

# *A Comparison of Implementation Curriculum 13 and Merdeka Policies In Inclusive Early Childhood Education*

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**Abstract—** This research compares the policy of implementing curriculum 13 with the merdeka curriculum at the inclusive early childhood education level. teacher readiness, infrastructure facilities, teacher training that supports and the readiness of the government system. The method used is a literature review. The results of the research are that there is no readiness of schools and teachers, as well as policies that are still undergoing improvement. Otherwise, the result of this research is that it can contribute insight and knowledge about the competencies aimed at in the 2013 curriculum and the merdeka curriculum which can be seen from the basic competencies in the 2013 curriculum and Learning Achievements in the merdeka curriculum for early childhood care education (ECCE).

**Keywords:** *Curriculum 13, Merdeka Curriculum, Policies, Inclusive Preschool*

## **I. INTRODUCTION**

A good country is a country that respects the value of its citizens. This quality is based on the country's human resources. The quality of the country will be influenced by the education that today's children receive, in particular the formal education they receive at school, what they learn there, what they will achieve there, and how the curriculum is structured. Adequate education is necessary to produce great human resources. Education is a process that helps people gain life experiences that have a positive impact on their development in various contexts. From the time a child is born until they reach a higher level of schooling, education takes place. Masitoh and Setiasih (2007) claim in Sriandil (2023) regarding today's cultural landscape, education is anticipated not only to maximize children's growth and development, but also with the hope that children will acquire stronger morals, better ways of thinking and behaving, and a deeper sense of integrity. (Sriandila, 2023).

This is the cultivation of character that has been carried out as a national movement. (Syarifah, 2020). Building children's character is indeed difficult because of the many problems, challenges and realities that still exist (Your Majesty, 2020). Therefore, character development must begin during early childhood education (in Indonesia known as PAUD or Raudhotul Athfal) (Suryana, 2021). Sriandila (2023) define ECCE as "a level of education designed to meet the needs of children aged 0 to 6 years before they attend basic education." 20 of 2003 is the intent of National Education System Law no. 20 of 2003 so that children receive education that helps them grow both physically and spiritually, so that in the future they will become responsible adults in their chosen field of study. The aim of ECCE is to develop a child's full potential. Early childhood education, as emphasized by Fauzi (2018) in Hartinah (2020), is a subfield of education that aims to foster healthy growth and maturity from an early age. So, it is very important for young children to have a foundation of moral fortitude to guide them through the educational process (Hartinah et al., 2020).

A curriculum is a series of carefully crafted activities based on standards in which students can practice and become proficient in subject-specific knowledge and abilities. (Yunita & Suryana, 2022). To ensure that every student has access to a quality academic experience, the curriculum serves as the ultimate guide for all educators on what is important to the teaching and learning process. The organization, structure, and attention of the curriculum are all designed to enhance teaching and student learning. The goals, techniques, resources, and evaluations necessary to promote efficient teaching and learning must be included in the curriculum. (Holifurrahman, 2020). Wafi (2017) in Nugraha (2022) where the role of the curriculum as a guide for implementing the learning process is limited. In this approach, the curriculum is created to provide students with new opportunities that they can develop along with their own personal growth (Nugraha, 2022). This is in line with the view of Mahrus (2021) that in designing teaching and learning activities and collecting, organizing and assessing student development, the curriculum for instructors is used as a work guide. Therefore, for the learning process to take place in educational institutions, the curriculum is a very determining component.

The merdeka curriculum was created with the aim of Indonesia being able to develop like developed countries, where students are given the freedom to choose what they are interested in learning. With the merdeka curriculum, it is hoped that it will be able to develop students' competencies. This is an advantage in itself, where the merdeka curriculum also makes it easier for educators to provide learning to students. The Merdeka Curriculum has had various responses from all groups, therefore it has pros and cons because it raises several problems. The rapid changes in the curriculum mean that educators have to adapt in providing good teaching to students. Implementation of the merdeka curriculum continues as planned. The merdeka curriculum is designed to provide flexibility to educational units to create contextual educational units so that learning suits students' learning needs (Hagisworo, 2022).

The change in the curriculum from the 2013 curriculum to the merdeka curriculum has problematic dimensions. The implementation of the 2013 curriculum in Ministerial Regulation No. 160 of 2014 states that early childhood education units implement the 2013 curriculum in accordance with statutory provisions. The provisions of the law are regulated in Ministerial Regulation No. 137 of 2014 concerning standards for achieving child development and No. 146 of 2014 concerning the 2013 curriculum for Early Childhood Education (Awliyah, 2022).

The structure of the merdeka curriculum is very different from the KTSP curriculum and ECCE curriculum. At the education unit level, ECCE has several important factors that need to be considered in developing education according to child development. In the previous curriculum, developmental aspects were given intense attention. However, in the Merdeka Curriculum, the developmental aspect only focuses on a few aspects but does not eliminate the developmental aspect during assessment.

Aspects of language development in early childhood are an important part to pay attention to when creating a curriculum. Language development will be a channel for communication between educators and students in implementing learning. Good language development will shape communication through language, reading, expressions to other people. The learning process for early childhood in implementing the 2013 curriculum and the merdeka curriculum experiences differences and requires lengthy adaptation. The 2013 curriculum uses a scientific approach and authentic assessment (Alwiyah, 2021).

This is intended to build ideas to express freedom of imagination and creativity so that aspects of religious, cognitive, motoric, language, social emotional and artistic values can be developed in accordance with the principles of child development. Meanwhile, the Merdeka Curriculum has a structure, namely intracurricular learning which refers to learning outcomes with the following three elements: religious values and character, identity, basics of literacy, science, technology, engineering, art and mathematics (Suyadi, 2020).

Research by Suryana (2021) shows how information obtained while playing is knowledge that is not seen to be achieved through hard work. The things we do for assignments are different from this. When learning is considered challenging, our ability to concentrate may seem limited and eventually depleted. The state of flow, which is the psychological sensation of being completely and enthusiastically absorbed in what you are doing, is also difficult to achieve. An obvious entry point into a state of flow is play. Children acquire a variety of abilities they will need throughout their lives through play and the use of educational toys. Children around the world participate in pretend play that imitates the types of skills they will need as adults, indicating that this type of play is a sport (Suryana & Hijriani, 2021).

Children also learn through pretend play when given information by peers or more competent adults (Romanti & Rohita, 2021). Early childhood education plays many different roles when playing with children and using various learning methodologies (Zaini, 2020). To expand their thinking, they continue to dialogue with children. They provide a healthy balance between child-driven, child-initiated, and teacher-assisted learning (Hasanah, 2020). Children are encouraged to explore, solve problems, create, and develop in the learning environment they help create (Rahmadani et al., 2020).

To foster relationships, educators engage with young children and newborns. To achieve this, they engage in routines and play activities. Additionally, they spot unplanned educational opportunities as they occur and exploit them to strengthen children's learning. In accordance with the author's explanation, this research aims to evaluate a comparison of implementation of curriculum 13 and merdeka curriculum policies in inclusive early childhood education.

## II. METHODS

This research is a qualitative research that is a library study (library research) which uses books and other literature as the main object as the main object. This type of qualitative research is research that produces information in the form of notes and descriptive data contained in the text under study. With qualitative research, descriptive analysis needs to be done. The descriptive analysis method provides a clear, objective, systematic, analytical, and critical description of the literature study. Literature study according to Zed (2008) defines that literature study is a series of activities or methods for collecting data. be it library data, readings and much more that serves to manage research materials later. Literature study is one of the research methodologies, which is often used to collect data by taking notes, literature review or by reading. The sequence in making a literature study is to select relevant literature sources, browse literature sources, read and understand the contents of literature sources, take notes related to research, present literature review in a descriptive explanation.. This study uses sources from various books and policy documents that have been authorized from curriculum 13 and independence.

## III. RESULTS AND DISCUSSION

### III.1 *Implementation of the 2013 Curriculum in Early Childhood Education*

1. *Figure 1 reveals disparities in educational attainment and work experience between the regions of Document Preparation and Curriculum Implementation 2013*

The current 2013 Curriculum document is usually prepared with the assistance of the School Supervisor. This is done when the school will only carry out accreditation. Then, the 2013 Curriculum was implemented in various classes, but there were many obstacles and challenges in its implementation, so that implementation in the field did not run smoothly. This is supported by the opinion of Budiwati, et al. (2020) that the challenges in implementing the 2013 Curriculum are caused by educators not being ready to implement this curriculum.

## 2. *Implementation of the 2013 Curriculum in Class*

In general, the 2013 Curriculum has been implemented in all classes. However, there are schools that have only implemented the 2013 Curriculum, in the TK A class. Meanwhile, Kindergarten B class was only implemented this year. Apart from that, uneven guidance in implementing the 2013 Curriculum means that teachers have not mastered the essence and process of implementing the 2013 Curriculum in their classes/schools, especially for Kindergarten B class. Because the instruction or coaching stopped before all classes understood the implementation of the 2013 Curriculum. According to Rouf (2020), the implementation of the 2013 Curriculum for stage 1 in ECCE starts from kindergarten class A, stages 2 and 3 are Kindergarten class B.

## 3. *Source Book Facilities/Curriculum Teaching Materials 2013*

Resource books such as theme books for teachers and students are inadequate. Source books arrive late, when they arrive, they are not the latest revisions but old revisions, especially for class 3 and 6 theme books. In addition, schools in villages or schools that receive minimal BOS funds are only able to order a small number of books, as a result books cannot be borrowed or used by students at home. In addition, the teaching materials/materials in the source books are not in-depth, only briefly discussing the material. Matter thereby encourages teachers to switch to books in the previous curriculum (KTSP) as an effort to deepen and expand the material. Facilities such as facilities and infrastructure, as well as supporting learning resources need to be prepared so that the 2013 Curriculum can be implemented (Krissandi and Rusmawan, 2020).

## 4. *Challenges of Curriculum Implementation 2013*

Because the guidance and guidance regarding the 2013 Curriculum is not optimal or even effective, many teachers fail to understand or do not understand how they carry out learning with this curriculum. Finally, many teachers carry out Teaching and Learning Activities (KBM) with their students, without seeing or reflecting the mandate and philosophical foundation of the 2013 Curriculum. Teachers carry out learning according to their own wishes, some even implement it like the KTSP Curriculum, namely partially. Because the 2013 Curriculum is integrative, it is felt to be very difficult for teachers to implement in their respective classes. Budiwati, et al. (2013) argue that the challenges in implementing the 2013 Curriculum are caused by educators not being ready to implement this curriculum. In addition, educators have not received sufficient training to implement this curriculum in his class.

## 5. *Impact of Implementing the 2013 Curriculum for Teachers and Student*

The implementation of the 2013 Curriculum has an impact on teachers, namely that teachers are required to be creative and innovative in carrying out learning activities. However, for higher classes there will be confusion because the material taught needs to be expanded and deepened again. So teachers have to look for other learning sources, such as internet searches. Even reusing old curriculum books (KTSP). The impact for students with the implementation of the 2013 Curriculum is that students are more active and happier in learning, because they are often given assignments or projects outside of class. Apart from that, a variety of media to support learning can attract students' interest, even if the teacher feels overwhelmed, especially for the early grades, namely grades 1-3. Meanwhile, for high class students, the implementation of the 2013 Curriculum creates confusion, because students have to look for other sources, students are not used to being merdeka and still depend on the material already in books. Students prefer to study using KTSP books rather than theme books. Apart from that, the large number of learning activities in high class makes students bored and lazy Study. The positive impact of the 2013 Curriculum is that students have critical reasoning in every lesson and teachers are required to be creative. Meanwhile, the negative impact is a decline caused by changes in the curriculum (Wiyogo, 2020).

6. *Curriculum Learning Administration 2013*

Most teachers do not understand how to implement the 2013 Curriculum. The preparation of learning plans is still a *download* but has been slightly revised. There are even some schools that order or buy directly from sellers/services to make RPPs. In the application of learning, many still use classical so that the scientific approach is not yet operational or visible. In addition, complicated assessments make teachers overwhelmed and unable to express them, or even understand them. With the many formats for administering the 2013 Curriculum, teachers are overwhelmed, so they only rely on remaining energy to implement teaching and learning activities in the classroom. Educators find it difficult to create lesson plans, especially in terms of assessments that are considered complicated (Hamonangan and Sudarma, 2021).

7. *Curriculum Differences 2013*

The terms Competency in the 2013 Curriculum are KI (Core Competency) and KD (Basic Competency). In this way, the assessment is more comprehensive because all competencies are measured, starting from social, spiritual, skills and cognitive attitudes. The material presented in K-13 seen in student and teacher theme books is very small so teachers and students have to deepen the material from various sources. Assessment in K-13 makes it difficult for teachers, because there are so many assessment rubrics that have to be made and assessment sheets that have to be filled out. Meanwhile, facilities and resources for this are still limited. However, the 2013 Curriculum is unique because it constructs two dimensions, namely character education and student competency (Sulaeman, 2013).

8. *Practicality of Curriculum Implementation 2013*

Most teachers stated that the 2013 Curriculum was more difficult than implementing other curricula. This is due to the lack of training and guidance regarding the 2013 Curriculum. Not all teachers have received instruction, but this curriculum must be implemented in all classes. Apart from that, the 2013 Curriculum does not look at the condition of schools in villages or cities and their respective readiness for implementation, especially with regard to the readiness of human resources, learning facilities and sources of teaching materials. The most important thing is the teacher's understanding of implementing the 2013 Curriculum. Even though there are many difficulties in its implementation, the 2013 Curriculum is practical because the material is presented in an integrated thematic manner. The advantage of integrated thematics is the integration of various competencies in subjects into one theme (Rhosalia, 2020) .

9. *2013 Curriculum Implementation Control System in preschool*

Supervision in the implementation of the 2013 Curriculum in each school is very lacking. Supervisors and Principals have not provided guidance to teachers to increase understanding regarding the implementation of the 2013 Curriculum. Supervisors are more impressed with carrying out inspections and blaming teachers, rather than providing teacher competency development. Supervision in the implementation of the 2013 Curriculum is carried out by the School Supervisor and School Principal. Supervision activities are carried out to measure the effectiveness of the implementation of learning carried out by educators and students (Ardiawan, 2020).

10. *Ideal Conditions for Curriculum Implementation 2013*

Future implementation of the 2013 Curriculum will be adjusted to the readiness of each school. Before this curriculum is implemented in all schools/classes, readiness must also be identified. Policy makers must pay attention to how prepared each school is. Because not all schools have the same conditions, between schools in villages or cities, and public and private schools. Then, policy makers must also try to facilitate, especially related to learning facilities and infrastructure, teaching materials and implementation funds learning. Furthermore, there needs to be comprehensive training for all teachers, which can be carried out on a long-term basis. Because



not all teachers who have been trained can carry out the instruction well. So at the start, the education department should give assignments to teachers who are able to carry out comprehensive monitoring later. Educators have high hopes that implementing the 2013 Curriculum can improve the quality of education (Astiningtyas, 2021)

### **III.2 Implementation of the Merdeka Curriculum in District Driving Schools**

#### **1. Document Preparation and Curriculum Implementation Merdeka**

After being selected as a Driving School in 2021, the school implemented the Driving School Operational Curriculum, namely the new paradigm curriculum or driving school curriculum, the prototype curriculum, and now the term has changed again to the Merdeka Curriculum. In July, the school prepared educational unit operations or the Merdeka Curriculum. However, because we are new to compiling a curriculum. The preparation step is to prepare it with all teachers guided by companions as well as study groups from fellow Driving Schools. Finally, once it has been prepared, it has been implemented, although it is still teetering and not yet optimal, but it can be implemented because as time goes by, the teacher's understanding continues to improve. increase The Principal feels that every day there is good progress in its implementation, although it is not 100% as we hope. From its achievements, it is estimated that only 55% has been achieved, and in the 2nd year it reaches 70%, while in the 3rd year it can reach 100%.

Initially, there was School Mobilization training before the preparation of the Merdeka Curriculum in schools. The method for preparing it was: (1) Guidance was provided; (2) Guidance by Expert Trainers; (3) Discussions with fellow schools that are part of the Driving Schools; (4) Given examples by Expert Trainer; (5) Make your own according to school conditions; and (6) All of these stages were completed in October 2021 although they still require improvement. In preparing the Merdeka Curriculum document, we are guided by the center, such as the formulation of learning outcomes, curriculum maps, assessments, and so on (Supriyadi, 2021).

#### **2. Implementation of the Merdeka Curriculum in Class**

The Driving School is contracted for 3 years to implement the Merdeka Curriculum. The implementation in the first year is the T KA class, the second and third years are the T KB class. If allowed, then in 2022, the school wants to implement the Merdeka Curriculum for all grade levels. According to the Principal, the government is offering the use of the 2022 Merdeka Curriculum to schools throughout Indonesia, namely: (1) the 2013 Curriculum in its entirety; (2) Emergency Curriculum; 3) Simplified 2013 curriculum; and 4) Merdeka Curriculum with several options, such as Merdeka Learning, Merdeka Change, and Merdeka Sharing. The Principal sees that if all schools understand the essence of the Merdeka Curriculum, then I am sure that all schools will want to implement the Merdeka Curriculum. Why is that? The implementation of the Merdeka Curriculum is very easy and is not limited by rigid rules. This is very different from the 2013 Curriculum.

The good side of implementing the Merdeka Curriculum is that teachers can be creative and innovative in learning, apart from that there are class *projects* that students have to work on so that they are challenged to learn. Implementing the Merdeka Curriculum in T KA and TK B classes, in implementing the Merdeka Curriculum, there have been experiences of ups and downs, frankly there have been many sorrows due to this pandemic situation. If the pandemic is over it can be resolved. Ideally, the implementation of the Merdeka Curriculum is through face-to-face learning. Now in the pandemic situation, how can children be active and happy at school? However, because the Merdeka Curriculum must be implemented, schools are forced to make the most of the pandemic situation. The Merdeka Curriculum is very good because by implementing this curriculum, students are happy and don't even want to leave school. But the

problem is still learning online.

Learning materials are given to children with freedom, they are free to be presented from a to random depending on which ones we have to master first and which students must master. For example, in a mathematics lesson, the results of a diagnostic analysis show that a child cannot understand the concept of division, so the teacher can teach other material first, for example about angles. The term RPP is now replaced with Teaching Module. The teaching modules used can be in accordance with those from the government or be your own creation or modification of those issued by the government. Meanwhile, schools utilize teaching modules that have been issued by the government. We input learning outcomes, objectives, flow of learning objectives into the teaching module. One teaching module can be used in one semester and only needs to be done once. The Merdeka Curriculum concept was initially implemented in the TK B class in the first year, with assessments implemented when students were in the TK B class (Marisa, 2021).

### 3. *Source Book Facilities/Curriculum Teaching Materials Merdeka*

Learning resources are provided by the government, the teaching modules are provided with *links* connected to *Google* or *YouTube* so the material is more complete, all the teacher has to do is use infocus to teach it. Learning resources in the Merdeka Curriculum are prepared by teachers through library reading books and internet searches (Afista, Priyono, and Huda, 2020).

### 4. *Challenges of Curriculum Implementation Merdeka*

The obstacles felt by teachers when implementing the Merdeka Curriculum are: (1) The pandemic period provided less than optimal learning; (2) Learning facilities are still lacking, for example 50% of students have devices for online learning; and (3) The package book (learning resources) is incomplete, only the teacher's guide book is complete. Apart from that, the challenge in implementing the Merdeka Curriculum is training students' *soft skills through various school and learning activities* (Indarta et al., 2022).

### 5. *The Impact of Implementing the Merdeka Curriculum for Teachers and Student*

The impacts felt by teachers in implementing the Merdeka Curriculum are: (1) Teachers are required to be creative and innovative in learning methods, media and techniques; and (2) The teacher's mindset changes in implementing learning. Meanwhile, for students, namely: (1) Students learn with fun; (2) Students are more enthusiastic when meeting face to face; and (3) There is a Project for Strengthening the Profile of Pancasila Students. Examples of Waste Management Projects; Projects are directly implemented in everyday life. Students are taught to use waste as effectively as possible, and this is suitable for character education. The impact felt by having Merdeka Belajar in this curriculum is to bring joy to students in the midst of the current pandemic situation (Indarta et al., 2022).

### 6. *Curriculum Learning Administration Merdeka*

It is hoped that in the future all teachers will be able to understand the Merdeka Curriculum. So far, grades 1 and 4 are the ones who understand better, because every discussion *workshop* is involved so that all teachers understand the Merdeka Curriculum. So, when the T KA and TK B class teachers were asked to provide an explanation of the Merdeka Curriculum. So, indirect guidance can be carried out before implementing the Merdeka Curriculum in the class. Then in project activities students are involved, trying to help each other because the project usually crosses material in various subjects lesson.

In the Merdeka Curriculum assessment, there is no assessment format yet, you can only get information from trainings and now there is only a project assessment format. Merdeka Curriculum assessments include: (1) Assessments for learning, namely diagnostic assessments,

formative assessments, and summative assessments; 2) Currently, assessment refers to the learning process, namely formative assessment; 3) The assessment form is the same as the 2013 Curriculum with a scale of 1 to 100 filling in the rubric regarding attitude assessment A, B, C, D or scores 1, 2, 3, 4 with different indicator levels. Examples of project module assessments: not yet developed, already starting to develop, already developing, and already control.

The development is that before carrying out an assessment, of course what must be developed first are the things below: (1) Examples of Learning Achievements/considered KKM; (2) Goal flow learning: a) Dimensions; b) Indicators; c) Learning Objectives; and d) Teaching module. An example of an assessment for Kindergarten A class is checking the teaching module, what has been developed then carrying out an assessment. For example, students in Kindergarten A are in phase A, students are studying material. To find out whether students have reached phase A or B, an assessment is carried out using a rubric and then whether they have achieved it or not can be seen. If a student in the attitude assessment has achieved a score of 3, it means that the student has progressed, meaning that the material has been achieved. If it has not been achieved then in Kindergarten Kindergarten A which is in phase A collaborate with each other The Merdeka Curriculum report card form is like the 2013 Curriculum, but simpler. Students are considered successful if they have achieved several learning indicators in several dimensions. Where the various indicators are the result of the development of learning outcomes. Learning Outcomes are then reduced to the Learning Objectives Flow (ATP) then reduced again to several dimensions, and finally from several dimensions they are reduced to various indicators. Some of these indicators may not all be achieved at one time, they could be achieved in the next phase. If students learn continuously. The learning tools in the Merdeka Curriculum are different because they are simpler and made on one page (Ruhaliah et al., 2020).

#### 7. *Curriculum Differences Merdeka*

The characteristics of the Merdeka Curriculum are 1) 144 hours of study per year; 2) Learning Outcomes exist; 3) There is a flow of learning objectives; 4) Teaching Module; 5) The teacher designs weekly learning with 20% *projects from intracurricular, for example, 4 hours of drawing per week, then 3 hours of intracurricular and 1 hour of co-curricular*; 6) *Can block the system*. Example: Subjects have 144 hours per year. Then the clock settings are returned to the teacher to be creative.

This semester there may be drawing, the next semester there won't be, it doesn't matter what it is important to achieve the total number of class hours per year; 7) Science and Social Sciences subjects are combined into IPAS; 8) Project based but does not reduce intracurricular activities; 9) SBdP subjects can only be taught in one area, for example fine arts, dance or sound arts; 10) Learning must be differentiated; 11) Each class is divided into several Phases, Kindergarten A Phase A, Kindergarten A Phase A, Kindergarten B Phase B, Kindergarten B Phase B, Kindergarten B Phase C, and Kindergarten B Phase C. If students are unable to achieve the learning outcomes in class 1, then students can complete the learning outcomes in the next phase. The Merdeka Curriculum holistically measures students' competencies (Nurcahyo, 2020).

#### 8. *Practicality of Curriculum Implementation Merdeka*

The implementation of the Merdeka Curriculum has its advantages and disadvantages. We as teachers must of course pay attention to children's nature and the nature of the times. Therefore, the government must have thought about replacing the 2013 Curriculum with the Merdeka Curriculum because it adapts to the challenges of the times. If teachers already understand the essence of the Merdeka Curriculum, it is easier to use because the Merdeka Curriculum is a modification of the 2013 Curriculum with various improvements so that it can minimize various shortcomings in the 2013 Curriculum. Through the Merdeka Curriculum, the government invites teachers to create various creativity and innovations in learning so that they are able to implement



the concept Merdeka Belajar to achieve the Pancasila Student Profile. This Merdeka Curriculum gives educational units the freedom to determine the curriculum according to the conditions of their respective schools (Sapitri, 2022).

9. *Curriculum Implementation Control System Merdeka*

The things that are carried out in the Merdeka Curriculum guidance are: 1) Every month a workshop for Principals and Supervisors is guided by Expert Trainers in the district by discussing what programs will be implemented, sharing good practices between Principals, planning real actions, and various activities discussion; 2) Strengthening learning committee teachers, including School Principals, Class 1 Teachers, Class 4 Teachers, and Subject Teachers; 3) Online mentoring by expert trainers; 4) Carrying out *coaching activities* for the Principal every month; 5) Fill out the survey to find out the various obstacles faced in implementing the Merdeka Curriculum. The survey was carried out by the Ministry of Education and Culture. Supervisors carry out supervision and assistance activities in the implementation of the current Merdeka Curriculum (Syafi'i, 2021).

10. *Ideal Conditions for Curriculum Implementation Merdeka*

The school hopes that during the 3 year Mobilization School contract, it will be able to implement the Merdeka Curriculum 100% without any obstacles. Teachers can be more creative and innovate in learning by implementing the Merdeka Curriculum which is meaningful and fun. In other words, teachers are happy, students are happy, effective learning is fun. Students are able to achieve the Pancasila Student Profile through habituation and guidance. Schools are free from bullying. Facilities have been further improved by the government to support the learning process for students. The quality of education, the quality of educators and the quality of students can improve every year. Apart from that, there is good progress according to the Pancasila Student Profile. The hope of the Merdeka Curriculum is to give birth to an Indonesian society that is superior, has character and is competitive (Suryaman, 2020).

Based on the description of the results and discussion above, we can see that the general description of the implementation of the 2013 Curriculum in Garut Regency Elementary Schools has not been carried out optimally. There are many shortcomings in terms of the administration of the learning process, such as preparing learning plans, implementing scientific learning, and evaluating learning. This is in accordance with the research results of Wahyuni, et al. (2019) that teachers experience difficulties in implementing the 2013 Curriculum in terms of preparing lesson plans, implementing scientific learning, and assessing learning. Then the results of the study from Maladerita, et al. (2021) who explained that the implementation of the 2013 Curriculum was too complicated in terms of application.

Apart from the two reasons above, the results of this research show that the implementation of the 2013 Curriculum is still hampered by educational implementers in schools, including teachers, students and parents. In fact, the government as the policy maker feels that there are many obstacles in the process of implementing the 2013 Curriculum. As the results of a study by Krissandi and Rusmawan (2020) show that the implementation of the 2013 Curriculum is hampered by elements of the government, agencies or schools, teachers, parents and students themselves. As for the implementation of the Merdeka Curriculum in several ECCE, in general it provides a better picture, although in its implementation there are still shortcomings, because it is only the first year of the implementation process. Thus, there needs to be some improvement and development. This is in accordance with the results of research from Nyoman, et al. (2020) that teachers' understanding of implementing the Merdeka Curriculum is still in the sufficient category, and needs development.

#### IV. CONCLUSION AND RECOMMENDATION

The implementation of the 2013 Curriculum in Early Childhood Care Education (ECCE) has not been carried out optimally, as reflected in the condition of teachers who do not understand the process of preparing lesson plans, scientific learning and learning evaluation, and teachers have not received comprehensive guidance and guidance or training. Apart from that, students also experience confusion in implementing teaching and learning activities (KBM), and many schools are inadequate in terms of facilities, human resources, and learning resources or learning tools to implement the 2013 Curriculum. Meanwhile, the implementation of the Merdeka Curriculum has been carried out quite well in the first year, but each Driving School has the task of developing and implementing the Merdeka Curriculum so that it can be applied in all its classes, in the current year. Thus, based on the results of the analysis and comparison of the two curricula above, it can be said that the implementation of the Merdeka Curriculum is more optimal than the 2013 Curriculum even though it has only been implemented for one year. The 2013 Curriculum still has various problems, so it has been refined with the presence of the Merdeka Curriculum, which of course still needs to be developed and improved in order to overcome current educational problems that have not been successfully addressed by the Curriculum 2013.

From the conclusions above, the researcher provides recommendations to related parties, namely regarding the planning process made by curriculum developers, they must really pay attention to the important points in the merdeka curriculum, such as implementing project-based, problem-based learning and other methods, especially supporting children's freedom to explore. The implementation of the merdeka curriculum has not yet been fully implemented because only a few teachers have been sent to take part in the merdeka curriculum training. To maximize the development process, teachers who have taken part in the training can share their knowledge with other teachers to learn from each other, reflect on learning, and carry out projects according to student needs.

Apart from evaluation, a habit of reflection is needed. Reflection is needed as a form of teacher improvement in the quality of learning. Reflection on learning itself is a form of feedback or interaction from students to the teacher and also on learning activities. This feedback can be done when learning has been carried out.

#### V. ACKNOWLEDGMENTS

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