

Analysis of The Difference Between Social Studies Learning in The 2013 Curriculum and The Merdeka Curriculum at The Elementary School

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Abstrak

Penelitian ini bertujuan untuk menganalisis perbedaan pembelajaran IPS pada Kurikulum 2013 dengan Kurikulum Merdeka pada tingkat Sekolah Dasar di Indonesia. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan subjektif. Sumber data berupa buku, jurnal, dan artikel yang sesuai dengan objek kajian penelitian. Teknik pengumpulan data yang digunakan adalah studi dokumentasi kepustakaan. Hasil penelitian ini menunjukkan bahwa Kurikulum 2013 dan Kurikulum Merdeka dalam pembelajaran IPS di sekolah dasar mempunyai beberapa kekurangan dan kelebihan. Di era abad 21, Kurikulum Merdeka lebih efisien dibandingkan Kurikulum 2013, karena Kurikulum Merdeka dinilai relevan untuk menciptakan generasi yang siap menghadapi perubahan dan menjadi agen perubahan sosial di masa depan dalam menyelesaikan permasalahan. Penelitian ini diharapkan dapat memberikan kontribusi terhadap pendidikan di Indonesia khususnya dalam pembelajaran IPS di Sekolah Dasar.

Kata kunci: *Pendidikan, IPS, Kurikulum 2013, Kurikulum Merdeka.*

Abstract

This research aims to analyze the differences between social studies learning in Curriculum 2013 and the independent curriculum at the primary school level in Indonesia. This research uses a qualitative descriptive method with a subjective approach. Data sources are books, journals, and articles that are in accordance with the object of research study. The data collection technique used is library documentation study. The results of this study indicate that the 2013 Curriculum and Merdeka Curriculum in social studies learning in elementary schools have several advantages and disadvantages. In the 21st century era, the Merdeka Curriculum is more efficient than the 2013 Curriculum, because the Merdeka Curriculum is considered relevant to creating a generation that is ready to face change and become agents of social change in the future in solving problems. This research is expected to contribute to education in Indonesia, especially in social studies learning in Elementary Schools.

Keywords : *Education, Social Studies, 2013 Curriculum, Merdeka Curriculum.*

INTRODUCTION

The curriculum comes from Latin, curriculum which means teaching material. Curriculum word then became a term used for shows on several subjects that should be taken to achieve a degree or diploma. The curriculum is a system of plans and arrangements regarding learning materials that are applied in teaching and learning activities (Difana Leli Anggraini et al., 2022). The application of Pancasila Student Profile values is so important for

strengthening student character (Amir et al., 2021). To restore learning during the Covid-19 pandemic, the government implemented a competency-based prototype curriculum by implementing project-based learning (Wiguna et al, 2022).

The 2013 Curriculum is new and has been implemented gradually in the education unit since the new school year 2013/2014. After a year of gradual running, the new curriculum was implemented simultaneously in all education units, starting with the new academic year 2014/2015. The 2013 curriculum is a curriculum that predominantly uses discussion methods in the learning process (Sari, 2019). Then Trianto posted guidelines for planning learning that refer to learning approaches that will be used, including the depth of the pen's goals.

Along with the times, various reasons and rationalizations for the Indonesian curriculum continue to experience alternation from period to period. The existence of the curriculum has a significant influence on the quality of education in Indonesia. Therefore, through this writing, the author considers it necessary to elaborate more deeply and be careful about Indonesia's educational curriculum. The development of the times and technology changed the curriculum in Indonesia from the 2013 Curriculum to the Merdeka curriculum. According to the Ministry of Education and Culture Nadiem Makariem, the essence of the Merdeka Curriculum is Merdeka Belajar, which is the concept made so that students can explore their interests and talents. If previously the 2013 Curriculum, participants' learners must study all subjects (from kindergarten to junior high school) and will major in science / social studies at the level of high school, another case with the Merdeka Curriculum.

METHOD

1. Design

Researchers made a design in this research method, which includes: 1) Research method with qualitative research type. 2) Participants: This journal article is a participant in the research. 3) This research has instruments, namely the existence of research problems, research classification, types of instruments, sources of instruments, objects of study, and instrument details. 4) The data collection technique in this research uses document analysis techniques. 5) There is research ethics/data validation; the existence of ethical aspects in this research requires considerations related to ethical aspects.

In this study, the research method used is descriptive qualitative with a literature study approach, and the validity of the research is re-described. According to Mukhtar (2013: 10), researchers use the descriptive qualitative research method to find knowledge or theory in research at a particular time. Qualitative research in this study aims to explain a phenomenon and collect as much data as possible from various sources. This study aims to describe the understanding of social studies learning in the 2013 and Merdeka Curriculum in Elementary Schools.

The researcher used a literature study approach, which included various activities such as determining the research topic, finding research sources, reading and recording important information, analyzing research data, and writing a research report. In addition, the researcher critically double-checked the data with the help of the researcher.

2. Participants

Researchers analyze documents from various sources, such as articles and books. Journal articles and books contain research on social studies learning in the 2013 Curriculum and Merdeka Curriculum. To ensure data validity, researchers use diverse data sources from various trusted sources, such as Google Scholar, Research Get, and the Institutional Repository.

3. Instrument

The instrument criteria used by researchers in this study are changes in teachers' roles in curriculum effectiveness, the positive and negative impacts of the 2013 Curriculum and Merdeka Curriculum on social studies learning in elementary schools, the

existence of learning challenges in the curriculum, and the differences in assessment and achievements achieved in curriculum implementation.

According to Ridwan Abdullah Sani (Sani, 2014) in the journal "Differences in 2013 Curriculum Assessment with Merdeka Curriculum," states that the 2013 Curriculum is a program that is implemented by simplifying thematic combinations, as well as providing additional learning schedules with the hope of encouraging students to be consistent in making observations, actively participating in questions and answers, thinking critically and interacting with the learning outcomes obtained so that in the future students have good nature, skills, and knowledge insights so that it will produce participants who have better innovation and innovation.

In addition, (Kemendikbudristek, 2022), in the journal "Differences in Assessment of the 2013 Curriculum with the Merdeka Curriculum," also suggests that it will be optimized so that students have sufficient time to explore concepts and strengthen competencies. Competence. Teachers can choose various teaching tools to tailor learning to students' learning needs and interests. Learning can be tailored to the learning needs and interests of students.

4. Data Collection

In this study, the research used data collection techniques with document analysis. Miles and Huberman (1994) define document analysis as "a systematic process for reviewing and evaluating documents, both printed and electronic (computer and internet-based) ."The steps in analyzing documents include: 1) Select documents relevant to the research topic. 2) Collecting the selected data. 3) Reading and understanding the documents. 4) Describing and analyzing the data.

In addition, researchers also use modified standardization research techniques. Lutan (1998: 2) explains that modification is a change in circumstances in the form, content, function, method of use, and benefits without eliminating the original. This modified standardization technique aims to modify from various research sources. Researchers use this technique by comparing four journal articles as references or illustrations when writing a study and modifying (adding) from the four journals.

5. Research Data/Data Validation

Ethics in research involves essential considerations in research ethics. In this research, there are ethics in research, including:

a. Honesty in making reports

In this honesty, researchers are prohibited from manipulating data, changing, or deleting research data, and must adhere to the research records that occur. Researchers are also prohibited from copying or taking ideas belonging to other authors without including the original author's source (plagiarism).

b. Objectivity in making reports

Researchers strive to minimize errors in report analysis, objectivity with openness, making reports, and making data analysis interpretations can be accounted for (Agung & Zarah, 2016).

c. Reliable publication

Reliable publications, namely avoiding the same or repeated research publications to various media (journals, seminars) (Agung & Zarah, 2016). Choosing trusted publications can minimize the occurrence of data errors.

d. Legality

Legality, namely understanding and complying with institutional regulations and government policies related to the research being conducted (Agung & Zarah, 2016). By knowing and complying with laws and institutional policies in writing reports to follow the validity of the research.

e. Social Responsibility

The existence of social responsibility is achieved by striving for things that are useful for the benefit of society in research and being responsible for being a companion in the community who wants to produce the results of their research (Agung & Zarah,

2016). In this study, researchers strive for social good and reduce social harm in research.

RESULT AND DISCUSSION

Some of the things found and the methodology and implications used are similar to previous research cases. Our article discusses the differences in social studies learning in the 2013 Curriculum and the independent curriculum at the Elementary School level to increase awareness and understanding among the younger generation, educators, and education personnel to realize a more advanced and quality Indonesian education; we did not find the same topic in other articles. All explanations and information we convey are valid and reliable based on the sources we find from several journals and articles according to experts and theoretical matters, not something we made up.

Differences in Social Studies Learning in the 2013 Curriculum and the Merdeka Curriculum.

Diana Pengestuti et al., (2024) discuss "Analysis of Social Studies Learning in the 2013 Curriculum in Elementary Schools". The study results show that social studies learning in the 2013 Curriculum in elementary schools examines things such as social studies learning with knowledge structures, learner characteristics, HOTS (Higher Order, Thinking, Skills), skills, financial literacy, digital literacy, and character education. All subjects use one approach, namely the Saintifik approach. Furthermore, the research (Inggit et al., 2023) discusses "Implementation of Merdeka Curriculum in IPAS Learning in MI / SD."The results obtained in this study are that in the Merdeka Curriculum in elementary schools, there is a merger of science and social studies subjects into IPAS subjects.

Furthermore, research (Gugum Gumilar et al., 2023), which discusses the "Urgency of Changing the 2013 Curriculum to the Independent Curriculum," explains that the 2013 Curriculum places more attention on students. The 2013 Curriculum also requires preparation of facilities such as resources, facilities and learning infrastructure that support (Krissandi and Rusmawan, 2013). Meanwhile, the Merdeka Curriculum contains educational plans and activities at school, class, regional and national levels (Rahmadhani et al., 2022). The Merdeka Curriculum gives schools greater freedom to create a curriculum more aligned with student demographics and needs (Gumgum Gumilar et al., 2023).

The 2013 Curriculum includes an adjustment function, which means that the curriculum can help students adjust to their environment. The teaching materials used in the 2013 Curriculum are lesson plans (Design of Learning Implementation), which describe learning activities carried out over one or more semesters. Meanwhile, the Merdeka Curriculum is a new idea that prioritizes freedom, innovation, and students' ability to adjust. The teaching materials used in the Merdeka Curriculum are teaching modules. Teaching modules are one teaching tool that contains a lesson plan to help direct the learning process to achieve Learning Outcomes (CP) (Kemendikbud). Social studies learning in the Merdeka Curriculum in elementary schools and science and social studies subjects are combined as IPAS subjects. The proportion of the learning load of elementary school students is divided into 2, namely: (1) Intracurricular learning and (2) Project to strengthen the profile of Pancasila students. Assessment is based on the strengthening of developmental assessment and the use of assessment results in planning learning.

Implementation of Social Studies Learning in the 2013 Curriculum and Merdeka Curriculum in Elementary Schools

Social studies learning in the 2013 Curriculum in elementary schools is still teacher-centered. Teachers are required to understand and implement integrative thematic-based learning, use a scientific approach, and use learning models that follow the 2013 Curriculum. In the 2013 Curriculum, formative and summative assessments are used. Formative assessment is an assessment carried out throughout learning activities with the aim of monitoring and evaluating student learning. Meanwhile, summative research is the goal or achievement of learning and is carried out at the end of learning.

Social studies learning in 2013 Curriculum in Elementary Schools focuses on student character building. Character is a person's nature, character, and behavior in everyday life (Safinaz Sahira et al., 2022). There are Basic Competencies (KD) in the form of scope and sequence, which are grouped into four Core Competencies (KI): Spiritual Attitude, Social Attitude, Knowledge, and Skills.

In this 2013 curriculum, the presence of integrative thematic learning centered on students is expected that students are active, creative, think critically, cooperate, and compete in the global arena. Social studies learning in SD / MI contains various things such as scientific structure, characteristics of learner development, HOTS (high, order, thinking, skill) or high-level student thinking, then 4C, namely critical thinking; communication; collaboration; creativity (Diana Pangestuti et al., 2024).

In the Merdeka Curriculum, science and social studies subjects are merged into IPAS. IPAS subjects are implemented using separate methods in each semester. In semester 1, learning focuses on social studies subjects, while in semester 2, learning focuses on science subjects.

This IPAS learning process uses learning that is carried out in a real, broader, more real way and is encouraged by working in groups. In this Merdeka Curriculum, the teacher is only a facilitator. The teacher only monitors and supervises students in every activity, and the teacher must be alert to help students. In this learning process, students are more active in learning so that this can foster an attitude of solidarity, mingle easily, socialize among friends, and form a more cheerful and friendly student character.

Changes in Teacher Roles

In implementing the 2013 Curriculum-based learning, teacher readiness is the most critical factor in learning the 2013 Curriculum. Teachers become an essential factor in learning due to changes in mindset that require teachers to think creatively to create child-centered learning (Wiwik Maladerita et al., 2021). Teachers have an important role in developing and implementing the curriculum. This is because teachers participate directly in the classroom. Therefore, the teacher's role is important for the success of students in achieving learning objectives in accordance with the curriculum.

Therefore, the role of teachers in implementing the 2013 Curriculum based on the scientific approach is vital because teachers are the determining factor for the success of learning and the curriculum itself. Curriculum itself. Planning curriculum planning in the learning process is also very necessary; planning learning tools must, of course, be in accordance with the learning that takes place.

In the Merdeka curriculum, teachers can customize the learning design. Performance-based learning (Liaison Officer), which the government has determined, is comprehensively integrated into a narrative so that its relationship with character, knowledge, and skills is combined to produce unity in learning. Teachers are given the freedom to make learning innovations that are attractive to students. In Merdeka curriculum learning, teachers and students can innovate and learn creatively in every learning activity. The efforts made by teachers when implementing character education in social studies learning in the Merdeka curriculum are being role models for students and knowing the characteristics of students so that learning can take place well.

The teacher's role in learning the 2013 and Merdeka Curriculum is similar. In the 2013 Curriculum, the teacher plays an active role as a motivator and learning facilitator so that students are the center of learning. Meanwhile, in the Merdeka curriculum, teachers are tasked with shaping students' characters, traits, and ethics and being a positive example for students.

Positive/Negative Impact of Learning Implementation of the 2013 Curriculum and Merdeka Curriculum in Elementary Schools

The purpose of the 2013 Curriculum is to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are

healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In research (Gumgum Gumilar et al., 2023) which discusses the "Urgency of Changing the 2013 Curriculum to the Independent Curriculum". The 2013 Curriculum pays more attention to student character education. However, teaching materials and teaching materials in the source books in the 2013 Curriculum are not discussed thoroughly. Therefore, teachers must turn to books that already exist in the previous curriculum (KTSP) to gain further understanding of the material. The 2013 Curriculum requires preparation of facilities, including supporting learning resources and facilities and infrastructure. (Krissandi and Rusmawan, 2013). Many teachers do not understand how to implement learning with the 2013 Curriculum.

The positives of the 2013 Curriculum: Curriculum 2013 emphasizes student character education. The 2013 Curriculum is practical because the material is presented thematically integrated. While the negative impact of the 2013 Curriculum is on teaching materials and teaching materials in the source book in the 2013 Curriculum is not discussed thoroughly. Therefore, teachers must turn to books that already exist in the previous curriculum (KTSP) to gain further understanding of the material. The integrative nature of the 2013 Curriculum makes it difficult for teachers to implement it in their classrooms. Educators are not ready to implement the 2013 Curriculum, causing difficulties in implementing it.

The positive thing about Merdeka Curriculum is that the independent curriculum comes as an innovation in creating a fun and ideal learning environment. This curriculum combines literacy, knowledge, skills and attitudes related to the use of technology. Learners have the freedom to think critically and learn from various sources, which will allow them to find information and solve real problems. In addition, the Merdeka Curriculum can also have a negative impact. The negative impact of implementing the Merdeka Curriculum is that students will focus more on the fields they are good at and ignore other fields that they should learn. Teacher unpreparedness in learning new things in implementing an Merdeka Curriculum. Lack of training related to the Merdeka Curriculum for teachers who do not understand. Most teachers have given up on teaching 1 or 2 students until they can read, with a huge lag. Many students are behind in their learning due to lack of understanding and lack of activity.

Challenges Faced in the 2013 Curriculum and Merdeka Curriculum in Elementary Schools

In the 2013 Curriculum, there are challenges in implementing the 2013 Curriculum because the guidelines for the 2013 Curriculum have not been maximized, so many educators need to understand how they carry out learning with the 2013 Curriculum. Finally, many teachers need to reflect on the mandate and philosophical basis of the 2013 Curriculum to carry out Teaching and Learning activities with their students. Teachers carry out learning according to their wishes and sometimes still partially apply the backward curriculum, namely the KTSP curriculum. The challenge with Curriculum 2013 is that teachers need more time to implement the curriculum. In addition, educators need to be adequately trained to understand and implement the curriculum in their classrooms due to frequent curriculum changes.

Apart from the challenges in the 2013 Curriculum, there are also challenges in the Merdeka Curriculum. The challenges of implementing the Merdeka Curriculum that teachers feel when implementing the Independent Curriculum namely: (1) Occurring during a pandemic has an impact on learning that is not optimal; (2) Learning facilities are still inadequate; for example, most teachers are still unable to implement online learning systems; and (3) Textbooks (learning resources) for the independent curriculum are still incomplete. In addition, the challenge in implementing the Merdeka Curriculum is to train students' soft skills, interests, and talents through various activities and learning at school (Indarta et al., 2022).

CONCLUSION

The results of this study can be concluded that the difference between the Merdeka Curriculum and the 2013 Curriculum in social studies learning at the elementary school level is quite different in that social studies learning in the 2013 Curriculum is incorporated in thematic books with other subjects but separately and impliedly learning is carried out only by practicing according to thematic books only, while in the independent curriculum social studies learning at the elementary school level becomes IPAS, namely science and social studies combined into one correlated.

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