

## Research Article

# Differences in Learning Indonesian Literature in the 2013 Curriculum and the Independence Curriculum in Junior High Schools in Indonesia

Nugraheni Eko Wardani\*, Sarwiji Suwandi, Chafit Ulya, Titi Setiyoningsih

Nugraheni Eko Wardani\*, Sarwiji Suwandi, Chafit Ulya, Titi Setiyoningsih

**ORCID**Nugraheni Eko Wardani: <https://orcid.org/0000-0002-8051-2289>\*Sarwiji Suwand: <https://orcid.org/0000-0002-3574-8145>Chafit Ulya: <https://orcid.org/0000-0001-7136-9022>Titi Setiyoningsih: <https://orcid.org/0000-0001-8217-0350>**Abstract.**

Before the Covid-19 pandemic, Indonesia had been implementing the 2013 curriculum for primary and secondary schools. However, in response to the pandemic's impact, Indonesia later shifted to an independent curriculum for primary and secondary schools. This study aims to elucidate the differences in learning Indonesian literature between the 2013 curriculum and the independent curriculum in Indonesian Junior High Schools. The research adopts a qualitative descriptive approach, employing data collection techniques such as document analysis and interviews with informants. Method triangulation is used to ensure data validity. Data analysis comprises data reduction, data analysis, and data presentation. The findings of the study reveal that under the 2013 curriculum, learning Indonesian literature was structured through a learning implementation plan (RPP). This plan encompassed core competencies, basic competencies, competency achievement indicators, learning objectives, approaches, models, and learning methods, as well as learning media, resources, steps, and assessment methods. On the other hand, the independent curriculum utilized a learning module, incorporating learning outcomes, learning objectives, approaches, models, and learning methods, as well as learning media, resources, student profiles of Pancasila (Indonesia's national ideology), learning steps, and assessment methods. Notably, in the context of the independent curriculum, teachers are required to conduct diagnostic assessments and employ differentiated learning strategies to cater to individual student needs. Top of Form

**Keywords:** differences in learning Indonesian literature, 2013 curriculum, independence curriculum

Corresponding Author:

Nugraheni Eko Wardani; email:  
[nugraheniekowardani\\_99@staff.uns.ac.id](mailto:nugraheniekowardani_99@staff.uns.ac.id)**Published** 30 October 2023Publishing services provided by  
**Knowledge E**

© Wardani et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the 5<sup>th</sup> Sores Conference Committee.**OPEN ACCESS**

## 1. Introduction

Law No 20 of 2003 on the National Education System states that the purpose of Indonesian national education is to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life. It aims to develop the students' potential to be human beings who believe and are devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, as well as become democratic and responsible citizens. One of the efforts to achieve national education, as mandated by Law No 20, is through a curriculum that always follows the development of community conditions. The curriculum is a set of plans and arrangements of the objectives, contents, learning materials, and methods used as guidelines for the learning implementation to achieve certain educational goals [1]. The curriculum is a comprehensive plan that includes activities and experiences needed to be provided, it also gives broad opportunities for students to learn [2].

Indonesia has implemented 13 types of curricula, namely the 1947 curriculum (a lesson plan detailed in the sub-lesson plans), the 1964 curriculum (Elementary School Education Plans), the 1968 curriculum (Elementary School Curriculum), the 1973 curriculum (Development School Pioneer Project Curriculum (PPSP)), the 1975 curriculum (Elementary School Curriculum), the 1984 curriculum, the 1987 curriculum (revised 1984 curriculum), the 2004 curriculum (Competency-Based Curriculum (KBK)), the 2006 curriculum (Education Unit Level Curriculum (KTSP)), the 2013 curriculum, the revised 2013 curriculum, the emergency curriculum, and the prototype curriculum (independent curriculum).

The curricula established in Indonesia between 2013 and 2022 were the 2013 curriculum, the revised 2013 curriculum, the emergency curriculum, and the independent curriculum. In their establishment, these curricula are related to each other. Various challenges in the growth and development of Indonesian society drove the establishment of these curricula. These curricula anticipate the educational needs of Indonesian as part of a global society.

Like other subjects, the Indonesian Literature Education curriculum also follows the national curriculum's development. Studies on curriculum in learning Indonesian literature have been done by other researchers previously. Research by [3], [4], [5], [6] states that the change in the KTPS curriculum to the 2013 curriculum aims to improve the quality of Indonesian education and respond to developments in science and technology. Research by [7], [8], [9] states that the independent learning curriculum aims to produce quality education to overcome learning loss after the covid19 pandemic. This research will focus on differences in learning Indonesian literature in the 2013 curriculum and

independence curriculum in Indonesian Junior High Schools. Other researchers have never done this kind of research. This research is expected to be useful for Indonesian literature learning.

## 2. Research Methods

This research is descriptive qualitative research. The research focuses on research objectives following the research method used by Creswell [10]. The data sources for this research were Learning Tools, including Lesson Plans (RPP), teaching materials, learning media, Student Performance Sheets (LKPD), and learning assessments based on the 2013 curriculum and independent curriculum. The data was collected through document analysis on the 2013 curriculum and independent curriculum learning tools. It was validated by using theoretical triangulation. Data analysis was done by implementing Miles, M.B. dan Hubermann interactive model [11], which consisted of the following:

1. Collecting data in the form of learning tools documents;
2. Data reduction. Based on data collection, the data will then be recorded on a data card and reduced. The data aligned with the research objectives will be saved for the analysis phase;
3. Data presentation, which is a data analysis phase carried out interactively and continuously until the research objectives are achieved;
4. Drawing conclusions is the final stage of the research.

## 3. Results and Discussion

### 3.1. The Indonesian Literature Learning based on the 2013 Curriculum at Junior High Schools in Indonesia

Learning tools are the primary tools in the 2013 curriculum and independent curriculum learning planning. The 2013 curriculum was established to overcome the weaknesses of the previously established KTSP curriculum. The change to the 2013 curriculum is a form of development and refinement of the KTSP curriculum

(Curriculum2006) [12]. The 2013 curriculum seeks to improve the mindset, strengthen the curriculum governance, deepen and expand the materials, strengthen the learning process, and adjust the learning load. Completion and implementation of the 2013 curriculum is a strategic step in preparing and facing the globalization challenges,

as well as the demands of future Indonesian. The 2013 curriculum plays a role in directing students to adapt to the environment, both physical and constantly changing social environments. The 2013 curriculum integrates three domains, namely attitudes, knowledge, and skills.

This curriculum was compiled and implemented when M. Nuh served as the Minister of Education and Culture. M. Nuh stated that the change and development of this curriculum are fundamental because the curriculum shall always be adapted to today's conditions. Then, it is strengthened by several international studies' results on Indonesian students' abilities in the international arena. They are always in a low or even very-low position. Thus, applying a competency and character-based curriculum is necessary to equip students with attitudes and abilities following today's demands and technologies [13]. Furthermore, Mulyasa [13] stated that the development of the 2013 Curriculum was expected to produce productive, creative, innovative, and effective Indonesian through strengthening integrated attitudes, skills, and knowledge. It is expected that the 2013 Curriculum might overcome various future challenges related to globalization and free markets, environmental issues, information technology rapid advancement, science and technology convergence, a knowledge-based economy, creative and cultural industries revival, world economic power shifting, the influence and impact of technology, quality, investment and transformation on the education sector, as well as Trends in International Mathematics and Science Study (TIMSS) and Programme for International Student Assessment (PISA) materials that students must possess.

Ariyana [14] stated that the government expected students to achieve various competencies by applying Higher-Level Thinking Skills (HOTS) in the 2013 curriculum. The competencies in question are critical thinking, creativity and innovation, communication skills, collaboration, and confidence. The five competencies conveyed by the government become the targets for the students' characters, which are attached to the evaluation system in national exams and are 21<sup>st</sup>-century skills. HOTS was also implemented following the low rankings of PISA and TIMSS compared to other countries; therefore, the government tried to improve the exam question standards to catch up. In addition to the demand that learning must lead students to HOTS, the 2013 curriculum also leads to the mastery of learning media technology and the application of learning models, methods, and approaches. Teachers must also have good knowledge of learning materials.

The elements that must exist in the 2013 Curriculum include the following:

1. School identity in the form of education unit, subject, class/semester, academic year, time allocation, and main materials;
2. Core Competencies (KI);
3. Basic Competencies (KD) and Competency Achievement Indicators;
4. Learning Objectives;
5. Learning Materials;
6. Learning Strategies: Learning Approaches, Models, and Methods;
7. Learning Tools and Media;
8. Learning Resources;
9. Learning Steps (preliminary, core, and closing activities);
10. Assessments;
11. Ratification from school principals and teachers drafting lesson plans.

The KI for junior high schools is the same at all grade levels. The KDs in the 2013 curriculum of Indonesian language for 7<sup>th</sup> grade consists of 30 KDs for knowledge and skills in descriptive, narrative, procedure, observational report, fiction, non-fiction, fable, and folk poetry texts, as well as personal and official letters. The KDs in the 2013 curriculum of Indonesian language for 8<sup>th</sup> grade consists of 36 KDs, including knowledge and skills in news, advertisement, slogan, poster, exposition, poetry, explanatory, review, persuasion, drama, fiction, and non-fiction texts. Then, the KDs in the 2013 curriculum of Indonesian language for 9<sup>th</sup> grade consists of 32 KDs, including knowledge and skills in report, speech, short story, response, discussion, inspirational story texts, as well as fiction and non-fiction book literacy. Therefore, each KD in Indonesian language learning has covered knowledge and skill aspects and is complete with linguistic and literary texts.

KD is described in the form of competency achievement indicators. The KDs of knowledge and skills describe the competency achievement indicators towards HOTS with Operational Verbs that can be selected based on Bloom's criteria for C4, C5, and C6. Learning objectives are described based on competency achievement indicators by referring to the audience (students), behavior (expected students' behavior after participating in learning activities), condition (students' condition in learning), and degree (target achieved by students shown in the learning outcomes behavior). The learning materials contain several aspects of knowledge dimensions, including factual,

conceptual, procedural, and metacognitive dimensions. For example, in explanatory text writing – the factual is obtained from an explanatory text example; the conceptual can be obtained from explanatory text theories, definitions, and characteristics; the procedural is represented in the form of steps to write an explanatory text; and metacognitive means that through explanatory text learning, students gain new knowledge that can be applied in their daily lives. Its learning strategy uses a scientific learning approach. The scientific approach has 5 M learning steps: observing, asking, trying/gathering information, reasoning/associating, and communicating. A learning model that can be applied is innovative learning, including cooperative, project-based, problem-based, contextual teaching and learning, and discovery learning models. Learning media should be technology-based because the 2013 curriculum is indeed prepared to welcome the technology era. Thus, it is important for teachers to have competence in utilizing technology in learning. Learning resources contain books that are used in the learning process; those can be in the form of printed, digital, e-books, or internet sources. Similar to learning

media, teachers are encouraged to use various books and technology-based reference sources. The learning steps that are applied also need to integrate the scientific approach with certain innovative learning models chosen by the teacher. Learning assessment in the 2013 curriculum is an authentic assessment that includes the assessment of attitude (religious and social attitudes), knowledge, and skills.

### **3.2. The Indonesian Literature Learning based on the Independent Curriculum at Junior High Schools in Indonesia**

The independent curriculum was initiated by the Minister of Education, Culture, Research, and Technology, Nadim Makarim. The concept of independent learning aims to liberate education through free thinking and innovation. The independent curriculum is intended to replace the 2013 curriculum and the emergency curriculum, which were applied during the COVID-19 pandemic. Educational transformation through the independent curriculum policy is one step toward realizing Indonesia's Superior Human Resources, which has the Pancasila Student Profile [15]. To keep up with today's conditions, students must have 16 skills divided into three: literacy, competence, and character quality. Therefore, every educational institution must prepare literacy and guided orientation in the field of education [16].

The independent curriculum has several advantages, namely:

1. Simpler and more in-depth, meaning the learning focuses on essential knowledge and the development of students' abilities according to the phase;
2. More independent, meaning that students determine the subjects they are interested in. Teachers conduct teaching activities according to the assessment of the student's achievement and development levels. Schools are also given the authority to develop and manage curriculum and teaching and learning processes adapted to the characters of the education unit and students;
3. More relevant and interactive. The learning activities are carried out through project work; the students obtained the freedom to actively explore, investigate, and describe actual issues, such as environmental issues, circular economy, and so forth. It aims to foster the students' critical thinking, awareness, and complex problem-solving skills as a form of character and competency development of the Pancasila Student Profile.

The hallmark of the independent curriculum is the Pancasila Student Profile. This is the embodiment of Pancasila students as lifelong learners who have global competence and behave according to Pancasila values. This profile is realized in the form of projects that can be implemented 2-3 times a year in each school. There are six dimensions of the Pancasila Student Profile, including (1) faith, piety to God Almighty, and noble character; (2) global diversity; (3) cooperation skills; (4) independent; (5) critical thinking skills; (6) creative. Each school can choose one of the above six dimensions to be applied in the learning activities 2-3 times in one semester. Since it is a continuous project, it is hoped that the desired Pancasila Student Profile can be realized slowly through the project activities. Therefore, the Pancasila Student Profile is not only a theory but an internalization of values that are gradually applied to students. For example, a school chose the cooperation dimension. Students are given a project to plant lettuce in groups starting from cultivating the soil and fertilizer, planting, watering, observing plants' growth at each stage, weeding, and harvesting. In this activity, an attitude of cooperation between students is formed, also collaboration, tolerance for different opinions, etc.

In the independent curriculum the terms diagnostic assessment and differentiation learning are known. Diagnostic assessment is an important part of the independent curriculum. In this activity, the teacher is required to do a pretest before conducting learning on certain materials. If there are still many students getting unsatisfactory pretest results on certain materials, then the teacher must be creative to create an interesting teaching and learning process, so that students' mastery of the material

increases. Meanwhile, differentiated learning is an effort to adjust the learning process in the classroom to meet the learning needs of students as individuals. Therefore, in differentiated learning, teachers need to accommodate students' needs according to interests, learning readiness, and different learning profiles. This mapping of learning needs requires the teacher's attention to the uniqueness of each student.

In the independent curriculum, the lesson plans are referred to as teaching modules, and basic competencies are referred to as learning outcomes. The elements in the teaching module are (1) author's name (teacher), institution, year, school level, class, and time allocation; (2) initial competence; (3) Pancasila Student Profile; (4) facilities and infrastructure; (5) targeted students; (6) learning models; (7) learning objectives; (8) meaningful understanding; (9) warm-up questions; (10) learning activities; (11) assessments; (12) enrichment and remedial; (13) reflection of students and teachers; (14) Student worksheets (attachment); (15) Reading materials for students and teachers; (16) Glossary; (17) glossary; (18) ratification of the principal and teacher who compose the module. Initial competencies contain competencies that students already have before they learn certain learning materials/achievements. The Pancasila Student Profile is the expected attitude in learning based on the specified learning outcomes. Facilities and infrastructure include the use of learning tools and media according to the specified learning outcomes. The targeted students are general students who will learn the teaching materials. The learning model is an innovative learning model, as well as the chosen learning methods for certain materials. Learning objectives shall be adjusted to learning outcomes. Meaningful understanding contains the benefits students will get after participating in the learning process. The warm-up question is an opening question given before learning; it aims to determine the students' initial competence. Learning activities mean learning steps, starting from the initial, core, and closing activities. In this learning activity, the teacher implements application models and learning methods. The assessment was given as an evaluation for students in the form of non-cognitive diagnostic and formative (attitudes, knowledge, and skills) assessments. The Student Worksheet contains work instructions that students must carry out during learning activities. A glossary is a list of words or terms arranged alphabetically to explain the meaning of certain words.

Learning achievement reads students have the ability to communicate and reason according to goals, social context, and academics. Students are able to understand, process, and interpret exposition information on various topics and literary works. Students are able to actively participate in discussions, present, and respond to non-fictional and fictional information presented; students write various texts to convey their



observations and experiences in a more structured manner, and write their responses to exposure and readings using their experiences and knowledge. Students develop self-competence through exposure to various texts to strengthen character. In the junior high school independent curriculum, learning material include descriptive text, narrative text, procedural text, information in the news media, response text, and letters. HOTS demands are still maintained in the independent curriculum. Various interactive learning models and technology-based learning media are suggested to be implemented in the independent curriculum. Assessment is still the same as the 2013 curriculum which includes assessment of attitudes, knowledge, and skills.

#### 4. Conclusion

The independent curriculum is an improvement of the 2013 curriculum. The 2013 curriculum (implemented before the COVID-19 pandemic) was considered to have very dense learning materials. Then, some similar KDs in the 2013 curriculum were shortened during the COVID-19 pandemic. It was referred to as the emergency curriculum. The emergency curriculum continued to be the independent curriculum, which will be implemented in schools in 2022 following the end of the COVID-19 pandemic. The independent curriculum brings new aspects not present in the 2013 curriculum, namely the Pancasila Students Profile and essential materials. The implementation of the independent curriculum is also adjusted to each school's needs and readiness level. Thus, it is flexible according to the students' needs in each school.

Learning outcomes in the independent curriculum are arranged in the form of phases, not basic competencies. For example, junior high school students are in phase D, which is equivalent to grades VII, VIII, and IX. The 2013 curriculum uses a scientific approach, but the independent learning curriculum uses a differentiated learning approach according to the student achievement stage. In this differentiated learning approach, the teacher facilitates students according to their every need by exploring appropriate learning models and activities that stimulate students to understand the learning material. In the independent learning curriculum, there is a Pancasila Student Profile in the form of projects implemented in 2-3 projects annually. The type of Pancasila Student Profile that will be applied depends on each school's policy based on the six dimensions of the Pancasila Student Profile. The Pancasila Student Profile is expected to bring students not only to the theories but to also practice Pancasila values in their daily lives.

## References

- [1] Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, UU No 20 Tahun 2003 Tentang Sistem Pendidikan Nasional Lembar Negara RI Tahun 2003 No 78, Tambahan Lembar Negara RI No. 4301.
- [2] Hamalik O. *Proses Belajar Mengajar*. Jakarta: Bumi Aksara; 2001.
- [3] Ritonga M. Politik dan Dinamika Kebijakan Perubahan Kurikulum Pendidikan di Indonesia Hingga Masa Reformasi. *Jurnal Binagogik*. 2018;5(2):2579.
- [4] Prastowo A. Transformasi Kurikulum Pendidikan Dasar dan Menengah di Indonesia (KTSP Menuju Kurikulum 2013 Hingga Kurikulum Ganda). *Jurnal Ilmiah PGMI*. 2018;4(2):25.
- [5] Nuryana, 'Pelatihan Kurikulum 2013 Edisi Revisi 2018 bagi Guru di Yayasan Pendidikan Islam Al-Maunah.' *Jurnal Pengabdian Masyarakat*. 2020;5(1):32.
- [6] Safitri H. Peningkatan Kemampuan Guru dalam Menyusun RPP Kurikulum 2013 Melalui Supervisi Akademik di SMP Negeri Tanjungpinang Tahun 2018. *TANJAK : Journal of Education and Teaching*. 2021;2(1):24.
- [7] Marisa M. 'Curriculum Innovation "Independent Learning" in The Era of Society 5.0.' *Santhet : Jurnal Sejarah, Pendidikan, dan Humaniora* 2021;5(1):30.
- [8] Priantini A Suarn. 'Analisis Kurikulum Merdeka dan Platform Merdeka Belajar untuk Mewujudkan Pendidikan Berkualitas' *Jurnal Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar*. 2022;8(2):29.
- [9] Jojor AH. 'Analisis Kurikulum Merdeka dalam Mengatasi Learning Loss di Masa Pandemi Covid-19' *Edukatif*. 2022;4(4):150.
- [10] Creswell JW. *Qualitative Inquiry and Research Design*. New York: Sage; 2013.
- [11] Miles M. M.B. dan Huberman, *Qualitative Data Analysis*. New York: Sage; 2014.
- [12] Hidayat M, Hidayat A. *The Handbook of Education Manajemen: Teori dan Praktik Pengelolaan Sekolah di Indonesia*. Jakarta: Prenada Media Grup; 2016.
- [13] Mulyasa. *Pengembangan dan Implementasi Kurikulum 2013*. Bandung: Remaja Rosdakarya; 2016.
- [14] Ariyana Y, Pujiastuti A. *Buku Pegangan Pembelajaran Berorientasi pada Keterampilan Berpikir Tingkat Tinggi*. Jakarta: Kementerian Pendidikan dan Kebudayaan, 2018.
- [15] dan T. Kementerian Pendidikan, Kebudayaan, Riset, Dimensi, Elemen, dan Suplemen Profil Pelajar Pancasila pada Kurikulum Merdeka. 2022.
- [16] Suderman L. 'Pendidikan di Era Revolusi Indonesia 4.0.' *Jurnal ilmu sosial dan pendidikan*. 2022;5(1):52.