

# Dynamics of Curriculum Policy From 1947 to the Independent Learning Curriculum in Indonesia: A Critical Review

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## Abstract

This study aims to see how the dynamics of curriculum policy in Indonesia. This research uses the literature study method. The data we use is secondary data, obtained from relevant references such as journals, books and other media. The results show that education is the right of every citizen, so it is only right that optimal education should be accompanied by an appropriate curriculum and teaching materials. Since the curriculum in Indonesia has changed eleven times, there are four critical findings that the first curriculum change is based on changing human resources, the second thing that is changed in the curriculum from conceptual to practical knowledge, the third learning process that emphasizes the ease of student access and differences from each curriculum that characterizes the implementation of education in the temporary period.

## 1. Introduction

Education in Indonesia has undergone a significant process of change, especially since it became a de facto and de jure state (Bastari & Sujono, 2025; Nasution et al., 2021). This pattern is increasingly becoming the main point when education becomes an undisputed entity when the procedure for implementing the state is contained in the form of the 1945 basic law, a reference based on the statement "educating the nation's life" becomes a concrete series, that education is not a secondary issue but a primary one that is legally given to the wider community (Adi, 2024). As a result, the pattern of the implementation of education in Indonesia must be packaged as a big goal to obtain the essential intelligence of human resources, based on local and global knowledge in the realm of consequence. Sari and Wibowo (2023) Seeing this condition is a form of establishing the ideals of the nation as a whole, while realizing the importance of the existence of education as an attachment. Considering that education in Indonesia is still relatively unequal, establishing alignments based on local needs with global acceleration encourages the realization of equitable (Juventia & Yuan, 2024).

Various basic consequences, ranging from statements contained in the 1945 basic law to touch the process of translation in the normative environment by institutions authorized to enforce, have given birth to the curriculum as a basis for carrying out a central role. The initial change has been conveyed in various research notes and some academic attention in the education environment, since the implementation of the state policy makers decided on the 1947 curriculum as the first curriculum that accelerates the suitability of the nation's big goals (Chairunnisa et al., 2024). Then in the last few years back since this paper was formed and informed touching on the independent curriculum as a guide for the nation broadly and specifically (Hasdi et al., 2023; Natasya et al., 2024; Umiyati et al., 2024). The independent curriculum as the main point in recent years has a vital position, because it has the potential to provide the widest possible opportunity for students and students to determine their path of suitability, saving the restrictions in the educational environment that were previously unable to represent the alignment of choice are increasingly negated.

As before touching the independent curriculum, Indonesian society, especially students, centered the learning process based on curriculum 13 or simply K-13. In partial findings conducted by (Kristiani et al., 2023) The K-13 curriculum is still restrictive, meaning that it does not provide the widest opportunity for students to develop character based on emotional and psychological desires. More than that, the independent curriculum is considered more satisfying because the point of implementation of education provides opportunities for creativity for those who want freedom in education. Thus, a validity that has been justified by the (Imama et al., 2025), that the independent curriculum has translated the philosophy of contemporary education, considering

that critical existence, creativity and character development which are its domain can be translated into the nation's educational environment. So it is not a mistake if the independent curriculum is narrated as a decision to renew the system towards a more equitable, inclusive and responsive education for all actors affected by the policy.

Furthermore, in some of the various challenges in implementing K13, the government then formulated the Merdeka Curriculum which emphasizes flexibility, fun learning, and freedom for teachers to design the learning process according to the conditions and needs of students (Ernawati, 2024; Nuraeni et al., 2025). The Merdeka Curriculum encourages project-based learning and experiential learning, with the hope that students can develop life skills and character more naturally and authentically. One of the fundamental changes of this curriculum is the elimination of the National Examination (UN) (Aman, 2024; Iskandar et al., 2023), which was later replaced by the Minimum Competency Assessment (MCA) and Character Survey.

On the other hand, the preparation of lesson plans is simplified to make it more practical and less burdensome for teachers administratively (Amnita & Muniarti, 2024). In the context of policy formulation, the change from K13 to Merdeka Curriculum reflects the government's steps in responding to the demands of the times and the needs of society. This change is not only a technical revision of the structure and content of the curriculum, but also part of the big vision of national education, which is more inclusive, adaptive, and oriented towards developing student character. However, the success of this policy is determined by the readiness of all stakeholders, ranging from teachers, principals, local governments, parents, to the wider community. Without a strong synergy between them, the implementation of Merdeka Curriculum has the potential to face similar challenges as experienced by K13 (Nurhayati & Handayani, 2020).

Furthermore, to widen some of the last notes in the literary discussion meeting of the existence of the world of education, which gives concrete attention to the dynamics of education policy, especially in the form of a relatively wide and very broad curriculum. This means that this space is very proportional to be translated carefully in the world of subsequent research. As noted earlier, research by Chairunnisa et al. (2024), the results of the findings are relatively broad because they touch on before Indonesia had independence as an allusion in the findings. Then next research by Anwar et al. (2022), Azizah et al. (2024), Jannah et al. (2025), and Mukhtar et al. (2024) more focused on the independent curriculum with the K-13 curriculum through case studies in several schools, meaning that it raises some of the findings of research in one place, especially high schools. Related Setiyorini and Setiawan (2023), raising the theme of evaluating the development of education means narrowing down education, which has been considered less proportional than some of its applications. Looking more to the future, Aprillia et al. (2022) and Nursalim et al. (2024) examines education for digital preparation, viewing this dynamic as quite competent in the current pivot but the low review of curriculum records since Indonesia existed is not a mistake but a shortcoming.

Therefore, this research will fill the void of several contexts that speak to the dynamics specific to each time the curriculum was created. Because it is clear that the curriculum is a guideline and direction that determines the objectives in organizing education (Connelly & Connelly, 2012) and implemented with the support of qualified teacher human resources and other adequate learning resources (Oliver et al., 2008; Shkedi, 1998). In addition, when considering some of the back notes mentioned at the beginning, it does not provide concrete academic advice in the writing environment, meaning that the willingness to break down some of the findings that have not been mentioned is the basis for filling the gap. So, to provide a more specific focus, this research limits the range of the 1947 curriculum to the independent curriculum, which incidentally some time ago was still a broad national guide. In discussing it, researchers use the Social Demand Approach policy approach. Social Demand Approach is a way of approaching the formulation of education policy based on aspirations, demands, and various social interests and needs driven by the community (Iroegbu, 2020).

The importance of knowing dynamics on the side of providing knowledge for the basis of policy making, also provides insight that the needs that have been touched on in the previous curriculum need to be transformed into a more competitive and innovative curriculum based on the development of society. Even before, this issue is a curriculum policy to provide a warm cycle in front of citizens, for them to become active and collaborative participants with educational institutions (Wulandari et al., 2024). The educational climate that is aspired to educate the nation has the potential to be more easily implemented. So, it is only natural that the curriculum undergoes changes but still considers the readiness of the actors who organize it, either students or human resources implementers to maximize the best achievements in each time.

## 2. Method

This research uses a Systematic Literature Review (SLR) approach, the purpose of this paper is to identify, evaluate and synthesize the dynamics of the education curriculum in Indonesia that has been organized with certain limitations (Peixoto et al., 2021). In addition, the Systematic Literature Review is carried out based on references, which in a research will organize the process of identification, screening and inclusion in line with

the focus of the research, in addition through this mechanism to increase transparency and repeatability in the literature review (Yusop et al., 2022).

The process of searching for journals in this study through Google Scholar is limited through eleven studies with certain inclusion constructions, where researchers take several educational criteria in each curriculum year. Then the inclusion touches the curriculum as the operationalization process in the field. Furthermore, the exclusion criteria are based on articles that discuss the outline of the curriculum dynamics in Indonesia. On the other hand, studies that did not provide or provide explicit data/methodology were excluded (Yusop et al., 2022), as shown in Table 1.

In line with the PRISMA guidelines, the inclusion criteria in this review consisted of studies focusing on Indonesian curriculum policy or implementation, applying a clear methodology, and being published in scientific journals or proceedings. Conversely, the exclusion criteria comprised articles that were merely opinion pieces or essays without methodology, studies irrelevant to the Indonesian curriculum context, duplicate publications, and those that did not present data or methods clearly.

**Table 1. Study Selection Results**

Selection Stage	Article Entry	Article Issued	Remaining Articles	Reason for Exclusion
Identification	256	-	256	Articles obtained from Google Scholar (2010-2025)
Duplication removed	256	58	198	Duplicated article
Title & abstract of the screening of the film	198	78	120	Not relevant to the Indonesian curriculum; only opinions/essays without methodology
Full text reviewed	120	7	45	Unclear data/methods
Final inclusion	45 + additional cross relevance = 50	-	50	Articles met the inclusion criteria: relevant, methodologically sound, curriculum-focused

Furthermore, this research uses thematic analysis. Because this basis refers to how the dynamics of the curriculum are placed in different years or implementations. This means that the thematic process is to provide convenience in organizing the data analysis process as the curriculum range is implemented (Braun & Clarke, 2006). Furthermore, using thematic analysis facilitates the process of classifying strategic themes so as to encourage research efforts to be maximized and effective (Fereday & Muir-Cochrane, 2006).

### 3. Results and Discussion

#### 3.1. Curriculum Changes

The dynamics of Indonesian education is one of the first forms of how the government seeks to advance aspects of education in accordance with the progress and demands of the times. Academically, this curriculum includes several main components that can be achieved, namely regarding the objectives of curriculum education that will be achieved, what methods must be applied in teaching and guiding students in encouraging them to the desired task to be designed, and assessment methods that must be used in measuring and assessing the results of the educational process that has been designed in the curriculum (Langgulong, 2003)

Soetopo (1991) states that a curriculum is called a change if there is a difference in one or more components of the curriculum between two specific periods. Curriculum changes are considered to contribute to changing human resources, namely teachers or education coaches because they are the ones who nurture education. This is why curriculum change is considered a social change, because curriculum change is also called renewal or intellectual reconstruction. In the course of Indonesia's educational atmosphere, one of the government's efforts to achieve educational goals that are able to answer the challenges of the times is to make changes to the education curriculum. Change is one of the development steps between the existing curriculum and the previous curricula. According to Soetopo (1991), curriculum changes can be partial or comprehensive.

##### 3.1.1. Partial Changes

Partial changes occur only in certain components or elements of the curriculum. Changes in this context usually occur in the scope of teaching methods or changes in the assessment system. In general, changes in these elements do not affect other components. For example, the addition of one or more subject areas to a curriculum can occur without bringing about changes in the way teaching methods or the assessment system in the curriculum.

### 3.1.2. Comprehensive Change

In addition to partial changes, the context of comprehensive/overall changes will also be part of the curriculum transformation process, in the sense that the curriculum system undergoes a concrete transition by paying attention to its objectives, substance and strategy as well as the implementation process.

### 3.2. What are the Changes to the Curriculum

The Indonesian government's efforts to maximize the education sector have been seen in many aspects, such as book subsidies for BOS (School Operational Assistance) funds, sustainable scholarships, and education strengthening policies. However, at present, the education process is still said to be lacking, this is evidenced by the high unemployment rate. Quoting from the bps page, the unemployment prevalence rate as of August 2020 reached 9.77 million people and in August 2021 reached 9.10 million people. In addition, there are still some people who experience illiteracy, poverty levels and other problems. So, this is a consequence of the low level of productivity and low competitiveness of human resources. As we know, human resources are the first and main element in every activity needed (Hasibuan, 2003). So, the government's first step in minimizing the low quality of human resources is education. So that education as a reconstruction of knowledge needs to be used as the main basis for the government in making commitments. This commitment can be actualized through the form of education policy which will be used as a basic reference for every region in Indonesia, by considering innovative, collaborative and inclusive aspects.

Of the various policies made, there are policies that are of particular concern, these policies are Curriculum Policies, this is because the curriculum becomes a guide, and a basic reference in providing educational services to people in need. So, in making this policy, maximum maturity is needed, so that all the efforts of the Indonesian government in tackling problems in the education aspect can be easily alleviated, considering that the existence of education is a primary need, no longer tertiary, which has implications for the government's priority actions (Adi, 2024). The differences between the old curriculum and the new curriculum are presented in Table 2 (Achruh, 2019).

**Table 2. Differences between the Old and New Curriculum**

Aspect	Old Curriculum	New Curriculum
Orientation	Oriented towards the past	Oriented towards the present
Learning Approach	Focused more on knowledge delivery	Directs student into real action
Purpose	Development of knowledge and skills	Development of students to apply teachings in everyday life
Focus	Subject and centered	Student experience, centered, and dealing with problems or topics

Curriculum changes that have been made by the government are none other than to perfect the previous curriculum, as for the elements of change in the curriculum, namely about the competence of graduates because there are a level and balance of skills and skills of hard students so that they can complement aspects of competence, skills and knowledge. Furthermore, regarding the position of lessons or competencies derived from subjects changed to subjects developed from competencies, from the curriculum structure itself there are compulsory subjects and elective subjects because there are subject exams that students must take to be supported from lesson hours each week, and for the learning process itself, namely regarding process standards that have been equipped with questions and answers, processing, creating learning not only in the classroom but outside the classroom which is still related to the school environment.

The assessment that changes in each curriculum makes students confused because there are many teacher assessments, namely through tests (measuring knowledge competencies based on results only) so that towards the approval of skills and knowledge based on processes and results, teacher assessments are not only at the KD level but also core competencies and SKL, Meanwhile, from this curriculum change, there are many lessons that have made changes such as mathematics which follows the curriculum starting from conflict considerations then to semi concrete and finally to abstract and predetermined formulas are derived by students and the debates that have been proposed must be able to be done by students only with formulas and basic understanding (not only can use but also understand their origin).

### 3.3. Learning Process

In prioritizing education services, the government began to provide various facilities in developing each student's individual strengths. In the learning process, it is important for teachers to generate classroom mobility with a more innovative and creative learning process. The lecture learning model is sometimes considered less effective to apply because the learning process becomes passive. This conventional method can cause teachers and students to become bored, and the learning process seems monotonous. This situation can cause students' social attitudes and learning outcomes to be less than optimal (Wartini et al., 2014), students

also tend to be silent, rarely asking questions or giving rebuttals (Wahyuningsih, 2017). In providing the learning process in the core activities, learning methods can be adapted to the characteristics of students and each subject which includes the process of observation, questioning, gathering information, association and communication. Meanwhile, in the learning process, especially Basic Competencies (KD) which are procedures for doing something, teachers certainly need to provide certain facilities so that students can make observations and reviews of the specified modeling. Furthermore, teachers still have to supervise, check, and provide feedback and further practice to students. In an effort to maximize the learning process, teachers must pay attention to competencies related to honesty, thoroughness, cooperation, tolerance, discipline, obeying rules, respecting the opinions of other individuals listed in the syllabus and lesson plans.

In an effort to overcome learning problems, one step taken is to apply a scientific approach to students. The scientific approach as regulated in Permendikbud Number 81A of 2013 has four main components, namely observing, asking, collecting/associating, and communicating. First, in the observation stage, the teacher provides broad and varied opportunities for students to carry out activities such as seeing, listening, hearing, and reading. In this context, the teacher acts as a facilitator who guides students to be trained in paying attention to important things from an object or phenomenon being observed (Basuki, 2016). This stage emphasizes the importance of honing observation skills as a basis for acquiring initial knowledge.

The second stage is questioning, where after observing, students are given the opportunity to ask questions about things they don't yet understand. The teacher again acts as a facilitator by helping students find question ideas, both related to concrete and abstract objects, including facts, concepts, procedures, and hypothetical problems (Suraya, 2016). The questions asked can develop from factual to more in depth and complex. In this process, students are also trained to dare to ask questions independently, although initially they still need help from the teacher. This is in line with efforts to foster curiosity, self-confidence, and critical and active thinking skills (McTighe, 2013). Questions can be sourced from various references or data relevant to the learning, so that students have a clearer understanding.

The third stage is collecting and associating information. After going through an interactive process of observation and questioning, students are directed to explore and integrate information from various sources, including print, online, and other relevant sources. To maximize information integration, students can conduct further observations, experiments, or in-depth studies of specific phenomena. The results obtained from these various sources are then summarized and systematically compiled to serve as the basis for evaluation and subsequent learning activities (Yuliyanto et al., 2018). This stage aims to enable students to critically process information, organize it into new knowledge, and simultaneously practice analytical skills in problem solving.

The final stage in the scientific approach is communicating the results. At this stage, students write or share their findings from the information collection and processing process. These results can take the form of reports, presentations, or class discussions presented to the teacher and peers. The teacher then assesses the results of this communication as a form of evaluation of the learning process. Thus, students act not only as recipients of knowledge, but also as producers and transmitters of knowledge through active interaction in the classroom (Wartini et al., 2014).

### 3.4. What Distinguishes One Curriculum From Another

The differences in the curriculum in Indonesia over time reflect the dynamics of political and social developments and national educational needs. The 1947 Curriculum or Lesson Plan 1947 This was the first curriculum to be created after independence. The term curriculum originated from Dutch. Learning plan which means lesson plan, this term is more popular than English curriculum because it is still thick with colonial nuances. Education currently emphasizes a change in orientation from colonial interests to national interests, as well as being based on Pancasila as the main principle. This curriculum focuses on the formation of the character of the independent Indonesian nation, in line with other nations, having character education, as well as national and national awareness. The educational materials at this time consist of two main things, namely the list of subjects and the length of teaching time, as well as the outline and core of the teaching.

Curriculum 1952 or 1952 Detailed Lesson Plan was then born as a refinement of the previous curriculum. This curriculum was more focused on the national education system, for example, one teacher taught one subject. The most prominent characteristic was that the content of the lesson plan had to be connected to everyday life. Furthermore, in 1964, the government again changed the curriculum to 1964 Education Plan. This curriculum emphasizes the formation of knowledge and morals from the elementary level through a program known as Pancawardhana. This program divides subjects into five groups, namely the formation and development of morals, intelligence, emotional/artistic, skills, and physical. With the change of regime from the Old Order to the New Order, the education system underwent another transformation with the introduction of the 1968 Curriculum. The educational landscape during this period was again imbued with political overtones. Its primary goal was to shape a society with a true Pancasila spirit, fostering intellectual and thinking skills, moral and ethical conduct, physical health, and deepening spiritual and religious beliefs. A significant change in

this curriculum was the shift from Pancawardhana. This curriculum focuses on fostering the spirit of Pancasila, basic knowledge, and specialized skills. Subjects in this curriculum are grouped into nine groups, although the material is still dominated by theoretical concepts and not directly related to real world problems.

Quite significant changes appeared again in the 1975 Curriculum. This curriculum was influenced by the concept of modern management, namely Management by Objective (MBO), which gave birth Instructional System Development Procedures. This curriculum is characterized by the breakdown of each lesson unit into General Instructional Objectives, Specific Instructional Objectives), learning materials and tools, teaching and learning activities, and evaluation. However, this curriculum has been criticized for placing too much emphasis on teacher workload. To address this weakness, the government refined this curriculum into the 1984 Curriculum, which emphasizes a learning approach. Process skill approach. This curriculum is also known as How Active Students Learn (*CBSA*) or Student Active Learning (SAL), which positions students as active learning subjects through observation, discussion, and reporting methods. While effective, the implementation of this concept in some schools has been misinterpreted, leading to classroom disruption and resistance from some, as teachers are perceived as no longer teaching directly.

The 1994 curriculum was then implemented, characterized by a quarterly system. Learning materials became denser, and the government implemented the same curriculum for all students in Indonesia. However, this curriculum still allowed for development at the school level through a core curriculum that could be adapted to local needs. The 1997 curriculum then emerged with a tendency toward a mastery approach. These left students feeling overwhelmed by the sheer volume of material to master and was even considered difficult because it was out of balance with students' thinking development and lacked applicability to everyday life. In response to this criticism, the government launched the 2004 Curriculum or Competency Based Curriculum. This curriculum emphasizes the achievement of competencies with three important elements, namely the selection of appropriate competencies, the specification of evaluation indicators to assess competency achievement, and the development of a learning system. Competency Based Curriculum is oriented towards learning outcomes (learning outcomes) and diversity, with varied learning activities and learning resources that are not solely teacher based. This concept was then reinforced through the 2006 Curriculum or School Level Curriculum. The main difference is the granting of greater authority to schools to develop syllabi tailored to regional needs and conditions. School Level Curriculum emerged from the spirit of educational decentralization, as affirmed in Minister of National Education Regulations No. 22, 23, and 24 of 2006, while still adhering to the competency standards and basic competencies established by the central government.

The 2013 Curriculum was introduced as a revision of the School Based Curriculum. Its core focus is simplification through a thematic integrative approach, with the goal of developing creative, innovative, and critical human resources who are ready to face the challenges of the times. This curriculum emphasizes student activity in learning through observation, questioning, and presentations. Thus, students are expected to be more active and able to develop critical thinking skills in facing global competition. The latest curriculum, namely the Independent Learning Curriculum, shows a combination of approaches top down, in which the government establishes a basic framework, with a participatory approach that allows schools to adapt the curriculum to local needs. This approach aims to balance national standards with flexibility in the field (Umar et al., 2025). One key element of this curriculum is strengthening Pancasila Student Profile, which is not only taught theoretically but also internalized through collaborative and contextual projects. This curriculum also provides flexibility for schools to develop their own curriculum. Operational Curriculum of Educational Units, which is tailored to the vision, mission, and characteristics of students and the school environment. For effective implementation, Operational Curriculum of Educational Units development must be carried out collaboratively, involving teachers, principals, and other stakeholders (Irmawan et al., 2023).

### 3.5. Curriculum Analysis and Impact

The education system in Indonesia continues to follow the flow of curriculum changes. The national education system according to Law number 20 of 2003 is all elements of education that are interrelated in an integrated manner to achieve national education goals. The national education system must cover all educational opportunities, improve the quality and relevance and efficiency of education management to face challenges in accordance with the changing demands of local, national and global life so that planned, directed and sustainable educational reform is needed. The curriculum is one example of changes made to keep pace with global challenges in the field of education, because the curriculum is an integration of verbalization of ideas that are very complex (Andriani, 2020), so that in the world of education, the curriculum can contribute to the realization of the process of developing the quality of student potential (Mustofa, 2014).

The curriculum in Indonesia has changed 12 times from 1947 to the present. All changes made have the same goal of educating the nation's life as stated in the Preamble of the 1945 Constitution. The need for curriculum changes to answer developments in life, both from science and technology, social and cultural as well as from political developments (Sulthon, 2014). The 1947 curriculum was the first curriculum after independence, this curriculum still prioritizes character education, not focusing on subjects. Then the 1947 curriculum was refined in the 1952 Curriculum where this curriculum already led to the national education

system. Again, received improvements in 1964 with the Pancawardhana program. With this Pancawardhana program where students focus on moral, Intelligence, Emotional, Skills and Physical development, this can hone the potential and shape the personality of students. Unfortunately, this curriculum was only used at the elementary school level.

In 1968 the government changed the curriculum again. The 1968 curriculum still focused on Pancawardhana and emphasized the division of student groups in an effort to form Pancasila people based on the five precepts in Pancasila (Nurhalim, 2018). Through this group division, students can learn to organize and encourage students to develop creativity. Then in 1975 there was a change of curriculum again in order to adapt to the times. Influenced by the MBO, this curriculum was made to be effective and efficient and began to shape student behavior. The 1968 and 1975 Curriculum designs were still teacher centered. Making the teacher the subject of learning and making learning passive which ultimately students are less able to channel their creativity. Some of the above curricula are also still centralized where all curriculum learning comes from the government, the school is only an intermediary to channel it.

Different from the previous curriculum, curriculum 84 uses a subject approach that focuses on the student learning process. Making students active in the learning process so that students can get involved and gain experience in learning activities. Active discussion makes the classroom atmosphere not conducive, the lack of communication between teachers and students is also one of the weaknesses of this curriculum. Curriculum 94 is a dense curriculum, because there are many national and local contents that seem to be forced into the curriculum. The addition of material and the orientation of material mastery is burdensome for students. Although in the 1994 curriculum, the curriculum became more organized with a harmony between theory and practice.

One of the features of the 2004 curriculum is the achievement of student competencies. Students are accustomed to being skilled in their fields and preparing individual abilities by setting the competencies that must be achieved. Two years later the government changed the curriculum again. The 2006 curriculum gives each school the freedom to develop its curriculum so that teachers can adjust learning to be applied to students according to the conditions of students and the school environment. This situation can encourage students and teachers to develop creativity in the learning process. The 2013 curriculum is the current curriculum. The development of the 2013 curriculum is expected to be an education system that can produce generations and human resources who are ready for the changes of this sophisticated era. In the process, the 2013 curriculum emphasizes the development of attitudes (religious, social, and cooperation) with the development of intellectual and psychomotor abilities. However, at the beginning of the implementation of the 2013 Curriculum it was still difficult to run. Books are still not well distributed to schools. Teachers lack understanding of the implementation of K13, and there are still those who think that teachers do not need to explain material to students, even though some subjects still need explanation from the teacher.

Curriculum changes that occur certainly leave an impact on the quality of education, the positive impact of curriculum changes for students is where they can learn by following the times that are increasingly advanced but also supported by other factors such as principals, teachers, teaching staff, students and even the institution itself. One of the characteristics of the 2013 curriculum is to develop a balance between spiritual and social development, curiosity, creativity, and cooperation with intellectual and psychomotor abilities. These characteristics can improve soft skills and hard skills possessed by students. Students become more creative and skillful. This is in accordance with the purpose of the 2013 curriculum where this curriculum was formed to answer future challenges. The negative impact is that the quality of education decreases, curriculum changes that are so fast cause new problems. In the 2013 curriculum, subject hours are added to this condition causing a decrease in student achievement, extracurricular activities that become mandatory in this curriculum also drain student time, on the other hand students must still be required to study when returning home. This change also has an impact on schools where the vision and mission of a school that is being achieved is disrupted by changes in the curriculum (Kurniawan, 2011). One of the preparations for the curriculum that is still considered immature is seen in the distribution of books where after 3 weeks it is still around 30 to 40 percent of the books distributed. In addition, the complexity of teaching methods and assessments in the curriculum makes many teachers feel unprepared (Ramadhan, 2014) This makes the 2013 Curriculum seem repressive, where this repressive action is carried out by a policy against certain objects, namely teachers and students. This condition makes the 2013 Curriculum seem repressive, suppressing teachers and students. So, the government needs to take preventive steps so that the implementation of the curriculum is more optimal.

In response to the challenges of K13, the government then presented the Merdeka Curriculum. This curriculum promotes flexibility, fun learning, and teacher freedom to design the learning process according to the conditions and needs of students. The approach used is a combination of national direction (top down) with school participatory space (bottom up) through the Education Unit Operational Curriculum. Its distinctive feature is the strengthening of the Pancasila Student Profile through project based learning and experiential learning, so that students not only understand the value of Pancasila theoretically but also practice it in real life. The Merdeka Curriculum also abolishes the National Examination and replaces it with the Minimum

Competency Assessment and Character Survey and simplifies lesson plans so that teachers are not burdened with administration.

Compared to K13, the Merdeka Curriculum provides greater scope for differentiated learning, allowing students to develop according to their interests, talents, and learning speeds. However, its effectiveness still depends on the readiness of teachers, principals, local governments, parents, and communities to work together. Without widespread support and understanding, the Merdeka Curriculum also has the potential to face similar obstacles to K13, particularly in the distribution of learning resources, teacher training, and the adjustment of school vision and mission.

## 4. Conclusion

The dynamics of curriculum policy changes in Indonesia are currently of particular concern as an effort to form the government to provide services in the aspect of education, in this step the central government began to make efforts in the first year of the curriculum, namely in 1947. Fundamental changes in the education system in Indonesia are none other than as a form of embodiment of the values of the opening of the 1945 Constitution paragraph 4 which reads "...to advance the general welfare, educate the life of the nation .... ". With curriculum changes, it is expected that the teaching system that is referred to by teachers in educating the nation's life will run effectively and efficiently. This is supported by adjustments in the year-to-year dynamics of curriculum changes tailored to the needs that follow the times. The operationalization of the curriculum that occurs in Indonesia is one of the first steps of the government for the community in adjusting the development / demands on an ongoing basis, but of course it needs to be studied more intensively, given that curriculum changes often cannot be implemented optimally, so that some areas continue to use the previous year's curriculum which is considered more effective in the learning process. Of course, this will lead to a dichotomy of knowledge orientation between educators and students.

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## Data Availability

The datasets generated during and/ or analysed during the current study are available from the corresponding author on reasonable request.

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