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Analyzing the implementation of K13 and Kurikulum Merdeka: Students' perceptions

Shofwatut Tarbiyah[1], Fitria Zulaika Mahfudza[2], Nizma Amelia Putri[3], Diah Kusuma Ningrum[4], Yumnaa Taqiyatul Nabillah[5]

[1,2,3,4,5]Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia
220107110037@student.uin-malang.ac.id[1], 220107110001@student.uin-malang.ac.id[2], 210107110083@student.uin-malang.ac.id[3], 220107110047@student.uin-malang.ac.id[4], 220107110014@student.uin-malang.ac.id[5]

ABSTRACT

The development of the times must always be followed, demanding the formation of the Kurikulum Merdeka, which is expected to prepare students better to keep up with global developments compared to the 2013 Curriculum (K13). This study aims to analyze the implementation of K13 and Kurikulum Merdeka according to student perceptions. A quantitative method with a descriptive approach was used in this study, which involved 41 respondents. The questionnaire includes ten statements related to implementing K13 and Kurikulum Merdeka. The results of the questionnaire are depicted in the form of pie charts. This research shows students' preferences. K13 is superior in final assessment regarding the amount of learning and easy-to-understand material. Meanwhile, Kurikulum Merdeka has higher ratings regarding flexible learning time, active learning, fun teaching methods, and complex material. Students preferred both creative learning and how this curriculum implements projects. The transition readiness from K13 to Kurikulum Merdeka is equal between those who agree and those who are neutral.

ABSTRAK

Perkembangan zaman harus selalu diikuti menuntut pembentukan Kurikulum Merdeka yang diharapkan dapat lebih mempersiapkan peserta didik untuk mengikuti perkembangan global dibandingkan Kurikulum 2013 (K13). Penelitian ini bertujuan untuk menganalisis implementasi K13 dan Kurikulum Merdeka menurut persepsi peserta didik. Metode kuantitatif dengan pendekatan deskriptif digunakan dalam penelitian ini melibatkan 41 responden. Kuesioner mencakup sepuluh pernyataan yang berkaitan dengan implementasi K13 dan Kurikulum Merdeka. Hasil kuesioner digambarkan dalam bentuk diagram lingkaran. Penelitian ini menunjukkan preferensi peserta didik. K13 lebih unggul dalam bidang penilaian akhir, jumlah materi pembelajaran dan materi yang mudah dipahami. Sementara itu, Kurikulum Merdeka memiliki peringkat yang lebih tinggi dalam hal waktu belajar yang fleksibel, pembelajaran aktif, metode pengajaran yang menyenangkan, dan materi yang rumit. Untuk pembelajaran kreatif, peserta didik lebih menyukai keduanya, begitu juga dengan bagaimana kurikulum ini mengimplementasikan proyek. Hasil dari kesiapan transisi dari K13 ke Kurikulum Merdeka adalah sama antara yang setuju dan netral.

Kata Kunci: *K13; Kurikulum Merdeka; implementasi kurikulum*

INTRODUCTION

Curriculum is an educational program designed to develop young people into contributing, valuable members of society after they start school (Gumilar et al., 2023). The curriculum has a significant role in the learning process in education. The successful implementation of the curriculum is contingent on the principal's leadership and teachers' dedication in establishing a conducive learning environment. Over time, the curriculum has also gone through various changes to become a curriculum that is more relevant than the previous curriculum. It is tailored to the students' needs, one of which is the Kurikulum 2013 (K13), which has experienced the urgency of changing to the Kurikulum Merdeka because it has experienced several limitations in its implementation. Perfecting the implementation of the K13 is the objective of the Kurikulum Merdeka (Firmansyah, 2023).

Over nine years, K13 was important in shaping Indonesian education. Still, it's emphasis on a uniform learning process left little room for contextual adaptation or innovation in the classroom (Ridwanulloh et al., 2024). This rigidity limits teachers' ability to adapt learning experiences to their students' unique needs and interests. In addition, dense curriculum content sometimes prevents students from fully mastering key concepts, because the focus is on achieving specific learning outcomes within a limited period (Rahim & Ismaya, 2020). Therefore, these limitations highlight the need for a more flexible and responsive approach, paving the way for the development and implementation of the Kurikulum Merdeka. After 9 years of implementing K13, Kurikulum Merdeka was officially inaugurated by the Ministry of Education and Culture on February 11, 2022 (Agnevia et al., 2025).

The fundamental difference between K13 and Kurikulum Merdeka lies in the flexibility of learning, including time, location, and materials. Kurikulum Merdeka liberates teachers to create educational and enjoyable learning (Ariga, 2022). The purpose of flexibility in the Kurikulum Merdeka is to make it more relevant and ready to respond to environmental dynamics and various changes, as well as to provide space for learning that is appropriate to the local context and student needs (Nafi'ah et al., 2023). The Kurikulum Merdeka is very fitting to be present amidst the advanced technology that is so sophisticated, thus supporting the learning process within the Kurikulum Merdeka. With all the changes within the Kurikulum Merdeka, teachers and students must undoubtedly adapt to the advanced technology (Ledia & Bustam, 2024).

Recent studies have examined the implementation of the K13 and the Kurikulum Merdeka in Indonesian schools. While Kurikulum Merdeka shows potential for improved student engagement and learning experiences, its implementation faces limited resources and infrastructure (Fitriani & Alfiansyah, 2023). Teachers play a crucial role in facilitating student-centered learning under Kurikulum Merdeka but require ongoing support and training (Putri, 2024). Gradual infrastructure improvements and comprehensive support from stakeholders are recommended to ensure successful implementation of Kurikulum Merdeka (Setiawan et al., 2023). The study showed K13 uses authentic assessments, including observations and portfolios (Setiawan & Ahla, 2023). Another study showed that teachers are unprepared to implement the Kurikulum Merdeka and some teachers lack enthusiasm for curriculum changes, especially in updating teaching tools (Ndari et al., 2023).

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Overall, while both curricula aim to enhance the learning experience, their effectiveness depends on various factors including teacher readiness and available resources. This study differs from the current research, which examines students' perceptions of the K13 and Merdeka curricula. This research investigates the students' perceptions of implementing K13 and the Kurikulum Merdeka. Students' perceptions play a crucial role in transitioning from the Kurikulum 2013 (K13) to the Kurikulum Merdeka in Indonesia because it significantly influences their engagement and motivation in learning. The Kurikulum Merdeka emphasizes learner autonomy and project-based learning, which have been reported to increase student satisfaction and engagement compared to K13. Understanding students' perceptions provides valuable feedback for educators and policymakers.

LITERATURE REVIEW

The Kurikulum 2013 (K13)

The K13 adopts a scientific approach, encouraging students to observe, question, experiment, and analyze. K13 was Indonesia's nine-year main educational framework, emphasizing competency standards and local cultural integration. Despite these goals, its implementation faces several challenges that fuelled the urgency of changing the k13, including the rigidity of its structure and the heavy workload for teachers and students. Teachers often have difficulty meeting the demands of delivering extensive material while meeting the diverse needs of students, resulting in varying levels of success in its implementation (Keith & Ramadani, 2024). The K13 has different characteristics compared to the previous curriculum. In the K13, especially at the elementary school level (SD/MI), the learning load is heavier, which requires students to be more diligent and creative in the previous learning process (Andrea et al., 2023).

The K13 places a significant burden on students because they must prepare learning materials with considerable extra effort due to the many competencies that must be mastered quickly (Mardhiyana & Jailani, 2024). Implementing K13 in Indonesia has been complex, characterized by many aspirations and challenges. To achieve this, teachers must design practical and creative learning, select the most appropriate methodology for the task, and establish appropriate assessment criteria (Nuraini et al., 2023). Teachers must adopt a professional approach to designing effective and meaningful (fun) learning, organizing learning, selecting the most appropriate approach, determining learning procedures, developing competencies effectively, and applying success criteria (Muzaky & Achadi, 2024).

The implementation of the K13 is also implemented through a scientific approach. The scientific learning process encompasses activities, including observation, questioning, gathering or experimenting, associating or processing information, and communication. K13 is more effective because it encourages students and teachers to share ideas and work together during the teaching and learning (Hamna et al., 2024). The K13 was developed to improve the quality of education in Indonesia by emphasizing character education, critical thinking, creativity, and integrative thematic learning (Priawasana & Subiyantoro, 2024).

The Kurikulum Merdeka

The Kurikulum Merdeka is a curriculum with diverse intracurricular learning where content will be optimized so that learners have enough time to explore concepts and strengthen competencies. With the Kurikulum Merdeka that is supported by four essential competencies that must be possessed in the digital era and globalization, students can develop to pass the era of society 5.0, and become more capable resources in the future (Hadiapurwa et al., 2021). Teachers can choose various teaching tools to tailor learning to students' needs and interests. The Kurikulum Merdeka is an education system based on natural and contemporary principles, where each student has talents and interests (Cholilah et al., 2023). The Kurikulum Merdeka seeks to address the shortcomings of the K13 by offering greater flexibility in the learning process. The Kurikulum Merdeka's learning process is more diverse, rooted in local wisdom, and integrated with ICT. This positively impacts teachers, allowing for greater creativity in selecting teaching methods and aligning them with student interests. Additionally, students are motivated by engaging and thought-provoking learning experiences. The Kurikulum Merdeka emphasizes project-based learning, interdisciplinary studies, and the integration of local cultural values. This approach fosters critical thinking, creativity, and engagement (Priawasana & Subiyantoro, 2024).

One of the three characteristics of the Kurikulum Merdeka is flexible learning where teachers and students can adapt to the context (Nafi'ah et al., 2023). Using the Kurikulum Merdeka causes students to be more engaged and find it easier to understand content that applies to their daily lives. The flexibility of learning time can affect students' conditions, such as their interest in learning. The Kurikulum Merdeka allows students to learn the material in their way. The Kurikulum Merdeka's flexibility can improve the quality of learning (Nadira et al., 2022). The competency-based approach of the Kurikulum Merdeka better equips students with critical thinking and problem-solving skills, preparing them for future challenges (Permatasari & El-Yunusi, 2024). In the Kurikulum Merdeka, the students should study effectively, actively, and with quality learning (Azzahra et al., 2022). Student-centered learning enhances students more actively and fosters the development of life skills, creativity, and critical thinking (Cantika et al., 2022).

The Kurikulum Merdeka encourages all students to become more active in their studies using the appropriate methods. This highlights that the present implementation of the Kurikulum Merdeka is designed for student-centered learning to enhance student involvement by integrating diverse interactive learning strategies within the learning process. In addition to acquiring a more in-depth comprehension of the subject matter, it also develops a more comprehensive and well-rounded educational experience through their active participation in the learning process. This development indicates a paradigm shift in the Indonesian educational landscape towards fostering self-reliant students with the skills necessary to thrive in a complex global environment (Fauzan et al., 2023). The increased freedom and flexibility in the Kurikulum Merdeka can foster creativity but also requires prepared teachers and institutional support (Jayanti et al., 2023).

On the other hand, transitioning to a new curriculum without adequate preparation risks negatively impacting student learning outcomes. In addressing these issues, regular teacher professional development workshops, proper resource allocation, and continuous monitoring and feedback mechanisms are needed to ensure the Kurikulum Merdeka is effective (Risna, 2023). The inconsistent teacher training remains a significant impediment to practical implementation. Transitioning to the Kurikulum Merdeka necessitates a shift from conventional content-centered teaching methodologies to a more flexible and student-centered approach. However, numerous educators resist this transformation, particularly those with extensive experience. The shift from a teacher-centered to a student-centered learning paradigm necessitates providing resources and materials to facilitate student-driven projects. While this transition may not pose an immediate challenge for educators, it requires them to align their pedagogical approach with the project's learning outcomes, enabling them to assess each student's progress (Emawati et al., 2024).

This pedagogical approach engenders varied perceptions among students, as some teachers offer projects of varying levels of complexity, thereby neutralizing the tendency towards perception (Emawati et al., 2024). The Kurikulum Merdeka is more complicated than K13 because it requires students to be more active and aware in their learning process (Ariadi et al., 2024). The Kurikulum Merdeka is also challenging for teachers because they must deal with teaching modules and certificates, making their job harder (Mardiya et al., 2023). A salient challenge pertains to the students' preparedness for implementing the Kurikulum Merdeka, particularly concerning their capacity to select learning objectives. This predicament arises from the concern that students may not select learning activities that align with their interests and aptitudes, instead opting for those that are popular among their peers, potentially due to external pressures. The necessity for self-directed learning, as evidenced by participation in extracurricular activities, is a salient factor in this context (Ndari et al., 2023).

The National Exam

The national exam has been around since 1960. Still, it has changed its name from the Final Exam (1950-1964), State Exam (1965-1972), School Exam (1973-1979), EBTANAS/EBTA (1980-2092), UAN (2003-2004), National Exam (2005-2014), and Computer-Based National Exam (2015-2020) until it was finally retired in 2019 due to COVID-19. However, it did not disappear immediately, and the Minister of Education then changed the curriculum to Kurikulum Merdeka in 2022. This is also an evaluation of the national exam, which is now replaced by AKM (minimum competency assessment). AKM is an assessment of the essential competencies needed by all students to develop their capacity and play a positive role in society. AKM was created to answer today's global needs, namely that students are expected to be able to adapt to a rapidly changing world and actively participate in society (Mujiburrahman et al., 2023).

The issue of the benefits of the UN (National Examination) and AKM illustrates how complicated it is to formulate an ideal policy. The UN is one of the reasons students have clear targets in the learning process. The decision to replace the Computer-Based National Examination (UNBK) with AKM has been controversial. Many parties support it because the

UNBK is considered irrelevant. However, some disagree because the change is considered too drastic, and it is feared that it will not be implemented evenly throughout Indonesia. Many teachers agree and welcome the Ministry of Education and Culture's policy, but some teachers do not agree with eliminating UNBK (Indahri, 2021). The study results showed that the general public and the intellectual community agree with replacing the national exam with a national assessment in 2021. However, they do not fully understand the AKM (Ramadiana et al., 2023). Furthermore, the national exam should only be used for policy purposes, not to determine student graduation, and is contrary to the education law (Arrazi et al., 2024).

METHODS

This study uses a quantitative method with a descriptive approach to provide a comprehensive and meaningful analysis of the similarities and differences between the K13 Curriculum and the Kurikulum Merdeka. The analysis compared variables: flexibility, student learning process, student activity level, classroom engagement, materials, and assessment. Flexibility is assessed by examining the adaptability of each curriculum to different learning contexts and student needs. The student learning process is analyzed through teaching methods, class structures, and emphasis on student-centered learning. Student activity and engagement are evaluated by investigating respondents' perceptions of participation, collaboration, and interactive learning under both curricula. The comparison also includes an analysis of curriculum materials, focusing on their relevance, completeness, and alignment with learning objectives. Assessment methods are examined by evaluating how each curriculum measures student progress. This study involved 41 respondents who had studied in schools that used both curricula. Data were collected using a questionnaire with Google Forms. Ten statements were written in English and Indonesian to avoid misunderstanding by respondents. The researcher used a 3-point Likert scale (agree-neutral-disagree). Respondents were asked to choose how much they agreed or disagreed with the statements given. Data were analyzed descriptively to find patterns and trends in respondents' perceptions of the two curricula. Then, analyses were conducted using validation approaches such as cross-referencing responses and pilot testing of questionnaires to verify reliability and increase credibility of the research findings.

RESULTS AND DISCUSSION

This section shows the results of the questionnaire. Then ten statements are depicted as a pie chart.

1. For the final assesment, K13 (UN) is better than Kurikulum Merdeka (AKM). (Untuk ujian akhir, K13 (UN) lebih baik daripada Kumer (AKM))
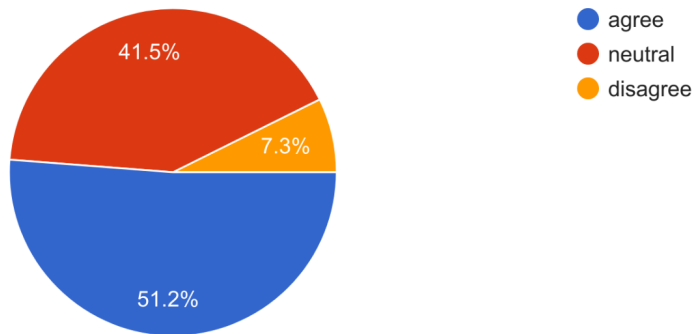
41 responses

Figure 1. Questionnaire number one
Source: Research 2024

Figure 1 shows the respondents' preferences regarding whether they agree or disagree with the statement. 51.2% of respondents agreed that UN is better than AKM for final assessment, 41.5% chose neutral, and 7.3% disagreed. The study's results on a group of students showed that 46.6% understood the concept of national assessment. In comparison, 53.2% of students did not understand national assessment well. This is due to the lack of socialization regarding implementing national assessment at the school level, which consists of three assessment instruments: the Minimum Competency Assessment (AKM), learning surveys, and learning environment surveys. This finding supports the survey results in this study, which showed that 51.2% of respondents preferred the UN (National Exam) to AKM. Lack of understanding of AKM and its role in the assessment process can contribute to respondents' preference for UN, because national exams have been known to students for decades, providing clear and structured learning targets (Indahri, 2021).

2. Kumer has more flexible learning time than K13. (Kumer memiliki waktu pembelajaran yang lebih luwes daripada K13).
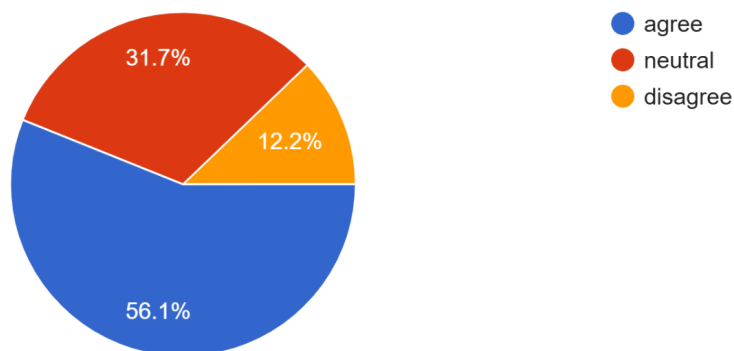
41 responses

Figure 2. Questionnaire number two
Source: Research 2024

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A striking aspect of the Kurikulum Merdeka is its flexibility as this curriculum was implemented partly due to the COVID-19 pandemic. This curriculum changes the method and location of learning and the learning time (Nafi'ah et al., 2023; Nugraha, 2022). **Figure 2** shows that most respondents (56.1%) agree that Kumer has more flexible learning skills than K13. However, the majority (31.7%) remain neutral, indicating that the perceived difference in flexibility may not be universally agreed upon. A smaller group (12.2%) disagree, perhaps indicating that they consider the K13 learning time more flexible.

3. The learning process of Kumer is more active than K13 (Proses pembelajaran Kumer lebih aktif dari K13)
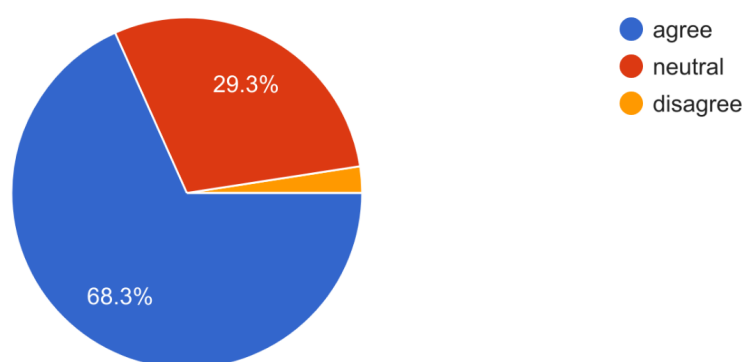
41 responses

Figure 3. Questionnaire number three
Source: Research 2024

The learning process in the classroom must encourage the students to be more actively involved, as the implementation of the Kurikulum Merdeka demonstrates (Nadira et al., 2022). This is a marked difference from the learning process in the K13 curriculum. As illustrated in **Figure 3**, most respondents (68.3%) agree that Kurikulum Merdeka's learning process is more active than the K13 curriculum. This indicates a notable divergence from the K13 curriculum. Some respondents (29.3%) adopt a neutral stance on the matter, while a smaller number (2.4%) express disagreement with the statement.

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4. K13 has more learning materials than Kumer (K13 memiliki lebih banyak materi pembelajaran dari Kumer)
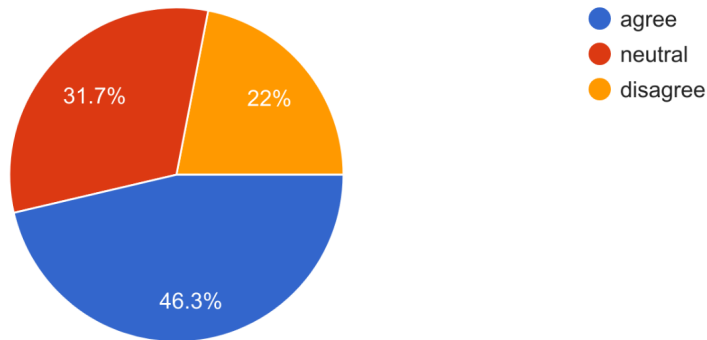
41 responses

Figure 4. Questionnaire number four
Source: Research 2024

Based on the data results in **Figure 4**, respondents' perceptions of the K13 learning materials show significant differences with the Kurikulum Merdeka. With 46.3% of respondents agreeing that K13 has more learning materials, this indicates a strong perception that K13 is more comprehensive in its resources or implementation of teaching tools. However, most respondents (31.7%) remained neutral, while a smaller group (22%) disagreed with the statement, perhaps because they had different perceptions. These differences of opinion stem from different individual interpretations of curriculum requirements and the perceived effectiveness of their implementation. K-13 has a heavier learning load than the Kurikulum Merdeka (Andrea et al., 2023).

5. The teaching methods in the Merdeka Curriculum are more enjoyable compared to the k13 (Metode pembelajaran dalam Kurikulum Merde...yenangkan dibandingkan dengan Kurikulum 2013)
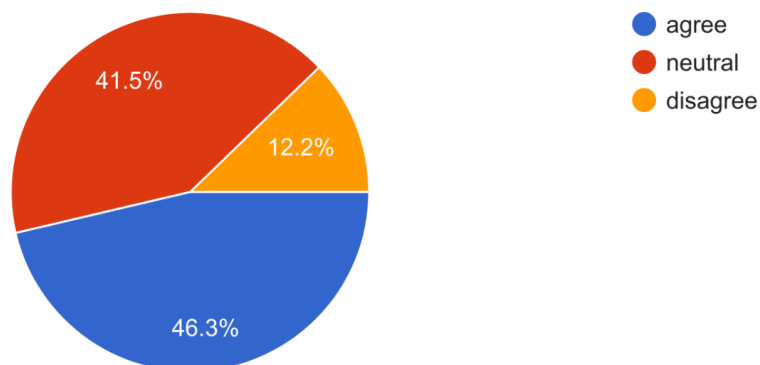
41 responses

Figure 5. Questionnaire number five
Source: Research 2024

Figure 5 highlights the comparison of teaching methods between the Kurikulum Merdeka and the K13 based on feedback from 41 respondents. According to the findings, 46.3% of respondents believe that the teaching methods in the Kurikulum Merdeka are more enjoyable, 41.5% disagree, and 12.2% are neutral. Respondents who consider the Kurikulum Merdeka more enjoyable tend to appreciate its emphasis on student-centered learning, allowing students to explore their interests and actively participate in class activities. The project-based learning approach integrated into the Kurikulum Merdeka allows students to combine theoretical knowledge with real-world applications, increasing engagement and motivation (Permatasari & El-Yunusi, 2024).

However, many respondents who disagreed indicated that not all educators and students have fully adapted to the Kurikulum Merdeka. Challenges such as inadequate teacher training, lack of resources, or inconsistent curriculum implementation may contribute to this dissatisfaction (Risna, 2023). In addition, students accustomed to the structured nature of the K13 may find the flexibility in the Kurikulum Merdeka confusing or burdensome. A neutral attitude, representing 12.2% of respondents, indicates that a segment experiences minimal differences between the two curricula or has limited exposure to both systems. This neutrality may also stem from inconsistent implementation across schools or districts.

6. The k13 helps me understand the material more deeply compared to the Merdeka Curriculum (Kurikulum 2013 membantu saya lebih ...cara mendalam dibandingkan Kurikulum Merdeka.)
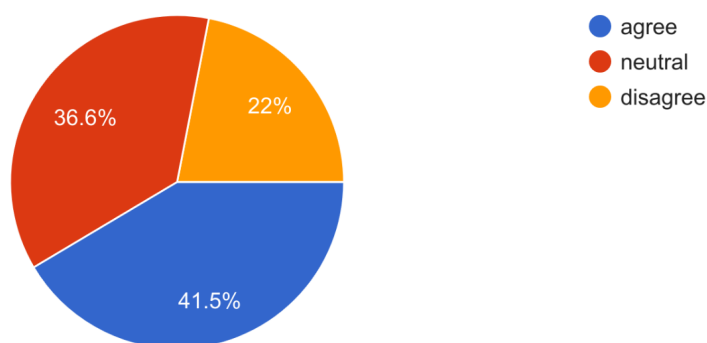41 responses

Figure 6. Questionnaire number six
Source: Research 2024

Figure 6 showed that 41.5% of respondents agreed with this statement, indicating that nearly half of them believe that the K13 facilitates a deeper understanding of the material. On the other hand, 36.6% of respondents disagreed, suggesting that a significant proportion found the Kurikulum Merdeka equally or more effective in helping them understand the material. Additionally, 22% of respondents remained neutral, reflecting uncertainty or a balanced perspective. Some respondents' choice for K13 might be due to its more planned and systematic approach emphasizing topic mastery and a step-by-step progression in material delivery. This method frequently provides clarity and depth of understanding, particularly among students who thrive in highly organized and predictable learning situations (Muzaky & Achadi, 2024).

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Conversely, those who disagreed might have found the Kurikulum Merdeka's flexibility and competency-based approach more effective in fostering critical thinking and independent learning (Permatasari & El-Yunusi, 2024). The neutrality seen in 22% of respondents may indicate inconsistencies in implementing the two curricula, where factors such as teacher preparedness, resource availability, and classroom management play an essential role in determining outcomes. In some schools, K13 may have been implemented more effectively, while in other schools, Kurikulum Merdeka's emphasis on project-based learning and student engagement may have yielded better results (Priawasana & Subiyantoro, 2024).

Both curricula face challenges in meeting the evolving demands of education in the digital age. While K13 excels in delivering structured and in-depth content, it sometimes lacks the adaptability and real-world applicability that Kurikulum Merdeka emphasizes. Meanwhile, Kurikulum Merdeka, despite its innovative approach, requires significant teacher training and institutional readiness to ensure its effectiveness. Both curricula's strengths must be integrated to bridge this gap. Combining the structured content delivery of K13 with the student-centered and flexible approach of Curriculum Merdeka can create a balanced framework. In addition, continuous teacher development programs, resource allocation and consistent monitoring are also needed to optimize the implementation of both curricula, ensuring that students gain a deep understanding and the ability to apply knowledge in various contexts (Risna, 2023).

7. The material in the Merdeka curriculum is more complicated than k13 (Materi yang ada di Kurikulum Merdeka lebih rumit dari K13)
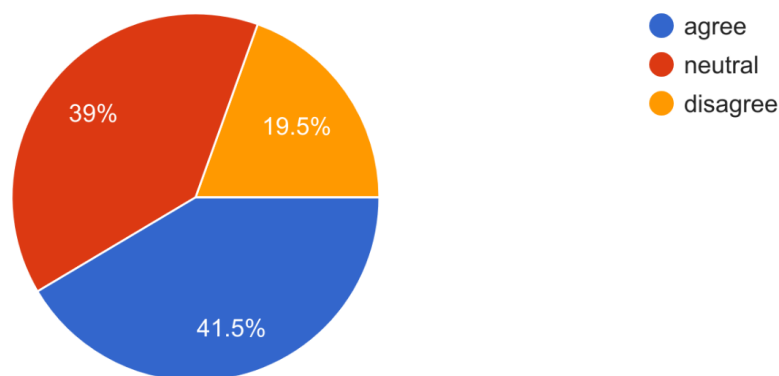
41 responses

Figure 7. Questionnaire number seven
Source: Research 2024

Figure 7 indicates that 41.5% of respondents agree that the material in the Kurikulum Merdeka is more complicated than K13. At the same time, the second majority is neutral with 39% of respondents. Moreover, the smallest percentage, 19.5%, disagree with the statement. It can be concluded that the Kurikulum Merdeka is more complicated than K-13. The challenges highlighted in these studies emphasize each curriculum's differing demands and benefits. While the Kurikulum Merdeka encourages students to take more responsibility for their learning, which can lead to greater independence and problem-solving skills, it also

requires significant effort from students and teachers to adapt to its more complex structure (Ariadi et al., 2024). Teachers, in particular, may face difficulties if they are not provided with adequate training or resources to manage the curriculum's requirements (Mardiya et al., 2023). On the other hand, the K13 Curriculum, with its collaborative approach, appears to create a more supportive environment where students and teachers can interact and share ideas more effectively. However, the perceived simplicity of K13 might limit opportunities for students to develop higher-order thinking skills compared to the Kurikulum Merdeka (Hamna et al., 2024).

8. The material in K13 makes it easier for students to be more creative than the Merdeka curriculum (Materi yang ada di K13 memudahkan si...untuk lebih kreatif dibanding Kurikulum Merdeka)
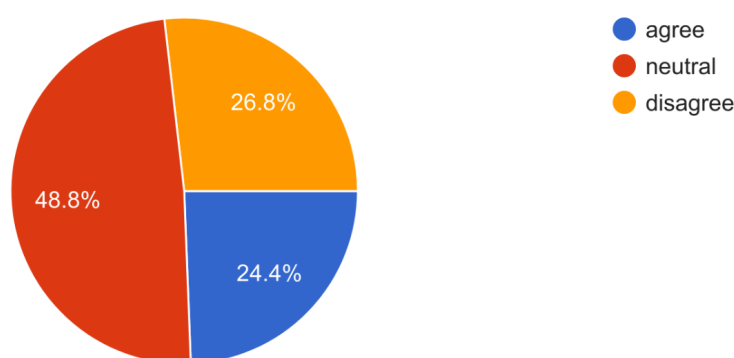41 responses

Figure 8. Questionnaire number eight
Source: Research 2024

Figure 8 showed that most respondents, 48.8%, were neutral towards the statement, "The material in K13 makes it easier for students to be more creative than the Kurikulum Merdeka." Meanwhile, 26.8% of respondents disagreed and 24.4% agreed with the statement. This suggests a mixed perception among respondents, with no precise majority supporting or rejecting the idea that K13 fosters greater creativity than the Kurikulum Merdeka. A previous study highlighted that K13 emphasizes structured learning activities, which some believe limits creativity, while Kurikulum Merdeka provides a more flexible framework that encourages exploration (Priawasana & Subiyantoro, 2024). However, studies observed that K13 may be more effective for enhancing creativity in specific contexts as it offers clear guidelines and collaborative learning opportunities, which can inspire creative thinking in students (Muzaky & Achadi, 2024). These differences in perception may arise from different teaching methods, school environments, or individual student needs, suggesting that no curriculum can universally claim superiority in fostering creativity.

The mixed perceptions highlighted in the data and previous studies underscore the complex relationship between curriculum design and student creativity. While some argue that the flexibility of the Kurikulum Merdeka nurtures creativity by allowing students to explore topics more freely, others suggest that the structured nature of K13 can provide a solid foundation for creative thinking by offering clear objectives and frameworks. The effectiveness of either approach often depends on the teacher's ability to adapt the curriculum to the students' needs and the availability of resources to support creative activities. For instance, schools

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with limited facilities may benefit more from K13's structured guidelines. At the same time, those with access to diverse resources and technology might find the Kurikulum Merdeka more advantageous for encouraging innovative learning experiences. Therefore, a hybrid approach that combines the strengths of both curricula might be the most effective strategy for fostering creativity across diverse educational settings.

9. I feel unprepared for the changes from K13 to Merdeka Curriculum (Saya merasa kurang siap dalam menghadapi perubahan dari K13 ke Kurikulum Merdeka)
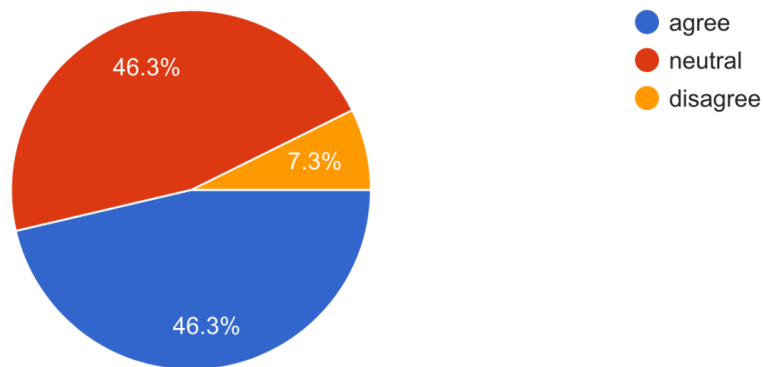
41 responses

Figure 9. Questionnaire number nine
Source: Research 2024

Figure 9 highlights 46.3% agreeing and 46.3% remaining neutral, suggesting varied perspectives about readiness for the transition. Only a tiny fraction (7.3%) disagreed, indicating they felt prepared for the curriculum shift. The chart suggests that while many are uncertain about readiness, nearly half acknowledge challenges in adapting to the new curriculum. A close examination of the data reveals that the transition to the Kurikulum Merdeka represents more than a mere structural shift in the education system; it necessitates a fundamental transformation in students' cognitive frameworks. The uncertainty expressed by nearly half of the respondents underscores the imperative for enhanced support to empower students to make decisions regarding their learning with greater confidence (Ndari et al., 2023).

Schools and educators must provide more intensive guidance in helping students select learning activities that suit their interests and talents to address this challenge. Furthermore, developing diverse and interesting extracurricular programs can encourage students to explore their interests outside the formal curriculum. Enhancing awareness regarding the significance of independent learning and providing suitable support will play a pivotal role in effectively implementing the Kurikulum Merdeka. This will ensure that students are academically prepared and emotionally and socially adept, thereby being well-equipped to confront the challenges inherent in their educational journey.

10. I have difficulty implementing learning projects in the Merdeka Curriculum (Saya kesulitan dalam mengimplementasikan proyek proyek pembelajaran dalam Kurikulum Merdeka)
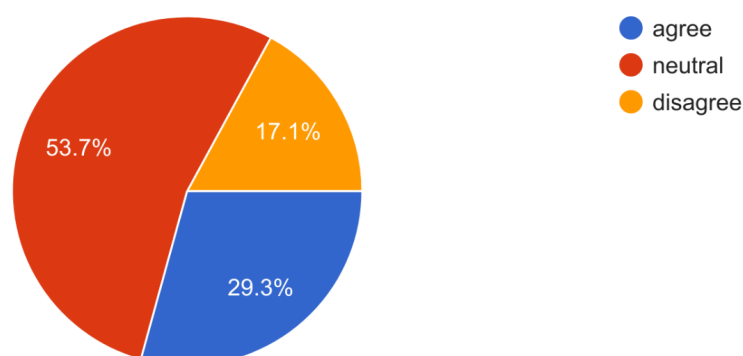
41 responses

Figure 10. Questionnaire number ten
Source: Research 2024

Figure 10 illustrates respondents' perceptions regarding difficulties in implementing learning projects in the Kurikulum Merdeka. Among 41 responses, the most significant proportion (53.7%) remained neutral, indicating that they neither agree nor disagree with experiencing challenges. About 29.3% agreed, implying difficulties in implementing the projects, while 17.1% disagreed, suggesting they do not perceive significant challenges. The data reflects a mixed sentiment, with a majority leaning toward neutrality. The varied perceptions concerning the challenges encountered in implementing learning projects within the Kurikulum Merdeka reflect systemic issues about teacher preparedness, resource availability, and the curriculum's understanding. Students' difficulties in implementing these projects may arise from a prevalent sentiment among educators regarding inadequate preparation to effectively implement the new curriculum. This inadequacy encompasses insufficient training and support, which can impede the intended implementation of project-based learning as outlined by the Kurikulum Merdeka (Emawati et al., 2024).

CONCLUSION

This research question investigates the students' perceptions of implementing K13 Curriculum and Kurikulum Merdeka. Based on the results and discussions presented, it can be concluded that Kurikulum Merdeka and K13 have advantages and challenges in implementation. The survey results show differences in perceptions among respondents regarding the effectiveness of these two curricula. Most respondents agree that the teaching methods in Kurikulum Merdeka are more enjoyable and provide more flexibility in the learning process. However, not everyone feels that this curriculum can replace the more systematic structure of K13. Some respondents saw that K13 was recognized by some respondents as more effective in helping in-depth understanding of the material thanks to its more structured approach and focus on mastering core competencies. However, both Kurikulum Merdeka and K13 face similar challenges, such as the readiness of teaching staff,

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gaps in resource availability, and adaptation to technological developments in education. The successful implementation of both curricula relies heavily on ongoing support through teacher training, adequate resource allocation, and a consistent evaluation system. In summary, achieving optimal educational goals requires integrating the strengths of both curricula. A strategy that combines the flexibility and creativity of Kurikulum Merdeka with the systematic structure of K13 could be an effective solution. Thus, the results of this study emphasize the importance of continued policy support, human resource readiness, and responsive adaptation to the needs of learners in the modern era. Further studies could investigate how to balance the strengths of both curricula to maximize learning outcomes for students and minimize the challenges for teachers. Further research could explore how specific curriculum components influence creativity across different educational environments.

AUTHOR'S NOTE

The authors declare that there is no conflict of interest regarding the publication of this article and confirm that the data and content of the article are free from plagiarism.

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