done with systematic development steps to obtain a better curriculum. The approach can be interpreted as a starting point or a person's perspective on a particular process (Awwaliyah, 2019). The term approach refers to thoughts about a process that is still very general. From some of the thoughts above, the curriculum development approach points to a starting point and a general point of view regarding developing an educational curriculum (Daud, 2019). There are at least four approaches to curriculum development: approaches to academic subjects, humanistic, technological, and social reconstruction.

1. Academic Subject Approach

The academic subject approach is the oldest form or model among other models. In general, an educational institution or school until now cannot be separated from this approach. This approach is instant and easy to combine with other approaches if needed. The academic subject approach originates from the classical learning stream that is future-oriented.

Khoirurrijal in his book entitled "*Development of an Kurikulum Merdeka*" states that the academic subject approach has several characteristics regarding objectives, methods, content organization and evaluation as follows:

● Purpose: imparting solid knowledge and training students to use research ideas and processes. Students must learn to use their minds and be able to control their impulses.
● Expository and inquiry methods. Ideas are given to the teacher and then elaborated (implemented) by students until mastered.
● Content organization consists of a correlated curriculum, a pattern of organization of material or concepts learned in a lesson that is correlated with other lessons. A unified or concentrated curriculum is an organizational pattern of learning materials arranged in specific subject themes, covering material from various disciplines. An integrated curriculum is a pattern of organization of subject matter that is no longer visible in the scientific disciplines. Teaching materials are integrated with problems, activities, or certain aspects of life. A problem-solving curriculum is a pattern that involves solving social problems encountered in life using knowledge and skills obtained from various subject systems or scientific disciplines.
● Evaluation: Using various evaluation forms adapted to the purpose and nature of the subject matter.

2. Humanistic Approach

The humanistic approach distributes the central place to students in the learning process (student-centered learning). This is based on the assumption that students are essential and primary people in learning. They are the subject and center of learning activities. These students have the ability, expertise, and strength to grow. Humanist education adheres to the Gestalt theory, which views children as an even unit. Learning aims to form a complete human being, not only in terms of body and mind. However, it also involves social and affective aspects (behaviors, emotions, feelings, and values).

Khoirurrijal, in his book, states that the humanistic approach has several characteristics regarding objectives, methods, content organization, and evaluation as follows:

● The goal is to provide valuable experience (knowledge) to support and encourage individual student growth. The purpose of learning for them is a dynamic process of personal growth. Characterized by development, integrity, personality autonomy, healthy behavior towards oneself and others, and the learning process. If someone has a good personality, then that person can work and study well, too.
● Method, providing interesting modules and creating a conducive learning atmosphere.
● Content organization, ,i.e. integrity. Unity of behavior is not only intellectual but also emotional and active. The humanistic curriculum also emphasizes all aspects of life.
● Evaluation is determined objectively and has achievement criteria. However, in the humanistic curriculum, there are no criteria but aspects of development.

3. Technological Approach

This approach has similarities with the academic subject approach, which emphasizes curriculum content and materials. However, there is one difference. It is not about retaining knowledge but about acquiring abilities. Key competencies or criteria are categorized into narrower or core competencies, i.e., behaviors that can be observed and measured.

The application of technology in the curriculum is presented in two formats, namely software and hardware. Software engineering applications are also known as system technologies, and hardware applications are known as tool technologies. Tool technology emphasizes the use of technological tools that support the efficiency and effectiveness of educational programs. The curriculum includes plans for using different tools and media and learning models considering multiple tools. The learning process can only be carried out with the help of the media because the learning process is integrated between learning activities and the media. For example, how to use video media, VCD, modules, computers, the internet, and others.

Khoirurrijal, in his book, states the technological approach has several characteristics concerning objectives, methods, content organization, and evaluation as follows:

- The objectives of this curriculum are directed at competence, which is formulated in the form of behavior. General goals, namely competencies, are broken down into specific goals called objectives, instructional goals, or indicators. These objectives or indicators describe behaviors and skills that can be observed and measured.
- The learning method is individual, but students face a series of tasks that must be done and progress at their own pace. At certain times, some tasks must be done in groups. Each learner must master thoroughly the objectives of the learning program.
- Organization of content, teaching materials, or curriculum content are taken from various disciplines. However, it has been mixed in such a way as to support the mastery of a competency. The ultimate goal of the program is stated precisely and operationally. This goal is the basis for organizing learning materials.
- Evaluation is feedback for students in improving mastery of a lesson structure (formative evaluation) and feedback for students at the end of a program or semester (summative evaluation). Evaluation can also be feedback for curriculum improvement.

4. Social Reconstruction Approach

The social reconstruction approach is based on the interactional flow. According to this approach, learning is not an individual endeavor but a collaborative and interactive endeavor. This interaction occurs not only between teachers and students. However, it occurs between students, between students and their environment, as well as between various learning resources. Through this interaction and collaboration, students try to find social problems and lead to better civil order.

The social reconstruction approach is carried out by developing a curriculum or skills learning program to implement science and technology (Taufik, 2019). Starting with the

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problems experienced by the community and working cooperatively. The curriculum emphasizes learning content, the learning process, and experiences.

This approach assumes that humans are social beings who always need others to live together, maintain relationships, and work together. Therefore, learning with a contextual approach is part of learning based on social restructuring after students can apply what they have learned in class, in life at school, at home, and in society. The material they have learned can be applied to everyday life problems.

Khoirurrijal, in his book, states the social reconstruction approach has several characteristics concerning objectives, methods, content organization, and evaluation as follows:

- The aim is to expose students to the challenges, threats, obstacles, or confusion that humans face.
- The method tries to find harmony between national and student goals. The teacher tries to help students find their interests.
- Content organization: The pattern of curriculum organization can be symbolized like a wheel. In the middle, the issue is chosen as the pivot that becomes the main topic. Many topics are covered in group discussions, exercises, visits, and more.
- Evaluation involves students- especially in selecting, assembling, and evaluating materials to be tested to impact the learning process positively. Assessment not only assesses the impact of student activities but also the impact of school activities on society. This impact is mainly related to community development and the improvement of people's standard of living.

In curriculum development, there is also a curriculum development model. Many models can be used in curriculum development. The selection of a curriculum development model is based on its strengths and virtues and the possibility of achieving optimal results. However, it must also be adapted to the education system adopted and the educational concept model used.

At least eight curriculum development models are known, including The Administrative (Line Staff) Model, The Grass Roots Model, Beauchamp's System Model, The Demonstration Model, Taba's Invented Model, Roger's Interpersonal Relations Model, The Systematic Action Research Model, and Emerging Technical Models (Dewi, 2019).

Kurikulum 2013 Development Approach and Model

Education development in Indonesia is a demand that must be carried out. The growing awareness of all parties about education in Indonesia certainly gave birth to many positive things. Including the re-enactment of Kurikulum 2013 nationally or throughout Indonesia starting in the 2016/2017 school year. Kurikulum 2013, implemented nationally in the 2016/2017 school year, differs from the previous Kurikulum 2013. However, it is Kurikulum 2013 that has been revised by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek). Kurikulum 2013, considered burdensome, was finally revised by the Ministry of Education and Culture so that it is hoped that it will no longer be burdensome. The revised Kurikulum 2013 has been implemented in schools in the 2016/2017 school.

Kurikulum 2013 Revision is an improvement from the previous curriculum, in line with the times that demand curriculum changes. Kurikulum 2013 change did not change its name; it is just that there was an additional word, "revision," behind it. Ten changes became essential points in the Revised Kurikulum 2013, including changes in the implementation of the assessment. The ten changes that are essential points in the curriculum are as follows:

1. The name of the curriculum does not change to become the National Curriculum but uses the name of the Revised Kurikulum 2013, which applies nationally.
2. Simplification of aspects of student assessment by teachers in the new Kurikulum 2013. Assessment of the social and religious aspects of students is only carried out by PPKn teachers and Religious Education or Characteristics teachers.
3. There are no restrictions on students' thinking processes in the new Kurikulum 2013 at all levels of education. All levels can learn from the stage of understanding to creating so that even elementary school children can create according to their age level. This is to familiarize children with scientific thinking from elementary school.
4. Application of the 5M level theory in the new Kurikulum 2013. Teachers must apply existing theories in their learning so that they do not just have theorizing but can practice. The 5M level theory is remembering, understanding, applying, analyzing, and creating.
5. The structure of the subjects and the length of study at school are not changed.
6. Using active learning methods. The active learning method is a method that makes students the main actors in each learning process; the teacher only acts as a facilitator.
7. Improving the relationship between Core Competency (KI) and Basic Competence (KD).
8. Assessment of attitude KI 1 and KI 2 has been abolished in every subject, only Religion and Civics. However, Core Competencies (KI) are still included in writing the Learning Implementation Plan (RPP).
9. The rating scale becomes 1−100. Attitude assessment is given in the form of predicates and descriptions
10. Remedial is given for those whose value is less. However, students are given re-learning first. This medicinal value is included in the results.

The development approach used in Kurikulum 2013 is a competencies-based curriculum and is thematic-integrative. Competency-based or competency-based education is a learning approach that emphasizes achieving expertise, not the number of study hours allocated (Huda, 2019).

There are many terms for this kind of education system (for example, mastery-based education), and many educational institutions have unknowingly adopted it. However, in general, competency-based education has the following characteristics:

1. Learning is not measured by the number of hours spent but by whether students master the competencies planned. A holistic change occurs, from time as a reference to competency achievement as a reference.
2. Students know the competency maps that need to be mastered. Teachers and schools provide explicit competency maps inside and outside the classroom. This will be much better if students entirely make the competency map.

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3. Assessment is carried out during learning and not at the end of a period, such as an exam. Students are given many opportunities to master a skill through trials, projects, and low-stakes tests; there is always extra help from the teacher if students experience failure in mastering that skill.

This approach is thematic-integrative, which means a learning approach that integrates competencies from various subjects into various themes. Thematic-integrative learning is a combination of thematic learning and integrative learning (Aisyah & Astuti, 2021; Samsiyah & Fajar, 2021). Thematic-integrative learning provides opportunities for students to relate experience and knowledge so that students more easily solve problems and fulfill their need for knowledge.

Thematic-integrative learning in Kurikulum 2013 has benefits, which include a comfortable class arrangement, using cooperative groups, optimizing the learning environment, students being able to process information quickly and on time, and the learning process in class (Ahmad et al., 2022). Curriculum development has various models in its approach, which is used as a process or step to develop a curriculum that has been implemented before. The curriculum can run according to plan and aims to achieve educational goals. Kurikulum 2013 development model combines the Hilda Taba and Ralph Tyler Development Models (Hidayat et al., 2019).

Tyler's model is the best-known model for curriculum development, with the primary planning phase in his book Basic Principles of Curriculum and Instruction. Meanwhile, Taba uses a grass-roots approach to curriculum development. Taba believes that teachers should design curriculum and not give by authorities. According to Taba, teachers should start the process by creating a particular teaching and learning unit for their students and not be involved in designing a general curriculum. Therefore, Taba adheres to an inductive approach that starts with the specifics and builds on a general design.

Kurikulum Merdeka Development Approach and Model

The COVID-19 pandemic in Indonesia has resulted in many changes in various sectors, including education. The COVID-19 pandemic period is a condition that causes learning loss, which varies in the achievement of student competencies. In addition, many national and international studies state that Indonesia has also experienced a learning crisis for a long time (Abdurahman, 2022).

Seeing these conditions, the Ministry of Education and Culture is trying to restore learning. One of the efforts made to overcome the existing problems is to launch a "Kurikulum Merdeka". The Kurikulum Merdeka has various intra-curricular learning; the content will be more optimal, giving students enough time to explore concepts and strengthen their competence (Suherman, 2021). Teachers can choose various teaching tools so that learning can be adapted to students' learning needs and interests (Baharuddin, 2021).

The purpose of the Kurikulum Merdeka is to answer the problems of previous education (Isa *et al.,* 2022). The existence of this curriculum will lead to the development of the potential and competence of students. This curriculum functions to develop potential, one

of which is a learning process designed in a relevant and interactive manner. One of the interactive learning is by doing a project. This learning will make students more interested and able to develop issues that develop in the environment.

The advantages of Kurikulum Merdeka are as follows:

- More simple and deep
  Essential material is the focus of the Kurikulum Merdeka. Simple and in-depth learning without haste will be more absorbed by students. Deep learning with a fun design will make students more focused and interested.
- More Freedom
  The Independent Curriculum, which is the policy of the Minister of Education and Culture of the Republic of Indonesia, is a benchmark in designing learning. The concept of independence gives independence to the teacher in designing the learning process according to the needs and learning outcomes.
- More Relevant and Interesting
  Learning process activities that are more relevant and interactive will have a good impact when applied to the learning process. Interactive learning will make students more interested and able to develop their competencies. Interactive learning by creating a project will make students active in developing issues circulating in the environment.

The development approach used in the Kurikulum Merdeka is a technological approach and a social reconstruction approach (explanation in section B).

The development models used in the Kurikulum Merdeka include Systematic Action Research and Emerging Technical Model. The Systematic Action Research model assumes curriculum development is social change (Nurcahyo, 2020). In practice, this model is carried out with a careful study of curriculum issues through data collection. In line with this, the data obtained will be compiled into a formula to solve the existing problem. The next step is the implementation of the decisions taken. The steps taken are followed by gathering facts related to the curriculum, which are carried out for evaluation (Dewi, 2019).

Meanwhile, the Emerging Technical Models explain that developments in technology and science, as well as efficiency-effectiveness values, also influence the development of curriculum models. New trends are growing based on this, including The Behavioral Analysis Model, The System Analysis Model, and The Computer Model (Dewi, 2019).

Discussion

Education in Indonesia has undergone several changes to the curriculum system to improve it. The efforts made by the government to improve it are changing and providing curriculum innovation. Among them, KTSP/2006 curriculum became Kurikulum 2013 of Kurikulum Merdeka. Kurikulum 2013 has been implemented starting from the 2013/2014 academic year. Early application is carried out, especially in schools with accreditation A. Applying Kurikulum 2013 at the SMA/SMK/MA level is undoubtedly very suitable because the designed curriculum contains practical, innovative, creative values and can explore the potential and interest of students in learning.

Since the COVID-19 pandemic, education in Indonesia inevitably has to be able to adapt to circumstances. It is also necessary to change the curriculum because a learning loss varies in the achievement of student competencies. In addition, many national and international studies state that Indonesia has long been experiencing a learning crisis.

The purpose of the Kurikulum Merdeka is to answer the problems of previous education. This curriculum functions to develop potential, one of which is a learning process designed in a relevant and interactive manner. One of the interactive learning is by doing a project. This learning will make students more interested and able to develop issues that develop in the environment (Hamdi et al., 2022).

However, from the Independent Curriculum, there are some challenges/problems in its implementation. One of them is to produce graduates with new literacy skills, namely data literacy, technology literacy, and human literacy, which pivot to developing the character of graduates who have noble character (Sopiansyah, 2022). One of the efforts to answer this challenge is the birth of a right-to-learn policy, namely to create an autonomous and flexible learning process to create a learning culture that is innovative, not restrictive, according to needs, and encourages students to master various proper knowledge (Maghfiroh, 2022). This causes institutional readiness and support from policymakers to implement the Independent Curriculum to be something that needs attention (Yusuf, 2021).

CONCLUSION

The models and approaches used in developing Kurikulum 2013 and Kurikulum Merdeka are different from the various models and approaches to curriculum development. Kurikulum 2013 combines the Ralph Tyler curriculum development and Hilda Taba models. The approach used in developing Kurikulum 2013 is a competencies-based and thematic-integrative curriculum. Kurikulum Merdeka uses the development model, The Systematic Action Research Model, and the Emerging Technical Model. The approach used is a technological approach and a social reconstruction approach.

Curriculum development is something that will never end. Due to changes from time to time, changes in aspects of life, globalization, and increasingly advanced technology. From there, we can understand that education must be able to adapt to various changes so that it can be better in the future. Even in curriculum development, there are bound to be challenges that come and go. However, with that, we need to learn more about the impact of changing the curriculum and the purpose of the curriculum. When problems come, we will better understand what kind of efforts should be made by mapping the problems and looking for solutions/solutions.

Therefore, development approaches and curriculum development models are needed, especially in dealing with problems in curriculum implementation, because of the urgency for teachers, students, parents, and society.

AUTHOR'S NOTE

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