

The Contribution of the 2013 Curriculum and the Independent Curriculum in Improving the Quality of School Exam Results in 2023 and the Quality of Learning Achievement Even Semester in 2023 in Primary Education in the Province of Banten



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ABSTRACT: This study aims to determine the contribution of the 2013 curriculum and the independent curriculum in improving the quality of learning outcomes and student achievement in schools in primary education in Banten Province in the 2023 school year. The method used is quantitative correlation with inferential statistical analysis techniques using product moment regression tests. Data were collected through questionnaires and document studies. A survey was used to collect contributions to the 2013 curriculum and the independent curriculum. Data on the quality of even semester learning achievement in 2023 and school exam results in 2023 came from the master book of upper grade students' average scores. The study involved teachers and students in primary and junior secondary schools in Serang city and Serang district, Banten province. The sample consisted of 44 teachers and 44 students from eight elementary schools and eight junior high schools, taken through *stratified random sampling* technique. Hypothesis testing in this study used inferential analysis, *Pearson product moment* correlation and significance testing. As a conclusion of the research that has been done, it can be said that: 1) The results of the product moment correlation analysis (*pearson* correlation) obtained a correlation coefficient (r_{xy}) = -0.061 with $p = 0.000$. This shows that there is a negative relationship between the 2013 curriculum and the independent curriculum with the quality of school exam results; 2) The results of this study also show the coefficient of determination (R^2) obtained -0.06131, which shows that the 2013 curriculum and independent curriculum variables make an effective contribution of 47% to the school exam results. In this study there is indeed a negative correlation (-) between the two variables studied by the researcher. So, in taking steatmen it must be careful.

KEYWORDS: 2013 curriculum, independent curriculum, exam results, learning achievement

INTRODUCTION

The curriculum is a set or a system of plans and arrangements regarding learning materials that can be guided in teaching and learning activities. The curriculum is a very important and fundamental part of education policy, even the basis of all education policies by the government or managers of educational institutions. (Gunawan et al., 2013, pp. 16-21). The curriculum is very important in the world of education, without a curriculum the educational process will run irregularly. The curriculum serves as one of the tools to achieve educational goals, serves as a guideline and reference in carrying out the process. (Munawaroh, Sukestiyarno, & Masrukan, 2017, pp. 63-69). The curriculum plays an important role in the teaching and learning process. Some experts even say that the curriculum is the core of education, and that the quality of learning is determined by how qualified a curriculum is (Asri, 2017, p. 63). (Asri, 2017, p. 192). One of the success factors of a school education is determined by the curriculum, because the curriculum is the core of the educational process, so it is most direct in influencing learning outcomes. (Muhammedi, 2016, p. 4).

As the most influential part of education, the curriculum is not an inanimate object that cannot be changed. The curriculum can be changed and adapted to the needs, because the curriculum is dynamic rather than static which can keep up with the times. (Huda, 2017, p. 62). No country has compiled its education curriculum thoroughly and consistently over time, in the end even a good curriculum will be changed and adapted to the new conditions and situation of the country (Bahri, 2017, p. 62).

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(Bahri, 2017, p. 32). In Indonesia, the education curriculum continues to undergo updates and adjustments. Since the beginning of formal education, there have been 12 changes, starting from the 1947 curriculum until now the independent curriculum. The independent curriculum itself is an emergency curriculum that was implemented during the outbreak of the Covid-19 pandemic, the Ministry of Education and Culture (Kemendikbud) issued Decree of the Minister of Education and Culture of the Republic of Indonesia Number 719 / P / 2020 concerning Guidelines for Implementing the Curriculum in Education Units in special conditions, which regulates the emergency curriculum. The independent curriculum currently in effect continues to undergo updates and improvements, which the government will use as a national curriculum.

The curriculum that continues to undergo changes and updates has indeed become a necessity, as a response to the demands of the needs. Every curriculum change is certainly motivated by a situation that makes the curriculum must change. There are at least 3 reasons why the curriculum must change, namely; facing the challenges of the times. The challenges faced by students today are certainly different from the past, the curriculum must be adapted according to the times faced by students today, and students are the future generation of the nation who will carve out the era according to their potential. (Rahmadayanti & Hartoyo, 2022, p. 7176). Each curriculum must have its own advantages and disadvantages. Each curriculum must also have a main focus that wants to be developed. The purpose of a good and good curriculum will be achieved if it can be applied by education stakeholders. No matter how good the curriculum is if in its application there are obstacles, then the objectives of the curriculum must also be difficult to achieve. Then the principal, teachers, and education personnel spearhead the success of a curriculum. This paper will discuss the contribution of the 2013 curriculum and the independent curriculum in the quality of learning outcomes and student achievement.

THEORETICAL FRAMEWORK

Education Curriculum

Curriculum comes from the Latin words "curir" for runner and "curir" for horse race. It comes from ancient Roman sports and means the path that a runner must follow from start to finish. (Nasution, Ningsih, Silva, Suharti, & Harahap, 2023, p. 202). Many curriculum experts define the meaning of curriculum, among them as stated by (Munir, 2009, p. 24) who defines the curriculum as a learning plan by expressing, that a *curriculum is a plan for learning*. In other words, the curriculum is an educational or learning plan. According to the past view, the curriculum has the meaning of a collection of subjects delivered by teachers to students (Sukmadinata, 2010, p. 4). The curriculum is then defined as a "learning plan", that is, a set of learning plans. In the traditional view, the curriculum is defined as a number of subjects that students must learn to get a degree (Rawung, Katuuk, 2010, p. 4). (Rawung, Katuuk, Rotty, & Lengkong, 2021, p. 31)., (Fujiawati, 2016, p. 19). This assumption is still rooted in the minds of the general public which makes the description of the curriculum. The curriculum is the heart of education (Arifin, 2018, p. 58).

Another view of the curriculum, is a collection of plans and objectives for learning materials designed by teachers and used as guidelines provided by teachers to achieve the ultimate goal of learning. (Yunengsih, Ekawati, Mafudoh, & Fuad, 2023, p. 85). Meanwhile, the curriculum according to the National Education System Law No. 20 of 2003 is a set of regulatory plans regarding the objectives, content, and learning materials, as well as the methods used as guidelines in the preparation of the education unit level curriculum and its syllabus for each education unit. (Arifin, 2018, p. 59). Therefore, the curriculum is part of education and serves as a guide for learning activities. (Aziz, Setiawan, Hariadi, & Setianingsih, 2022, p. 219). The curriculum is the basis of education; it is not only a lesson plan created by the government to be implemented in schools, but the progress of a country depends on the quality of its education. (Sari, 2022, p. 1). From some of the definitions above, we can conclude that the notion of curriculum includes more than just fields of study and learning activities; it includes all things that affect the development and formation of students' personalities, so that educational goals can be achieved and improve the quality of education.

In the educational process, the curriculum serves as a tool to achieve educational goals. Therefore, as an educational tool, the curriculum has important and supporting components that can help it function properly, as revealed by Yudi Candra Hermawan et al (2020) that in a school program, there are several objectives including, a) Curriculum objectives: Overall school goals and goals for each field of study; b) Curriculum content: Educational materials designed and adapted to the educational objectives that have been set; c) Media (facilities and infrastructure): Media in the curriculum is used as a means of learning with the aim of making the curriculum clearer and making it easier for students to understand; d) Curriculum Strategy refers to the approaches and methods that will be used in learning, as well as the teaching techniques used; e) Learning Process This component is very important because it is expected that the behavior of students changes as an indicator of the success of

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curriculum implementation; f) Evaluation: The results of this evaluation will determine how far the curriculum objectives have been achieved. (Hermawan, Juliani, & Widodo, 2020, pp. 39-40). Agus Salim Salabi (2020) mentions several principles that support the implementation of the curriculum in each educational unit. These principles are as follows: 1) Acquisition of equal opportunities; 2) Child-centered; 3) Approach and collaboration; 4) Unity of policy and diversity in implementation; and 5) Diversity in implementation. (Salabi, 2020, pp. 5-6). The school curriculum in Indonesia changes frequently. This happened in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and most recently in 2013. These changes are a logical consequence of shifts in political, socio-cultural, economic, and technological systems in national and international societies. (M Wahib MH, Abadi, Khalifaturrohmah, Zein, & Novia, 2022, p. 85). The curriculum always undergoes changes and improvements due to various factors. The purpose of education can completely change when a country becomes independent. Although the general public is of the opinion that "change the minister change the curriculum", this is not the case. (Fuad, Lailiyah, Wahyono, & Ahid, 2023, p. 2).

The 2013 curriculum is a refinement, modification, and change from the previous curriculum. This curriculum is designed to achieve the expected objectives, materials, and teaching materials, and to organize learning with reference to the Graduate Competency Standards. (Wibowo, 2021, p. 429). The 2013 curriculum is designed to improve good attitudes, knowledge, and skills. (Wiyogo, 2020, p. 411). The 2013 curriculum emphasizes three things: producing students who are noble (affective), skilled (psychomotor), and knowledgeable (cognitive). This is different from the previous curriculum. It is expected that students will be more innovative, creative, and productive. (Yusuf, 2018, p. 267).

The 2013 curriculum was changed to the 2022 curriculum inaugurated by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. Using various types of intracurricular learning, this curriculum aims to maximize the spread of education in Indonesia. Merdeka Curriculum emphasizes comfortable, independent, active, characterful, significant, and independent learning. Teachers can customize teaching tools according to students' interests and needs. (Inayati, 2022, p. 296). The Merdeka Curriculum is expected to improve education with its three features: project-based learning that develops soft skills and character skills in accordance with the Pancasila student profile, learning about important materials, and a more flexible curriculum structure. In addition, the goal of the independent curriculum is to overcome the differences between scientific fields. (Jojo & Sihotang, 2022, p. 5154).

Thus, the curriculum must be organized and adapted to the needs of teachers and students to produce excellent graduates. By studying the history of curriculum development in Indonesia, the government can determine the best curriculum for the next generation of nations capable of achieving in the field of education. (Sari, 2022, p. 106). The education curriculum must be designed with a more focused vision and plan. In order to achieve this vision and plan, it is very important to understand the various challenges that arise today. (Rawung et al., 2021, p. 30).

Quality of Education

In general, quality is the complete description and features of goods or services that demonstrate the product's ability to meet expected or implied needs. The Big Indonesian Dictionary states that "quality is a bad measure of objects, conditions, levels, or degrees (cleverness, intelligence, and so on)." (Ibrahim & Rusdiana, 2021, p. 15). In addition to the problems of equity, relevance, and effectiveness of education management, the quality of education is one of the main problems of national education. (Sobri, 2021, p. 8). Quality standards and objectives must be implemented effectively to realize and achieve the educational goals set out in the school's vision and mission as well as to maintain and improve the quality of education. (Fiandi & Sesmiarni, 2023, p. 1). The government focuses on improving the quality of education to produce superior human resources. (Soro et al., 2023, p. 427). A quality education process definitely depends on various supporting elements, such as subject matter, learning methodology, media, management, and the availability of adequate facilities and infrastructure. (Purwani, 2021, p. 45).

Quality has five dimensions: 1) Design, which is the specification of the product; 2) Conformance, which is the agreement between the design intent and the actual delivery of the product; 3) Availability, which includes aspects of trustworthiness and durability, and makes the product available for use by the customer; 4) Safety, which means that the product will not harm the customer; and 5) Practical Use, which is the practical use that can be utilized. (Kembaren, 2022, p. 359). One of the major problems in education in the era of globalization is the low quality of education at various levels and types of education. Various groups of people, especially those involved in education, believe that the problem of education quality is one of the factors that can hinder the provision of human resources (HR) to build the nation in various places. (Putriana, Oktarisma, & Gistituati, 2021, p. 1275).

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In the context of education, quality refers to the process of education and the results of education itself. A quality educational process is indicated by various inputs, while educational outcomes refer to the achievements made by the school in any given period of time. Quality processes and outcomes are interconnected, but good processes do not always go wrong. Schools must formulate well the objectives to be achieved within a certain period of time. (Ahmad, 2022, p. 73).

Education quality includes inputs, processes, outputs and outcomes. Inputs are quality if they are ready to use, processes are quality if they can create an atmosphere that is PAKEMB (Active, Creative, Effective, Fun, and Meaningful Learning), and outputs are quality if students have good academic and non-academic results. Output is declared quality if graduates are quickly absorbed in the world of work, receive reasonable salaries, and everyone recognizes their greatness. (Diva & Astuti, 2022, p. 79). Government Regulation (PP) Number 57 of 2021 on National Education Standards sets minimum standards for the education system throughout Indonesia (Article 1 Number 17 of Law Number 20 of 2003 on National Education System and Article 3 of PP. 19/2005 on SNP). SNP serves as the basis for planning, implementing and supervising programs to improve the quality of education in a sustainable manner. (Fiandi & Sesmiarni, 2023, p. 36).

Learn

The educational process in the form of teaching and learning activities carried out between teachers and students at school always has the expected goals. The tool to measure the success of the learning process is assessment, the results of this assessment after processing are called student learning outcomes. These student learning outcomes can then be evaluated whether the learning objectives set out in the teaching module are achieved or not. Learning outcomes are the abilities that students have after going through teaching and learning activities. (Nugraha, Sudiatmi, & Suswandari, 2020, p. 266).

A permanent change in behavior or the ability to behave in a certain way that results from practice or other experience is known as learning. (Siregar & Widyaningrum, 2015, p. 6). Learning is a complex process with many components. These aspects are as follows: an increase in the amount of knowledge, the ability to remember and replicate knowledge, the application of knowledge, the inference of meaning, interpretation and connection to the real world, and changes as an individual. (Yuberti, 2014, p. 3).

Some general characteristics of learning are as follows: learning occurs unconsciously or intentionally; learning occurs due to interactions between individuals and their environment; and learning is characterized by changes, which are characterized by changes in behavior, cognitive, affective, verbal, and moral. (Parawati, Suryawan, & Apsari, 2019, p. 7). Some experts classify several types of learning behavior as three domains. The first realm is the cognitive realm (Bloom, et al.), which includes six levels or types of behavior; the second realm is the affective realm (Krathwohl, Bloom, et al.), which includes five types of behavior; and the third realm is the psychomotor realm (Simpson), which includes seven types of behavior or psychomotor abilities (Ariani et al., 20). (Ariani et al., 2022, p. 8). This is also emphasized by the opinion of Sahroni and Wulandari (2021), that learning outcomes are abilities or skills that students master after going through a process of learning activities that include cognitive, affective, and psychomotor abilities. (Setyorini & Wulandari, 2021, p. 20).

According to (Saepul et al., 2020, p. 43) learning outcomes are everything that is mastered by students based on certain assessments in accordance with the established curriculum. Learning outcomes include changes in a person's knowledge, understanding, attitudes, and behavior as a result of learning. Changes caused by growth are not included in learning outcomes. (Lestari, Akhdinirwanto, & Maftukhin, 2013, p. 77). According to some of these opinions, learning outcomes can be defined as the product of the teaching and learning process in cognitive, affective, and psychomotor forms that can be evaluated in accordance with the school curriculum.

RESEARCH METHODS

The approach used in this research is a quantitative approach. This approach was chosen because it allows objective and systematic measurement of the variables studied through structured instruments. (Sugiyono, 2020, p. 16). The research method used is the survey method. The survey was conducted by distributing questionnaires to respondents consisting of teachers in elementary and junior high schools in Serang City and Serang Regency, Banten Province. The sample amounted to 44 teachers and 44 students from eight elementary schools and eight junior high schools from Serang City and Serang Regency Banten Province, which were taken through *stratified random sampling* technique which is a sampling technique in which the population is divided into smaller parts. The formation should be done so that each stratum is homogeneous according to certain criteria,

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and then samples are randomly drawn from each stratum. (Azora, 2021, p. 43), (Ulya, Sukestiyarno, & Hendikawati, 2018, p. 108).

Hypothesis testing in this study uses *Pearson's product moment* correlation analysis, the coefficient of determination (R), hypothesis testing through the t test. In this study, the independent variables are the contribution of the 2013 curriculum and the independent curriculum (X1). the quality of school exam results in 2023 and the quality of even semester learning achievement in 2023 (Y) which is the average cognitive score of upper grade students. The data collection technique in this study used questionnaire instruments and document studies. Research instruments are used to measure natural and social events. All of these events are called research variables (Sugiyono, 2020, p. 156). The questionnaire method is used to measure the independent variables, namely the contribution of the 2013 curriculum and the independent curriculum, while the document study method is used to collect data on the dependent variables, namely the quality of school exam results in 2023 and the quality of even semester learning achievements in 2023. The statistical analysis technique used is simple regression and correlation through Product Moment correlation with a significance level of 0.05. The results of this analysis provide answers about the magnitude of the contribution of each independent variable and the contribution together to the dependent variable.

The next step, after the data has been collected, is the data analysis stage. This data analysis is carried out through four stages, namely: the first stage describes the data, the second stage calculates the Pearson correlation coefficient, and the third stage the Coefficient of Determination (R), and the fourth stage tests the hypothesis. The hypotheses tested in this study are: 1) There is a relationship/correlation between the contribution of the 2013 curriculum and the independent curriculum in improving the quality of school exam results in 2023 and the quality of even semester learning achievements in 2023 in primary education in Banten Province; 2) There is no relationship/correlation between the contribution of the 2013 curriculum and the independent curriculum in improving the quality of school exam results in 2023 and the quality of even semester learning achievement in 2023 in basic education in Banten Province.

RESULTS AND DISCUSSION

Based on the following analysis, the data is presented in table 1.

Table 1 Pearson Product Moment Correlation

No.	X	Y	x ²	y ²	xy
1	15	16	225	256	240
2	14	17	196	289	238
3	16	18	256	324	288
4	17	16	289	256	272
5	17	16	289	256	272
6	17	18	289	324	306
7	14	16	196	256	224
8	14	16	196	256	224
9	18	18	324	324	324
10	18	16	324	256	288
11	18	18	324	324	324
12	16	17	256	289	272
13	16	18	256	324	288
14	16	17	256	289	272
15	11	17	121	289	187
16	7	18	49	324	126
17	11	18	121	324	198
18	15	16	225	256	240
19	10	18	100	324	180
20	16	18	256	324	288

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No.	X	Y	x ²	y ²	xy
21	15	16	225	256	240
22	15	18	225	324	270
23	20	16	400	256	320
24	18	18	324	324	324
25	14	18	196	324	252
26	17	16	289	256	272
27	16	18	256	324	288
28	19	18	361	324	342
29	14	18	196	324	252
30	14	18	196	324	252
31	14	18	196	324	252
32	9	16	81	256	144
33	8	18	64	324	144
34	15	16	225	256	240
35	14	18	196	324	252
36	14	18	196	324	252
37	13	18	169	324	234
38	10	18	100	324	180
39	15	18	225	324	270
40	16	18	256	324	288
41	12	18	144	324	216
42	13	18	169	324	234
43	9	16	81	256	144
44	24	18	576	324	432
Total	ΣX	ΣY	Σ x²	Σ y²	Σxy
	644	762	9894	13232	11145

From table 1, it can be seen that the data description information from 44 respondents is as follows: data generated from 44 respondents, variable X is the contribution of the 2013 curriculum and the independent curriculum and variable Y is the quality of school exam results in 2023 and the quality of even semester learning achievement in 2023. The X variable value totals 644, while the y variable totals 762. While the x² data totals 9894, for y² totals 13232 and for xy totals 11145.

The next step is Calculating Pearson Correlation Coefficient by using the formula:

$$r = \frac{44 \times 11145 - (644) \times (762)}{\sqrt{\{44 \times 9894 - (414736)\} \times \{44 \times 13232 - (580644)\}}}$$

$$r = \frac{-348}{7676,125}$$

$$r = -0,06131$$

Because the value of r obtained is -0.06131, according to the correlation interpretation table, it is classified as very weak, so it can be concluded that the 2013 curriculum and independent curriculum variables have a very weak relationship / correlation to improve the quality of school exam results in 2023 and the quality of even semester learning achievements in 2023 in primary education in Banten Province and the form of the relationship is negative (-). The next step is to calculate the coefficient of determination (R), after knowing the results of the product moment correlation calculation of r = -0.06131. The coefficient of determination = r² = -0.06131 = 0.37588, meaning that as much as 0.37588% or rounded up to 38% of the variable quality of

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school exam results in 2023 and the quality of even semester learning achievement in 2023 by the variable contribution of the 2013 curriculum and the independent curriculum.

$$T_{\text{Calculate}} = \frac{-0.06131\sqrt{44-2}}{\sqrt{1-0.06131^2}}$$
$$t_{\text{Calculate}} = \frac{-0,39733}{0,99811}$$
$$t_{\text{Calculate}} = -0,398$$

Then, find the t table value by determining the degree of freedom (df): $df = n-1$, If $n = 44$ then $df = 44-1 = 43$, then choose the significance level $\alpha = 0.05$ (two-sided significance level). So that the t table value can be found in the t distribution table. For $df = 43$ and $\alpha = 0.05$, the t table value (two-sided) is usually around 1.681. Then it can be concluded that H_0 is rejected if t count (absolute) $>$ t. table ($\alpha; n-1$) t.count = -0.398 t table = 1.681 Because t count $<$ than t table, H_0 is accepted, meaning that there is no significant relationship / correlation between the 2013 curriculum and the independent curriculum on the quality of school exam results in 2023 and the quality of even semester learning achievement in 2023.

CONCLUSIONS

The results of the product moment correlation analysis (pearson correlation) obtained a correlation coefficient (r_{xy}) = -0.061 with $p = 0.000$. This shows that there is a negative relationship between the 2013 curriculum and the independent curriculum with the quality of school exam results. This means that the higher the tendency of the 2013 curriculum and the independent curriculum, the lower the school exam results in 2023 and the quality of even semester learning achievement in 2023. Conversely, the lower the 2013 curriculum and the independent curriculum, the higher the 2023 school exam results and the quality of even semester learning achievement in 2023. This shows that the use of the 2013 curriculum and the independent curriculum in schools does not improve school exam results. Conversely, the non-use of the 2013 curriculum and the independent curriculum in schools, the higher the school exam results. The results of this study also show that the coefficient of determination (R^2) obtained is -0.06131, which shows that the 2013 curriculum and independent curriculum variables make an effective contribution of 47% to the 2023 school exam and the quality of even semester learning achievement in 2023. In this study there is indeed a negative correlation (-) between the two variables studied by the researcher. So, in taking steatmen it must be careful.

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