

## INNOVATING FOR THE FUTURE: A CRITICAL ANALYSIS OF CURRICULUM DEVELOPMENT MODELS KBK, KBM, KTSP, K13, AND MERDEKA CURRICULUM

**Agus Setiawan**

UIN Sultan Muhammad Aji Muhammad Idris Samarinda

[agus.setiawan@uinsi.ac.id](mailto:agus.setiawan@uinsi.ac.id)

**Shofi Syifa'ul Fuadiyah Ahla**

UIN Sultan Muhammad Aji Muhammad Idris Samarinda

[shofisyifaul@gmail.com](mailto:shofisyifaul@gmail.com)

### **Abstract**

*This article aims to concept of the curriculum is its form, independence in thinking has been determined by educators with the meaning that the main spearhead is educators in helping success in education. This study aims to describe the concept of the KBK, KBM, KTSP, K13, and Merdeka curriculum innovation models. This type of research is a literature review, using journal articles that have been collected from the period 2018-2022. Based on the journal articles that have been used, the following results are obtained: (a) Focusing on the community, with learning resources using textbooks or the community itself. Being disciplined in class is a shared obligation not based on coercion. The main point of the teaching method is to solve problems in order to meet the various needs of all parties. Major schemes for learning include field trips, as well as resource persons from the community survey. (b) the innovative parts of KTSP include the application of life skills learning, as well as self-development in terms of characteristics and other needs. (c) Study preparation is an important part of learning administration including syllabus and lesson plans. After completing the preparation of lesson plans, move on to the implementation of learning that focuses on 3 points, namely: a scientific approach where the learning process is carried out in the classroom, assessment based on plans and case-based studies. The assessment used in the 2013 curriculum is authentic assessment, various types of test models such as observation, portfolio; (d) The main policy is the implementation of national assessments, competencies and character surveys, in which the assessment emphasizes student literacy and numeracy. Second, assessment facilities based on the internet of things, augmented reality and the use of artificial intelligence in assessment.*

*Keyword: Curriculum Innovation, Critical Analysis, Curriculum Development Models. Future of Education*

### **Abstrak**

*Artikel ini bertujuan untuk menganalisis konsep kurikulum merupakan bentuknya kemerdekaan pada berpikir telah ditetapkan oleh pendidik dengan makna bahwa yang menjadi tombak utama ialah pendidik dalam membantu kesuksesan pada pendidikan. Penelitian ini bertujuan untuk memaparkan konsep model inovasi kurikulum KBK, KBM, KTSP, K13, dan Kurikulum Merdeka. Jenis penelitian ini ialah literature review, dengan menggunakan artikel jurnal yang telah dikumpulkan dari kurun waktu 2018-2022. Berdasarkan artikel jurnal yang telah digunakan didapatkan hasil sebagai berikut (a) Berfokus kepada masyarakat, dengan sumber belajar menggunakan buku teks atau masyarakat itu sendiri. Bersikap disiplin dalam kelas ialah kewajiban bersama bukan berasaskan terpaksa. Titik pusat yang utama pada metode mengajar ialah dengan memecahkan masalah agar dapat memenuhi berbagai kebutuhan dari segala pihak. Skema besar pada pembelajaran diantaranya darmawisata, serta narasumber dari survei masyarakat itu. (b) bagian-bagian inovasi dari KTSP diantaranya mengandung penerapan pembelajaran kecakapan hidup, serta mengembangkan diri dari segi karakteristik, dan kebutuhan lainnya. (c) Persiapan pengkajian ialah yang menjadi bagian penting dalam administrasi pembelajaran meliputi silabus, dan RPP. Setelah selesai dalam penyusunan RPP, beralih pada pelaksanaan pembelajaran yang berfokus pada 3 point, yaitu:*

*pendekatan ilmiah yang proses pembelajarannya dilakukan di dalam kelas, pengkajian berdasarkan rencana dan pengkajian berdasarkan kasus. Penilaian yang digunakan pada kurikulum 2013 ialah penilaian autentik, berbagai jenis model tes seperti observasi, porto folio; (d) Kebijakan yang utama ialah penyelenggaraan asesemen nasional, kompetensi serta survei karakter, yang mana asesemen di tekankan pada literasi dan numerasi siswa. Kedua, fasilitas pengkajian yang berdasarkan internet of things, augmented reality dan pemakaian artificial intelligence psada pengkajian.*

*Kata kunci: Inovasi kurikulum, kritik analisis, model pengembangan kurikulum, pendidikan masa depan*

## INTRODUCTION

In this universe, the common occurrence is change, and nothing is exempt from it. One crucial aspect of learning is the curriculum, as it is a part of education, from the perspective of the implementers, namely educators and educational institution heads.<sup>1</sup> The form of curriculum renewal and development should be based on a well-conceived vision and objectives, in order to produce graduation competencies that encompass skills, behavior, and knowledge.<sup>2</sup>

Education is an essential pillar of society that shapes the future of a nation. The curriculum is the backbone of education that determines the knowledge, skills, and values imparted to the learners. Over the years, various curriculum development models have been implemented in Indonesia, such as KBK, KBM, KTSP, K13, and the recently introduced Merdeka Curriculum. These models aimed to revolutionize the education system by incorporating new pedagogies, emphasizing critical thinking, and nurturing 21st-century skills among students. However, the implementation of these models has been a subject of debate and criticism. In this critical analysis, we will examine these models' strengths and weaknesses, assess their effectiveness in preparing students for the future, and explore the need for further innovation in curriculum development to ensure that Indonesian learners are equipped with the skills and knowledge to thrive in the 21st century.

The curriculum is established based on its fundamentals, so each school is required to create and implement it according to the technical instructions and implementation provided by the central government. And in accordance with the times, so as to produce a millennial generation that understands the material and various knowledge gained from educators.<sup>3</sup>

Another way to take into account the updates that occur in global development is by incorporating vocational education into the curriculum to provide skills and abilities to thrive in a rapidly changing world.<sup>4</sup> The emergence of changes in the curriculum is caused by the demands

---

<sup>1</sup> Abdullah Idi, *Pengembangan Kurikulum: Teori dan Praktik* (Jakarta: Rajawali Press, 2016), 3.

<sup>2</sup> Mustafa, Pinton Setya. Wasis Djoko Dwiyojo, "Kurikulum Pendidikan Jasmani, Olahraga, dan Kesehatan di Indonesia Abad 21. Universitas Negeri Malang. *Jurnal Riset Teknologi dan Inovasi Pendidikan*. Vol. 3. No.2, 2020.

<sup>3</sup> Mila Amalia, "Inovasi pembelajaran kurikulum merdeka belajar Di Era Society 5.0 untuk Revolusi Industri 4.0," *Universitas PGRI Madiun* 1, no. 1–6 (2022), 2.

<sup>4</sup> Dewi Fitriani, dkk. "Inovasi Kurikulum: Konsep, Karakteristik, dan Implementasi, Kurikulum Berbasis Kompetensi (KBK)". (UIN Sunan Gunung Djati Bandung). *Jurnal Dirosah Islamiyah*, Vol: 4, No. 2. 2022.

of the times, social and cultural factors, academics, or industry. The resulting consequences are reflected in changes in understanding, skills, and behavior. One skill that educators must develop nowadays is computer literacy, as technology is meant to reduce the difficulties that are often experienced by humans.<sup>5</sup>

To address these challenges, innovation is needed. One important aspect of knowledge innovation is the curriculum, as well as all parts contained within the educational institution. Until now, the implementation of the curriculum in each school has undergone several changes, each with a strong foundation.<sup>6</sup> Indeed, it cannot be denied that all forms of updates and developments aim to achieve a national education that encompasses various aspects.<sup>7</sup> These aspects include effective work procedures regarding time and materials, despite various limitations, as well as the moral revolution that each individual must possess to fulfill their obligation in building the quality of education.<sup>8</sup> Therefore, as Indonesian citizens who understand the importance of quality education, we must hold a collective responsibility to ensure that this goal is achieved.<sup>9</sup> Moreover, education and social development are difficult to separate, as good education will demonstrate peaceful and harmonious social relationships.<sup>10</sup>

All types of innovation will have consequences, but if we continue to cling to an unchanging curriculum, it can be dangerous because it will cause knowledge to become obsolete and hinder the nation's ability to keep up with the success brought by innovation. Therefore, various forms of creativity are needed in education, such as incorporating STEAM-based art

---

<sup>5</sup> Najahah, Ulin Ni'mah Rodliya Ulfah. "Inovasi Pengembangan Materi Pelajaran Bahasa Asing Tingkat Madrasah Tsanawiyah Berbasis Whiteboard Animation". Institut Agama Islam Negeri Kediri. *Jurnal Al'adalah*. Vol. 23. No.2, 2020.

<sup>6</sup> Manalu, Juliati Boang. Pernando Sitohang, Netty Heriwati Henrika Turnip. "Pengembangan Perangkat Pembelajaran Kurikulum Merdeka Belajar". Universitas Negeri Medan. *Prosiding Pendidikan Dasar*. Vol: 1, No. 1, 2022.

<sup>7</sup> Riris Sugianto. "Analisis Perbandingan Kbk (Kurikulum Berbasis Kompetensi), Ktsp (Kurikulum Berbasis Sekolah), Dan Kurikulum 2013". Universitas Teknologi Mataram. *Jurnal Pendidikan dan Sosial Budaya*, Vol: 2. No. 3, 2022.

<sup>8</sup> Marisa, Mira. "Inovasi Kurikulum "Merdeka Belajar" Di Era Society 5.0". UIN Raden Fatah Palembang. *Jurnal Sejarah, Pendidikan Dan Humaniora*, Vol. 5, No.1 April 2021.

<sup>9</sup> Chandrawaty, Khusniyati Masykuroh. "Persepsi Mahasiswa Terhadap Model Project Based Learning Dalam Penyusunan Kurikulum Tingkat Satuan Pendidikan". Universitas Muhammadiyah Prof. DR. HAMKA. *Early Childhood: Jurnal Pendidikan*, 4, no.1. 2020.

<sup>10</sup> Indarta, Yose. Nizwardi Jalinus. Waskito. Agariadne Dwinggo Samala. Afif Rahman Riyanda. Novi Hendri Adi. "Relevansi Kurikulum Merdeka Belajar dengan Model Pembelajaran Abad 21 dalam Perkembangan Era Society 5.0". Markas Besar Kepolisian Negara Republik Indonesia. Universitas Negeri Padang, Universitas Lampung, Universitas Ibnu Sina. *EDUKATIF: JURNAL ILMU PENDIDIKAN*. Vol. 4, No. 2, 2022.

education to develop students' ability to view things from different perspectives..<sup>11</sup> In today's society, people are indirectly required to use technology as well.<sup>12</sup>

But the curriculum is often the object of suffering, that the cause of educational failure is a curriculum that changes too often. It needs to be understood that the form of the curriculum must be dynamic, must change along with the changes, and is one of the parts that can make very relevant updates to a curriculum that meets all evaluation points that must be carefully prepared.<sup>13</sup> Moreover, with the emergence of the Covid-19 pandemic, education has also undergone significant changes.<sup>14</sup> This has resulted in various innovations emerging to ensure the continuity of learning. However, difficulties have often arisen in various sectors, leading to crises that have not spared the education sector.<sup>15</sup>

The development of curriculum models is crucial for the advancement of education systems. In Indonesia, several curriculum models have been introduced, such as the KBK, KBM, KTSP, K13, and the latest one, the Kurikulum Merdeka. These models aim to provide a better quality of education for students and equip them with the necessary knowledge and skills to face the challenges of the future.

The implementation of these models has not been without challenges. Some argue that the constant changes in curriculum models have caused confusion among teachers and students, hindering the effectiveness of education. Meanwhile, others argue that these changes are necessary to keep up with the evolving needs of society and the global landscape.

However, with the changing times and increasingly complex demands, there have been innovations in curriculum development in Indonesia. The Kurikulum Merdeka is a new breakthrough in curriculum development that promotes a more flexible, adaptive, and responsive learning concept to meet the needs of students. Therefore, this theme is important to study in order to provide a better understanding of curriculum development in Indonesia and to consider the success of previous models in the context of the future.

---

<sup>11</sup> Kurniawan, Indra. Rahman Abdillah, Andri Rahadyan. "Sosialisasi Penerapan Metode Pembelajaran Steam Pada Kurikulum K-13". Universitas Indraprasta PGRI. Indonesian Journal Of Community Service. Volume 1 No 4 Desember 2021.

<sup>12</sup> Haryati, Linda Feni. Ashar Pajarungi Anar, Anik Ghufron. "Menjawab Tantangan Era Society 5.0 Melalui Inovasi Kurikulum Merdeka Di Sekolah Dasar. Universitas Negeri Yogyakarta. Jurnal Pendidikan dan Konseling. Vol: 4, No.5, 2022.

<sup>13</sup> Untsa, Ashfiyatul. Syaiful Qorib. "Penerapan Penilaian Autentik Dalam Kurikulum K-13 Pada Pembelajaran Tematik Di Min Sampang". Pascasarjana UIN Sunan Ampel. IQTISODINA: Jurnal Ekonomi Syariah dan Hukum Islam. Vol. 4, No. 2, 2021

<sup>14</sup> Selamat Agira. "Implementasi Kurikulum Merdeka Pasca Pandemi Covid-19". Sekolah Tinggi Agama Islam Sepakat Segenep (STAISES) KUTACANE Aceh Tenggara. Era Society: jurnal Pendidikan, Ilmu Sosial, dan pengabdian Kepada Masyarakat. 2, no.2, 2022.

<sup>15</sup> Hasim, Evi. "Penerapan Kurikulum Merdeka Belajar Perguruan Tinggi Di Masa Pandemi Covid-19". Universitas Negeri Gorontalo. Prosiding Webinar Magister Pendidikan Dasar Pascasarjana Universitas Negeri Gorontalo. "Pengembangan Profesionalisme Guru Melalui Penulisan Karya Ilmiah Menuju Anak Merdeka Belajar". Gorontalo, 14 Juli 2020.

## RESEARCH METHOD

The type of research used is literature review method, which is a study that provides an overview of the development of a specific topic.<sup>16</sup> When conducting a literature review, researchers gather information from a variety of sources to gain a better understanding of a specific topic. This method can also be used to prove a point or hypothesis, and the resulting report can be used to focus studies, develop theories, and identify gaps between theory and real-world results.

By conducting a literature review, researchers gather and evaluate data from a variety of sources related to their chosen topic. This process involves collecting and analyzing information, as well as identifying patterns and themes that emerge from the data. Ultimately, the goal of a literature review is to synthesize the findings from multiple sources into a cohesive, comprehensive report that can inform future research and practice in the field.<sup>17</sup>

A literature review study can also develop methods used in web-based procedure techniques. This research began by collecting 40 identified journals, with data ranging from 2018-2022 to ensure the literature's relevance and up-to-dateness. The journals were obtained from Google Scholar, and then selected and filtered to obtain relevant data sources. In the final stage, the journals were analyzed, and the results were summarized. The hope is that the conclusions drawn from the analysis can serve as a basis for the concept of curriculum innovation models such as KBK, KBM, KTSP, K13, and Kurikulum Merdeka.<sup>18</sup>

## RESULTS AND DISCUSSION

From the results of the journal articles obtained by searching for the predetermined keywords, they were collected, sorted, and then processed by reading and analyzing each data, and linking them to the questions previously prepared by the researcher.

From the summary of the research above, the researcher collected and analyzed 11 types of journal articles using various analytical methods. The research method used in this study was descriptive qualitative, which involved the use of various data collection techniques.

---

<sup>16</sup> E Triandini dkk. "Metode *SYSTEMATIC Literature Review* Untuk Identifikasi Platform dan Metode Pengembangan Sistem Informasi di Indonesia". (STMIK STIKOM Bali, Denpasar). Indonesian Journal of Information Systems (IJIS), Vol. 1, No. 2, 2019.

<sup>17</sup> Eko Agus Cahyono, Sutomo, Aris Hartomo. "Literature Review; Panduan Penulisan dan Penyusunan". (Akademi Keperawatan & STIKES Dian Husada, dan STIKES Bhakti Husada Mulia). Jurnal Keperawatan, Vol. 12, No. 2, 2019.

<sup>18</sup> Yudin Wahyudin, Dhian. "Analisis Metode Pengembangan Sistem Informasi Berbasis Website: A Literature Review". (STMIK Rosma). Jurnal Interkom: Jurnal Publikasi Ilmiah Bidang Teknologi Informasi Dan Komunikasi, Vol: 15, No. 3, 2020.

This journal aims to explore the concept of curriculum innovation models in depth. The purpose of this literature review study is to summarize, evaluate, and compare the results of previous research by describing the purpose of the review.<sup>19</sup>

## DISCUSSION

The function of the curriculum is to be beneficial in order to reach the point of knowledge that has been adjusted. Over time, there have been many changes that have occurred to citizens as well as various traditional values and updates on the condition and growth of students. Therefore, innovation in each curriculum is needed, including the following:



### 1. KBK

#### a. Definition of Competency-Based Curriculum

The competency-based curriculum is a strategy in controlling the learning outcomes achieved by students, evaluations, study activities, and early reinforcement of learning in the development of school curriculums. This curriculum focuses on: (1) the required reactions and effects by students through effective learning skills and (2) the diversity that can be applied to meet their needs. The application of the competency-based curriculum is oriented towards advanced studies (master's studies).<sup>20</sup>

---

<sup>19</sup> Agus Purwanto, dkk. "Model Kepemimpinan Di Lembaga Pendidikan: A Schematic Literature Review". (Universitas Pelita Indonesia). *Journal of Industrial Engineering & Management Research (JIEMAR)*, Vol: 3, No. 2, 2020.

<sup>20</sup> Dewi firtriani, dkk. "Inovasi Kurikulum: Konsep, Karakteristik, dan Implementasi, Kurikulum Berbasis Kompetensi (KBK)". (UIN Sunan Gunung Djati Bandung). *Jurnal Dirosah Islamiyah*, Vol: 4, No. 2. 2022.

Curriculum Based on Competency (KBK) focuses on the commitment of students in pursuing education, often also referred to as the center of education.<sup>21</sup>

b. Innovation Model in KBK

Competency-Based Curriculum aims to export students' skills as a whole, designing everything that is known and trying to apply it in everyday life. Another effort of the Competency-Based Curriculum is to regulate the conditions of students towards various abilities and train their abilities in learning to think and act, so the expression must be structural by considering all factors that affect the orientation of KBK..<sup>22</sup>

## 2. Definition of KBM

a. Explanation of Community-Based Curriculum

The community-based curriculum involves the content and subjects that are developed and implemented based on the policies and regulations of each region. It is tailored to suit the local environment, society, economy, traditions, and aligns with the needs of the local community. This enables students to learn about their environment and offers them opportunities to learn in a context that is relevant to their daily lives.

Another important aspect is to avoid isolation from nature, learn about the local culture, and foster an appreciation of the environment. Hence, this curriculum is often referred to as a region-based curriculum.<sup>23</sup>

b. Innovation Model in Community-Based Curriculum

Outlined below are several characteristics of community-based curriculum that make it an innovative model:

- 1) The characteristics of a community-based curriculum innovation include: a. Community as the main focus, with textbook-based learning in the community. b. Classroom discipline is mandatory and is held together, not by force. c. The basic teaching style emphasizes solving problems according to individual needs and the needs of the community. d. The relationship between schools and the surrounding community is one of cooperation, studying the local area's resources, utilization, and development. e. Learning strategies include field trips, guest speakers,

---

<sup>21</sup> Emalia dan Farida. "inovasi pendidikan dengan memanfaatkan teknologi digital dalam upaya menyongsongkan era revolusi Industri 4.0". (Universitas PGRI Palembang). Prosiding seminar nasional pendidikan program pascasarjana Universitas PGRI Palembang, 2019.

<sup>22</sup> Emalia dan Farida. "inovasi pendidikan dengan memanfaatkan teknologi digital dalam upaya menyongsongkan era revolusi Industri 4.0". (Universitas PGRI Palembang). Prosiding seminar nasional pendidikan program pascasarjana Universitas PGRI Palembang, 2019.

<sup>23</sup> Renaldi, Aprilianda, "Pengertian Kurikulum Berbasis Masyarakat", 2019, 5.

community studies, camping, field work, community service, and community schools.

2) Activities of students and teachers

Activities such as problem-solving, independent learning, and creation are encouraged in students under the guidance of educators in community-based education. The materials obtained by the students should equip them with skills and knowledge to solve problems independently.

The role of educators in community-based curriculum is to facilitate, guide, and provide learning resources to students. They can facilitate students in their learning to produce graduates with skills and character. Ultimately, the skills acquired will be used to establish mutually beneficial relationships with the environment, traditions, and local communities.

### 3. KTSP

a. Definition of KTSP

After the implementation of competency-based curriculum in the academic year 2005/2006, a new policy was issued in 2006/2007 regarding the implementation of the curriculum known as KTSP (School Level Curriculum), which was intended to be implemented in schools until the 2009/2010 academic year. The changes were aimed at improving and enhancing the quality of education.<sup>24</sup>

The implementation of the Curriculum Based on Competency in the academic year 2005/2006 was followed by a new policy in 2006/2007 related to the implementation of a curriculum called KTSP (Curriculum of Unit Level Education), and the implementation of KTSP was intended for schools until the academic year 2009/2010. The changes were made to improve and enhance the quality of education. The application of the Curriculum of Unit Level Education was a refinement of the Curriculum Based on Competency. "In article 1 paragraph (15) of Government Regulation No. 19 of 2005 concerning National Education Standards, it is stated that KTSP is an operational curriculum developed by and implemented by all educational units".<sup>25</sup> The components of KTSP include the educational objectives of the unit of education, the learning calendar, and the syllabus and implementation plan of the learning.

---

<sup>24</sup> Bulhayat. (Mahasiswa Doktoral Universiti Malaya Malaysia). Evaluasi Model CIPP Pada Implementasi KTSP Pendidikan Agama Islam di Sekolah Menengah Atas Jombang. *Jurnal Al-Adabiya*, Vol: 14, No. 1, 2019.

<sup>25</sup> JDIH BPK RI DATABASE PERATURAN, Peraturan Pemerintah (PP) No. 19 Tahun 2005, Standar Nasional Pendidikan.



The KTSP is a concept of curriculum development that is implemented at the local level, specifically in schools and educational institutions. It is a modern approach to curriculum development that emphasizes independence and collaborative involvement, and facilitates learning techniques in schools. Independence is given to each individual learning process and schools are able to manage their own resources and funding flexibly. This allows them to focus on their strengths and allocate resources according to local needs, in order to meet those needs effectively.<sup>26</sup>

b. Model of Innovation in KTSP

The innovative aspects encompassed in the KTSP include the implementation of life skills training; the development of synchronized regional interests with unique characteristics and local needs; special curriculum for Islamic schools that holds significance despite being in sketch form and with a centralized, evolving structure; the growth of the curriculum (curriculum and lesson plans) and teaching and learning activities developed in a decentralized manner and in accordance with community participation.<sup>27</sup>

#### 4. Curriculum 13

a. Definition of Curriculum 13

As time passes, human knowledge continues to increase, resulting in changes to the curriculum over time. The previous curriculum known as the School-Based Curriculum (KTSP) has been replaced with the current curriculum, known as the Curriculum 2013, due to the development of scientific knowledge. The government has been implementing Curriculum 2013 (K-13) since July 2013. The aim of Curriculum 2013 is to produce Indonesian individuals who are useful, imaginative, and effective by strengthening coherent behavior, skills, and knowledge.<sup>28</sup>

Mulyasa believes that Curriculum 2013 is a curriculum that emphasizes the development of character and the ability to apply various competencies to specific standards, resulting in tangible outcomes for students in the form of competency management.<sup>29</sup>

---

<sup>26</sup> Kurikulum Tingkat Satuan Pendidikan, Direktorat Tenaga Kependidikan Direktorat Jenderal peningkatan Mutu Pendidik dan Tenaga Kependidikan Departemen Pendidikan Nasional, (Jakarta, 2008), 13.

<sup>27</sup> Inovasi Pada Kurikulum Tingkat Satuan Pendidikan, diakses 30 Oktober 2022.

<sup>28</sup> Detty Wijayanti, dkk. "Implementasi Inovasi Pembelajaran Geografi Tingkat SMA dalam Kurikulum 2013". (Universitas Negeri Padang). *Journal on Education*, Vol: 4, No: 2, 2022

<sup>29</sup> E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, (Jakarta: Rosda Karya, 2013), 66.

Poerwati's opinion supports Mulyasa's view, stating that Curriculum 2013 is an integrated curriculum that combines skills, themes, concepts, and topics..<sup>30</sup> From these perspectives, it can be concluded that Curriculum 2013 is a curriculum that is based on a balanced development of attitudes, skills, and knowledge, which serves as a guideline for conducting learning activities to achieve basic competencies and educational objectives. The aim is to improve the quality of the learning process and outcomes, which will lead to the formation of students' character as a whole.

b. The principles of Curriculum 2013 development

Currently, the development of the character-based and competency-based Curriculum 2013 is aligned with the needs of citizens and the changing phenomena occurring in the country. The principles of this curriculum include: 1. Curriculum development is carried out in accordance with national education standards to achieve national educational goals, 2. The curriculum for all levels and types of education is developed based on the principle of diversity, with consideration for the needs of individual schools, regional capabilities, and students, 3. Core competencies are contextualized within each subject area, 4. Teaching and learning activities are carried out in an active, varied, creative, entertaining, and adrenaline-inducing manner to ensure that students' participation is not passive. Adequate facilities are provided for creativity, self-directed learning, and the physical and mental abilities of students.

## 5. Merdeka Curriculum

a. Definition of Merdeka Curriculum.

Various national and international studies have shown that Indonesia has been experiencing a long-standing degradation of education, both in the industrial and financial centers, as well as in education centers. This situation has been exacerbated by the spread of the Covid-19 pandemic. The concept of the "Merdeka Belajar" curriculum is the formation of independence in thinking, which is determined by educators and becomes the main pillar.<sup>31</sup>

To overcome the crisis and various challenges, systemic changes are needed, one of which is through the curriculum. The curriculum determines the material taught in the classroom. The curriculum also influences how quickly and how teachers use it to meet students' needs. That's why the Ministry of Education and

---

<sup>30</sup> Poerwati, Loeloe Endah, Sofan Amri, *Panduan Memahami Kurikulum 2013*, (Jakarta: PT Prestasi Pustaka, 2013), 28.

<sup>31</sup> Juliati Boang Manalu, Fernando Sitohang, Netty Heriwati Henrika Turnip. "Pengembangan Perangkat Pembelajaran Kurikulum Merdeka Belajar". (Universitas Negeri Medan.), Vol: 1, No: 1, 2022.

Culture developed the Merdeka Curriculum, which is an important part of the effort to recover from long-felt education crises. The Merdeka Curriculum is a universal internal study program with a unique idea that fundamentally risks until students have enough time to get used to sketches that can strengthen overall skills.

Teachers have the opportunity to choose learning tools that can synchronize learning with various student needs and desires. The Pancasila student profile achievement strengthening project is developed based on specific topics set by the government. The project's goal is not to achieve specific learning objectives, so it is not related to the content of the material.<sup>32</sup>

b. Pillars of Development in the Merdeka Curriculum

The curriculum change from the current curriculum to the Merdeka curriculum is not just a change, but rather a review of several evaluation points obtained from the 2013 curriculum. Firstly, it includes misconceptions of competencies which somewhat complicates educators in assessment, as they must be able to differentiate between assessing behavior, knowledge, and skills. Secondly, the high demands are driven to complete various materials within the given time, while the abilities of students vary greatly. Thirdly, the time limit is too rigid. The duration of learning for each learning objective is locked within a week, resulting in unfinished learning and students having to move on to the next lesson without fully understanding the previous one..

c. The Model of Merdeka Curriculum Innovation

The purpose of the introduction of the Merdeka Curriculum is to address the challenges in the era of Society 5.0, where the essence of the Merdeka Curriculum is the freedom of thinking that provides opportunities for students to develop into excellent resources.

The main policy is the implementation of national assessment, competency, and character surveys, where the assessment emphasizes the literacy and numeracy of students. Secondly, the opportunity to learn based on the use of Internet of Things, augmented reality, and artificial intelligence in learning provides opportunities for students to respond to global challenges.<sup>33</sup>

---

<sup>32</sup> Khoirurrijal, dkk. *Pengembangan Kurikulum Merdeka*, (Malang: Literasi Nusantara Abadi, 2022), 7.

<sup>33</sup> Linda Feni Haryati, dkk. "Menjawab Tantangan Era Society 5.0 melalui Inovasi Kurikulum Merdeka di Sekolah Dasar". (Yogyakarta: UNY, 2022).

## CONCLUSION

After critically analyzing several curriculum development models, including KBK, KBM, KTSP, K13, and Kurikulum Merdeka, it can be concluded that each model has its strengths and weaknesses. KBK is competency-based and emphasizes the development of skills and knowledge necessary for students to thrive in daily life. However, it has been criticized for being too rigid and not providing enough space for creativity. KBM is community-based and encourages students to learn about their local environment, culture, and traditions. It has the potential to foster a sense of belonging and respect for nature. However, it may not prepare students for a rapidly changing global environment. KTSP is a teacher-based model that allows for flexibility and adaptation to local needs. However, it lacks standardization and may not provide the necessary structure for effective learning. K13 is a student-centered approach that focuses on developing 21st-century skills such as critical thinking, problem-solving, and communication. It has the potential to prepare students for a rapidly changing world, but it requires significant teacher training and support. Kurikulum Merdeka is a newly proposed model that emphasizes freedom, flexibility, and creativity. While it may provide space for innovation and self-expression, it may not provide the necessary structure and accountability for effective learning.

Overall, the choice of curriculum development model should be based on the needs and goals of the community, as well as the resources and support available to implement it effectively. It is also essential to consider the changing needs of the world and the skills that students will need to thrive in the future.

The analysis shows that each curriculum development model has its own strengths and weaknesses. The KBK and KBM models prioritize the needs and context of the local community and emphasize the development of students' competencies and skills. The KTSP model emphasizes the flexibility and autonomy of schools and teachers, but may lead to inconsistencies in educational quality across different regions. The K13 model aims to integrate 21st-century competencies into the curriculum and provide a more student-centered approach to learning, but has faced challenges in implementation due to inadequate teacher training and infrastructure. The Kurikulum Merdeka, as a new and alternative model, has yet to be fully developed and implemented, but aims to provide a more holistic approach to education that integrates academic and non-academic skills.

In conclusion, curriculum development is a complex and ongoing process that requires continuous evaluation and improvement. While each model has its own unique features, the success of any curriculum ultimately depends on its effective implementation and its ability to meet the changing needs of students and society. Therefore, it is important for policymakers and

educators to consider the strengths and limitations of each model and to continuously innovate and adapt to the changing educational landscape.

## REFERENCES

- Amalia, Mila. "Inovasi pembelajaran kurikulum merdeka belajar Di Era Society 5.0 untuk Revolusi Industri 4.0." *Universitas PGRI Madiun* 1, no. 1–6 (2022).
- Idi, Abdullah. *Pengembangan Kurikulum: Teori dan Praktik*. Jakarta: Rajawali Press, 2016.
- Agira, Selamat. "Implementasi Kurikulum Merdeka Pasca Pandemi Covid-19". Sekolah Tinggi Agama Islam Sepakat Segenep (STAISES) KUTACANE Aceh Tenggara. *Era Society: jurnal Pendidikan, Ilmu Sosial, dan pengabdian Kepada Masyarakat*. 2, no.2, 2022.
- Agus Purwanto, dkk. "Model Kepemimpinan Di Lembaga Pendidikan: A Schematic Literature Review". (Universitas Pelita Indonesia). *Journal of Industrial Engineering & Management Research (JIEMAR)*, Vol: 3, No. 2, 2020.
- Amalia, Mila. "Inovasi pembelajaran kurikulum merdeka belajar Di Era Society 5.0 untuk Revolusi Industri 4.0". Universitas Sultan Agung Tirtayasa. *Seminar Nasional Sosial Sains, Pendidikan, Humaniora (SENASSDRA)*. Vol. 1, No. 1 – 6, 2022.
- Aprilianda, Renaldi, "Pengertian Kurikulum Berbasis Masyarakat", 2019.
- Bulhayat. "Evaluasi Model CIPP Pada Implementasi KTSP Pendidikan Agama Islam di Sekolah Menengah Atas Jombang". (Universiti Malaya Malaysia). *Jurnal Al-Adabiya*, Vol: 14, No. 1, 2019.
- Chandrawaty, Khusniyati Masykuroh. "Persepsi Mahasiswa Terhadap Model Project Based Learning Dalam Penyusunan Kurikulum Tingkat Satuan Pendidikan". Universitas Muhammadiyah Prof. DR. HAMKA. *Early Childhood: Jurnal Pendidikan*, Vol:4, No.1. 2020.
- Detty Wijayanti, Syafri Anwar, Khairani, Nola Aprilia Sukhaini. "Implementasi Inovasi Pembelajaran Geografi Tingkat SMA dalam Kurikulum 2013". (Universitas Negeri Padang). *Journal on Education*, Vol: 4, No: 2, 2022.
- Dewi firtriani, dkk. "Inovasi Kurikulum: Konsep, Karakteristik, dan Implementasi, Kurikulum Berbasis Kompetensi (KBK)". (UIN Sunan Gunung Djati Bandung). *Jurnal Dirosah Islamiyah*, Vol: 4, No. 2. 2022. Dan
- Dinata, Candra, "Dampak Perubahan Kurikulum Pendidikan". Diakses 31 Oktober 2022. <https://www.candiedu.com/dampak-perubahan-kurikulum-pendidikan>
- E Triandini, S Jayanta, A Indrawan, G W Putra, B Iswara. "Metode *SYSTEMATIC Literature Review* Untuk Identifikasi Platform dan Metode Pengembangan Sistem Informasi di Indonesia". (STMIK STIKOM Bali, Denpasar). *Indonesian Journal of Information Systems (IJIS)*, Vol. 1, No, 2, 2019.
- E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, Jakarta: Rosda Karya, 2013.
- Eko Agus Cahyono, Sutomo, Aris Hartomo. " Literature Review; Panduan Penulisan dan Penyusunan". (Akademi Keperawatan & STIKES Dian Husada, dan STIKES Bhakti Husada Mulia). *Jurnal Keperawatan*, Vol. 12, No. 2, 2019.
- Emalia dan Farida. "inovasi pendidikan dengan memanfaatkan teknologi digital dalam upaya menyongsongkan era revolusi Industri 4.0". (Universitas PGRI Palembang). *Prosiding seminar nasional pendidikan program pascasarjana Universitas PGRI Palembang*, 2019.

- Evi Hasim, "Penerapan Kurikulum Merdeka Belajar Perguruan Tinggi di Masa Pandemi Covid-19. Prosiding Webinar Magister Pendidikan Dasar Pascasarjana Universitas Negeri Gorontalo, 2020.
- Fussalam, Yahfenel Evi, Elmiati. "Implementasi Kurikulum 2013 (K13) SMP Negeri 2 Sarolangun". STKIP Muhammadiyah Muara Bungo. SMP Negeri 2 Sarolangun. Jurnal Muara Pendidikan Vol. 3 No. 1, 2018.
- Haryati, Linda Feni. Ashar Pajarungi Anar, Anik Ghufron. "Menjawab Tantangan Era Society 5.0 Melalui Inovasi Kurikulum Merdeka Di Sekolah Dasar. Universitas Negeri Yogyakarta. Jurnal Pendidikan dan Konseling. Vol: 4, No.5, 2022.
- Hasim, Evi. "Penerapan Kurikulum Merdeka Belajar Perguruan Tinggi Di Masa Pandemi Covid-19". Universitas Negeri Gorontalo. Prosiding Webinar Magister Pendidikan Dasar Pascasarjana Universitas Negeri Gorontalo. "Pengembangan Profesionalisme Guru Melalui Penulisan Karya Ilmiah Menuju Anak Merdeka Belajar". Gorontalo, 14 Juli 2020.
- <https://k-youlia.blogspot.com/2012/10/inovasi-pada-kurikulum-tingkat-satuan.html>
- <https://naikpangkat.com/prinsip-prinsip-pembelajaran-kurikulum-merdeka-dan-impementasinya/>
- <https://peraturan.bpk.go.id/Home/Details/49369/pp-no-19-tahun-2005>
- Hudha, Mohammad Nuril. Aenor Rofek. "PKM Pelatihan Model-Model Pembelajaran Kurikulum K13 di SD Ulil Albab Desa Sumber Kolak Kecamatan Panarukan Kabupaten Situbondo". Universitas Abdurachman Saleh Situbondo. Integritas: Jurnal Pengabdian. Vol. 2 no.2, 2018.
- Indarta, Yose. Nizwardi Jalinus. Waskito. Agariadne Dwinggo Samala. Afif Rahman Riyanda. Novi Hendri Adi. "Relevansi Kurikulum Merdeka Belajar dengan Model Pembelajaran Abad 21 dalam Perkembangan Era Society 5.0". Markas Besar Kepolisian Negara Republik Indonesia. Universitas Negeri Padang, Universitas Lampung, Universitas Ibnu Sina. EDUKATIF: JURNAL ILMU PENDIDIKAN. Vol. 4, No. 2, 2022.
- Inovasi Pada Kurikulum Tingkat Satuan Pendidikan, diakses 30 Oktober 2022.
- Kelebihan dan Kekurangan Kurikulum Merdeka, diakses 2 Oktober 2022. <https://grobogan.pikiran-rakyat.com/pendidikan/pr-2294942227/3-kelebihan-dan-kekurangan-kurikulum-merdeka>
- Khadijah Ra, "inovasi kurikulum 2013", Jember: IAIN JEMBER, 2019.
- Khoirurrijal, dkk. *Pengembangan Kurikulum Merdeka*, Malang: Literasi Nusantara Abadi, 2022.
- Kurikulum Tingkat Satuan Pendidikan, Direktorat Tenaga Kependidikan Direktorat Jenderal peningkatan Mutu Pendidik Dan Tenaga Kependidikan Departemen Pendidikan Nasional, Jakarta, 2008.
- Kurniati, Pat. Andjela Lenora Kelmaskouw, Ahmad Deing, Bonin, Bambang, Agus Haryanto. "Model Proses Inovasi Kurikulum Merdeka Implikasinya Bagi Siswa Dan Guru Abad 21. STKIP Arrahmaniyah Depok. Jurnal Citizenship Virtues, Vol: 2, No.2, 2022.
- Kurniawan, Indra. Rahman Abdillah, Andri Rahadyan. "Sosialisasi Penerapan Metode Pembelajaran Steam pada Kurikulum K-13". Universitas Indraprasta PGRI. Indonesian Journal Of Community Service. Volume 1 No 4 Desember 2021.
- Linda Feni Haryati, dkk. "Menjawab Tantangan Era Society 5.0 melalui Inovasi Kurikulum Merdeka di Sekolah Dasar". Yogyakarta: UNY, 2022.

Agus Setiawan, Shofi Syifa'ul Fuadiyah Ahla: Innovating For The Future: A Critical Analysis of Curriculum Development Models KBK, KBM, KTSP, K13, and Merdeka Curriculum

- Manalu, Juliati Boang, Fernando Sitohang, Netty Heriwati Henrika Turnip. "Pengembangan Perangkat Pembelajaran Kurikulum Merdeka Belajar". Universitas Negeri Medan. Prosiding Pendidikan Dasar. Vol: 1, No. 1, 2022.
- Marisa, Mira. "Inovasi Kurikulum "Merdeka Belajar" di Era Society 5.0". UIN Raden Fatah Palembang. Jurnal Sejarah, Pendidikan Dan Humaniora, Vol. 5, No.1 April 2021.
- Mustafa, Pinton Setya. Wasis Djoko Dwiyo, "Kurikulum Pendidikan Jasmani, Olahraga, dan Kesehatan di Indonesia Abad 21. Universitas Negeri Malang. Jurnal Riset Teknologi dan Inovasi Pendidikan. Vol 3. No.2, 2020.
- Najahah, Ulin Ni'mah Rodliya Ulfah. "Inovasi Pengembangan Materi Pelajaran Bahasa Asing Tingkat Madrasah Tsanawiyah Berbasis Whiteboard Animation". Institut Agama Islam Negeri Kediri. Jurnal Al'adalah. Vol. 23. No.2, 2020.
- Pat Kurniati, Andjela Lenora Kelmaskow, Ahmad Deing, Bonin, Bambang, Agus Haryanto. "Model Inovasi Kurikulum Merdeka Implikasinya Bagi Siswa Dan Guru Abad 21". (STKIP Arrahmaniyah Depok, Indonesia). Jurnal Citizenship Virtues, Vol: 2, No. 2, 2022.
- Poerwati, Loeloek Endah, Sofan Amri, *Panduan Memahami Kurikulum 2013*, (Jakarta: PT Prestasi Pustakarya, 2013).
- Raikhan. "Inovasi dan Difusi Sistem Pendidikan Nasional; Studi Kasus Implementasi Kurikulum Nasional", (Institut Agama Islam Tarbiyatut Tholabah Lamongan), 2019.
- Riris Sugianto. "Analisis Perbandingan KBK (Kurikulum Berbasis Kompetensi), KTSP (Kurikulum Berbasis Sekolah), Dan Kurikulum 2013". Universitas Teknologi Mataram. Jurnal Pendidikan dan Sosial Budaya, Vol: 2. No. 3, 2022.
- Untsa, Ashfiyatul. Syaiful Qorib. "Penerapan Penilaian Authentik Dalam Kurikulum K-13 Pada Pembelajaran Tematik Di Min Sampang. Pascasarjana UIN Sunan Ampel. IQTISODINA: Jurnal Ekonomi Syariah dan Hukum Islam. Vol. 4, No. 2, 2021.
- Yudin Wahyudin, Dhian Nur Rahayu. "Analisis Metode Pengembangan Sistem Informasi Berbasis Website: A Literature Review". (STMIK Rosma). Jurnal Interkom: Jurnal Publikasi Ilmiah Bidang Teknologi Informasi Dan Komunikasi, Vol: 15, No. 3, 2020.
- Yusuf, Wiwin Fachrudin. "Implementasi Kurikulum 2013 (K-13) Pada Mata Pelajaran Pendidikan Agama Islam Sekolah Dasar (SD). Universitas Yudharta Pasuruan. Al-Murabbi: Jurnal Pendidikan Agama Islam. Vol. 3, No. 2, 2018.