

## **The Contribution Of The 2013 Curriculum And The 2023 Curriculum In Improving The Quality Of Education Elementary Schools In Tangerang City In Banten Province**



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**ABSTRACT:** This study aims to determine the contribution of the 2013 curriculum and the 2023 curriculum in improving the quality of elementary school education in Tangerang City. The population in this study were teachers from 7 elementary schools in Tangerang City totaling 35 people. The data analysis technique used was Pearson Product Moment statistical analysis. The results of the study showed that the correlation between the 2013 curriculum and the results of elementary school student exams in Tangerang City was  $r_{x1y} = 0.042$ , this indicates that there is a very weak relationship between the implementation of the 2013 curriculum and the results of elementary school student exams in Tangerang City. The correlation between the implementation of the independent curriculum and the results of elementary school student exams in Tangerang City is  $r_{x2y} = 0.031$ , this indicates that there is a very weak relationship between the implementation of the independent curriculum and the results of elementary school student exams in Tangerang City. This shows a very weak relationship between the implementation of the curriculum, both the 2013 curriculum and the independent curriculum, and the results of elementary school student exams in Tangerang City.

**KEYWORD:** Curriculum 2013, Curriculum 2023, Quality of Education

### **INTRODUCTION**

Education is a key element in the formation of character and the quality competencies of students. The development of the education system in Indonesia continues to undergo changes and reforms in line with the dynamics of societal needs and global challenges. In recent decades, the Indonesian government has launched various curricula in an effort to improve the quality of education, including the 2013 Curriculum and the 2023 Curriculum.

The quality of education is the main indicator of the success of an education system in a region. The Tangerang City Government, as one of the buffer areas of the capital city, continues to strive to improve the quality of basic education, considering that basic education plays a strategic role in building literacy, numeracy, and strengthening the character of students. In supporting the improvement of education quality, the curriculum becomes a fundamental component that must be relevant to societal needs and global challenges.

The 2013 Curriculum was introduced in response to the need to build a generation that is not only academically intelligent but also possesses character and 21st-century skills. This curriculum emphasizes a competency-based approach that highlights the strengthening of character education (PPK), 21st-century skills (4C: critical thinking, creativity, collaboration, communication), higher-order thinking skills (HOTS), and the implementation of learning based on authentic assessment. The implementation of the 2013 Curriculum in the City of Tangerang presents both challenges and opportunities for educators to create a more innovative and integrative learning environment. (Kemendikbud, 2013).

However, over time, various challenges and evaluations of the implementation of the 2013 Curriculum have prompted the refinement of the curriculum through the emergence of the 2023 Curriculum. This curriculum is designed to be more flexible, providing space for teachers to innovate in the learning process, and focusing on the development of the Pancasila student profile as the main vision of national education. The 2023 curriculum also optimally utilizes technology, in line with the accelerated digital transformation that occurred during the COVID-19 pandemic. This curriculum is also expected to be more relevant to local conditions, including the needs of students in the city of Tangerang who face challenges of urbanization, digitalization, and cultural diversity. (Kemendikbudristek, 2023).

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The contribution of these two curricula in improving the quality of education, especially at the elementary school level, is a relevant topic for study. This is because basic education is the main foundation in building the literacy, numeracy, and character skills of the nation's children. Therefore, an analysis of how the 2013 Curriculum and the 2023 Curriculum impact the improvement of education quality is very important to provide a comprehensive picture of the effectiveness of national education policies.

This research aims to analyze the contribution of the 2013 Curriculum and the 2023 Curriculum to the improvement of education quality in elementary schools in Tangerang City. By examining the implementation of these two curricula, the research is expected to provide a comprehensive picture of their impact on student learning outcomes, the quality of teaching, and the achievement of national educational goals at the local level.

## THEORETICAL FRAMEWORK

### Curriculum

The curriculum is an important element in the education system, as it serves as a guideline in designing and implementing the learning process. Etymologically, the word "curriculum" comes from the Latin word *currere*, which means a path or course that must be followed. In the context of education, the curriculum refers to a program or plan designed to achieve specific goals in learning.

According to Oemar Hamalik (2008: 15), the curriculum is a set of plans and arrangements regarding objectives, content, teaching materials, and methods used as guidelines for organizing learning activities to achieve specific educational goals. This includes the systematic and continuous organization of students' learning experiences.

Meanwhile, (Law No. 20 of 2003 on the National Education System (Article 1, paragraph 19) defines the curriculum as a set of plans and arrangements regarding the objectives, content, and teaching materials, as well as the methods used to conduct learning activities to achieve national educational goals. This definition emphasizes that the curriculum is not only related to the content of learning but also to its implementation strategies. In practice, the principles in curriculum development according to (Sanjaya, (2014: 45) include: 1) Relevance: The curriculum must be relevant to the needs of students, society, and the workforce, 2) Flexibility: The curriculum must be able to adapt to individual differences among students and social changes, 3) Student-Centered: The curriculum is designed based on the interests, talents, and needs of learners, 4) Continuity: The curriculum must be designed as a cohesive whole, from basic education to higher education.

Therefore, the understanding of the curriculum encompasses more than just a list of subjects. It is the entire learning experience designed to shape students to be able to face future challenges, both academically and in character.

The implementation of the curriculum often faces challenges such as: (1) Teacher Readiness: Teachers need training to understand and apply the new curriculum (Sanjaya, 2014, p. 78). (2) Supporting Facilities: Modern curricula often require adequate educational infrastructure. (3) Regional Disparities: Differences in the quality of education between urban and rural areas can affect the effectiveness of the curriculum.

In Indonesia, the curriculum has undergone changes in accordance with national needs and global dynamics, starting from the 1947 Lesson Plan, the 1968 Curriculum, the 1975 Curriculum, up to the 2013 Curriculum and the 2023 Curriculum. These changes reflect efforts to adapt the education system to technological advancements, scientific knowledge, and cultural values.

### Curriculum 2013

The 2013 Curriculum (K-13) is one of the educational curricula implemented in Indonesia as an effort to improve the quality of national education. This curriculum was introduced in 2013 by the Ministry of Education and Culture (Kemendikbud, 2013: 3) as an improvement of the previous curriculum, namely the 2006 Education Unit Level Curriculum.

According to the Ministry of Education and Culture (2013: 3), the 2013 Curriculum is a competency-based curriculum designed to develop students' potential through a holistic, integrative, and contextual approach. This curriculum focuses on achieving three main aspects: knowledge, skills, and attitudes or character. The main goal of the 2013 Curriculum is to shape students who possess excellent academic competence, strong character through the internalization of Pancasila values, and are ready to face the challenges of the 21st century that require critical, creative, collaborative, and communicative thinking skills. (4C).

The 2013 Curriculum has several distinctive features that differentiate it from previous curricula, including:

1. Scientific Approach: The learning process is based on scientific steps such as observing, questioning, trying, reasoning, and communicating (Kemendikbud, (2013: 6).

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2. **Authentic Assessment:** Evaluation of students' learning outcomes is conducted comprehensively, including the assessment of attitudes, knowledge, and skills. According to Mulyasa (2014: 48), this assessment aims to provide a complete picture of students' development.
3. **Integration of Character Education:** Character values such as honesty, discipline, and hard work are integrated into all subjects.
4. **Strengthening Thematic-Integrative Learning in Elementary School:** At the elementary school level, learning is designed thematically and integrated across subjects.

The implementation of the 2013 Curriculum faces several challenges where some teachers require additional training to understand the scientific approach and appropriate learning strategies, the lack of facilities and infrastructure, especially in remote areas, becomes an obstacle in the implementation of K-13. Teachers often feel burdened by the increased administrative tasks due to the implementation of authentic assessments. Despite facing challenges, the 2013 Curriculum has several advantages, such as encouraging students to actively think critically and creatively, integrating character education into daily learning, and developing students' competencies holistically. (knowledge, skills, and attitude). (Kemendikbud, (2013: 12).

### **Curriculum 2023**

The 2023 Curriculum, often referred to as the Independent Curriculum, is an evolution of previous educational policies aimed at addressing contemporary challenges and improving the quality of national education. This curriculum was introduced by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek (2023: 5)) as one of the solutions to various issues faced in the implementation of the previous curriculum.

According to (Kemendikbudristek (2023: 5)), the Merdeka Curriculum is designed to provide flexibility in learning oriented towards the development of students' potential. Its main focus is to support the achievement of the Pancasila Student Profile, which includes aspects of faith and devotion to God Almighty, independence, critical thinking, creativity, mutual cooperation, and global diversity.

This curriculum has several key characteristics that distinguish it from the previous curriculum, including a focus on the Pancasila Student Profile, project-based learning to strengthen the mastery of competencies and character, flexibility in the Curriculum Structure where schools are given the authority to determine the allocation of learning time according to local needs, simplification of Learning Outcomes (LO) where the subject matter is more concise and in-depth to ensure a comprehensive understanding of concepts, and Diagnostic-Based Assessment where the assessment focuses on mapping students' learning needs to support individual development.

According to Putra and Lestari (2023: 11), the 2023 Curriculum focuses on competency-based learning, strengthening literacy and numeracy, as well as a contextual thematic approach. This curriculum also provides flexibility for schools to arrange schedules and teaching methods according to local conditions.

The main features of the 2023 curriculum are: 1) The Pancasila Student Profile Strengthening Project (P5) A distinctive feature of the 2023 curriculum is the presence of thematic projects aimed at instilling Pancasila values, such as mutual cooperation, creativity, and independence (Ministry of Education and Culture). (2022: 15). 2) Simplification of Material and Focus on Competencies The learning material in the 2023 Curriculum is simpler yet more in-depth. This aims to focus learning on core competencies that are relevant to the real world (Mulyasa, (2023: 22). 3) Learning Flexibility; Schools have the freedom to adjust the learning structure, including time and teaching methods, that are relevant to the needs of the students. According to Santoso (2023: 10), this flexibility allows teachers to be more creative in delivering the material.

The goal of the 2023 Curriculum is to improve the quality of national education through a holistic approach. According to the Ministry of Education and Culture (2023: 7), this curriculum aims to develop students' potential to the fullest according to individual characteristics, enhance 21st-century competencies such as critical thinking, collaboration, communication, and innovation, and shape students' character in line with the Pancasila Student Profile.

Although it has many advantages, the implementation of the 2023 Curriculum faces various challenges, such as teacher readiness because not all teachers have the competence or sufficient training to adapt to new methods (Santoso, 2023: 20) and the gap in infrastructure because many schools in remote areas face obstacles in accessing technology and supporting facilities (Kemendikbud). (2023: 14)

### **Quality Of Education**

The quality of education is the level of conformity between educational outcomes and established standards. According to Fattah (2012), the quality of education refers to the achievement of educational outcomes that meet or exceed predetermined standards, both in terms of input, process, and output. This includes the quality of students, teachers, curriculum, facilities, school management, and the educational environment.

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Dimensions of Education Quality; According to Sallis (2002), the quality of education has several main dimensions, namely: 1) Input Quality: including the quality of incoming students, teachers, curriculum, facilities, and infrastructure, 2) Process Quality: encompassing the interaction between students, teachers, and the learning environment in achieving educational goals, 3) Output Quality: the educational outcomes measured by students' competency achievements, academic performance, and life skills.

### **Factors Affecting the Quality of Education**

Several factors that influence the quality of education include:

1. **Teacher Quality:** Teachers are a key factor in improving the quality of education. According to Mulyasa (2011), competent teachers will be able to create effective and meaningful learning.
2. **Curriculum:** A relevant and contextual curriculum can enhance the competitiveness of graduates (Sukmadinata, 2008).
3. **Educational Management:** Good management, including planning, implementation, and evaluation, will improve the efficiency and effectiveness of education (Fattah, 2012).
4. **Facilities and Infrastructure:** Adequate facilities support the smoothness of the teaching and learning process (Tilaar, 2009).
5. **Parental and Community Support:** Active participation from parents and the community has a positive impact on the quality of education. (Suryadi, 2010).

### **Efforts to Improve Education Quality**

To improve the quality of education, several strategies can be implemented:

1. **Enhancing Teacher Competence:** Through training, certification, and continuous professional development.
2. **Curriculum Reform:** Adjusting the curriculum to meet the needs of the times and technological advancements.
3. **Strengthening School Management:** Implementing Total Quality Management principles in school management.
4. **Improving Facilities:** Providing adequate facilities, including information and communication technology to support learning.
5. **Strengthening Partnerships:** Collaboration between schools, government, and the community to support educational programs.

The quality of education is a reflection of the success of the education system in achieving the established standards. Improving the quality of education requires synergy from various parties, including teachers, students, the community, and the government. With a holistic approach, it is hoped that the quality of education can continue to be enhanced to create superior and competitive human resources.

### **Elementary School**

Elementary School (SD) is a fundamental level of formal education within the national education system. Based on Law Number 20 of 2003 concerning the National Education System Article 17, basic education consists of elementary school education and junior high school education. Elementary school aims to form the foundation of students' cognitive, affective, and psychomotor abilities as preparation for further education.

According to Sutjipto (2009), Elementary School aims to develop students' basic abilities in reading, writing, and arithmetic, as well as instilling character, moral, and social values. The learning process in Elementary School is directed towards preparing students to adapt to more complex social and intellectual environments at the next level.

According to Mulyasa (2013: 27), Elementary School is a formal educational institution that plays a role in providing initial education for children aged 6–12 years, prioritizing character formation, basic literacy, and numeracy competence.

The main goal of education in elementary school is to develop basic skills and shape the character of students. These objectives refer to: 1) **Character Education:** Instilling values such as honesty, responsibility, and mutual cooperation (Mulyasa, 2013: 42). 2) **Literacy and Numeracy Skills:** In accordance with the 2013 Curriculum and the Merdeka Curriculum, elementary schools serve as the foundation for learning literacy and numeracy skills relevant to global needs (Kemendikbud, 2022: 9).

Some key characteristics of education at the elementary level are: 1) **Child-Centered:** Learning is designed according to the developmental stages of early childhood, which according to Piaget's theory, are at the concrete operational stage (Piaget in Santrock, 2011: 43). 2) **Holistic and Thematic:** The learning approach in elementary schools uses themes to integrate various subjects. This is in line with the 2013 Curriculum and the Merdeka Curriculum (Kemendikbud, 2022: 12). 3) **Focus on Character:** Elementary School emphasizes moral education and the development of good behavior to create quality individuals (Mulyasa, (2013: 36).

Teachers at the elementary school level act as facilitators, motivators, and mentors. According to (Suryobroto (2009: 54), elementary school teachers have the main responsibility in motivating students to learn actively and helping them develop their full potential. Although it is a basic level of education, elementary schools are faced with several challenges: 1) **Access Gap:** There

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is still a disparity in quality between elementary schools in developed and underdeveloped areas, 2) Teacher Competence: There needs to be an increase in teacher training and provision to face the implementation of the new curriculum (Kemendikbud, (2023: 14). 3) Educational Facilities: Facilities and infrastructure in many elementary schools require more attention, especially in remote areas (Mulyasa, (2013: 59)

### RESEARCH METHOD

This research uses a quantitative method that emphasizes the collection of data in numerical form to be analyzed with statistical techniques, specifically using Pearson's Product Moment correlation. This method aims to test and identify patterns or relationships between variables so that the relationship between the variables being studied can be found.

In this study, the sample includes 5 teachers from each of the 7 Elementary Schools selected as the research sites.

No	School Name	Number of Teachers
1	Public Elementary School Bugel 1 Karawaci	5
2	Public Elementary School Manis Jaya	5
3	Public Elementary School Gembor 2	5
4	Public Elementary School Keroncong 1	5
5	Public Elementary School Doyong 3	5
6	Public Elementary School 2 Kota Tangerang	5
7	Public Elementary School Taman Cibodas	5
<b>AMOUNT</b>		<b>35</b>

### RESULTS AND DISCUSSION

#### 1. The Relationship Between the Implementation of the 2013 Curriculum (X1) and Elementary School Exam Results in Tangerang City in 2023 (Y)

##### a. Normality Test

The normality test of the data uses the Kolmogorov Smirnov technique (K-S test) because the number of research respondents is more than 30, specifically 35 respondents. The normality test is conducted with the aim of assessing the distribution of data residuals on variable X1 with Y, whether the data distribution is normal or not.

#### → NPar Tests

#### One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		35
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	6.73291731
Most Extreme Differences	Absolute	.131
	Positive	.124
	Negative	-.131
Test Statistic		.131
Asymp. Sig. (2-tailed)		.136 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the results of the normality test using the Kolmogorov Smirnov technique, a significance value of 0.136 was obtained. This significance result is greater than 0.05, so it can be concluded that the residual data on variable X1 with Y is normally distributed.

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## b. Linearity Test

The linearity test aims to determine the form of the relationship between the independent variable and the dependent variable. The linearity test here means it will show whether there is a linear relationship or not between variable X1 and Y.

**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Nilai Ujian Sekolah * Kurikulum 2013	Between Groups	(Combined)	559.877	8	69.985	1.849	.113
		Linearity	2.706	1	2.706	.071	.791
		Deviation from Linearity	557.171	7	79.596	2.103	.079
	Within Groups		984.123	26	37.851		
Total			1544.000	34			

**Measures of Association**

	R	R Squared	Eta	Eta Squared
Nilai Ujian Sekolah * Kurikulum 2013	.042	.002	.602	.363

Based on the results of the linearity test, the significance value of the deviation from linearity for variables X1 and Y is 0.079, which is greater than 0.05. Therefore, it can be concluded that there is a linear relationship between variable X1 and variable Y.

## c. Correlation Test

To test the significance of the partial correlation coefficient or the relationship of each independent variable, namely X1 with Variable Y, is done using Pearson's Product Moment correlation test..

### Correlations

VIARABLE	CORRELATION TEST	CURRICULUM 213	SCHOOL RESULT	EXAM
CURRICULUM 2013	Pearson Correlations	1	.042	
	sig ( 2 talled )		.811	
	N	35	35	
SCHOOL EXAM RESULT	Pearson Correlations	.042	1	
	sig ( 2 talled )	.811		
	N	35	35	

Based on the results of the Pearson Product Moment correlation test, it was found that the correlation between the 2013 curriculum (X1) and the elementary school students' exam results in Tangerang City (Y) is  $r_{x1y} = 0.042$ . This indicates that there is a very weak relationship between the implementation of the 2013 curriculum and the elementary school students' exam results in Tangerang City.

## 2. The Relationship Between the Implementation of the Merdeka Curriculum (X2) and Elementary School Exam Results in Tangerang City in 2023 (Y)

### 1. Normality Test

The normality test of the data uses the Kolmogorov Smirnov technique (K-S test) because the number of research respondents is more than 30, specifically 35 respondents. The normality test is conducted to assess the distribution of data residuals on variable X2 with Y, whether the data distribution is normal or not.



➔ **NPar Tests**

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		35
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	6.73557229
Most Extreme Differences	Absolute	.128
	Positive	.124
	Negative	-.128
Test Statistic		.128
Asymp. Sig. (2-tailed)		.157 <sup>c</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.



Based on the results of the normality test using the Kolmogorov Smirnov Technique, a significance value of 0.157 was obtained. This significance result is greater than 0.05, so it can be concluded that the residual data on variable X2 with Y is normally distributed.

**2. Linearity Test**

The linearity test aims to determine the form of the relationship between the independent variable and the dependent variable. The linearity test here means it will show whether there is a linear relationship or not between variable X2 and Y.

**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Nilai Ujian Sekolah * Kurikulum Merdeka	Between Groups	(Combined)	166.811	7	23.830	.467	.850
		Linearity	1.490	1	1.490	.029	.866
		Deviation from Linearity	165.321	6	27.553	.540	.773
	Within Groups		1377.189	27	51.007		
	Total		1544.000	34			



**Measures of Association**

	R	R Squared	Eta	Eta Squared
Nilai Ujian Sekolah * Kurikulum Merdeka	.031	.001	.329	.108

Based on the results of the linearity test, the significance value of the deviation from linearity for variables X2 and Y is 0.773, which is greater than 0.05. Therefore, it can be concluded that there is a linear relationship between variable X2 and variable Y.

**3. Correlation Test**

To test the significance of the partial correlation coefficient or the relationship of each independent variable, namely X2 with Variable Y, is done using Pearson's Product Moment correlation test.

**Correlations**

VARIABLE	CORRELATION TEST	CURRICULUM 213	SCHOOL RESULT	EXAM
independent CURRICULUM	Pearson Correlations	1	.031	
	sig ( 2 talled )		.859	
	N	35	35	
SCHOOL EXAM RESULT	Pearson Correlations	.031	1	

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	sig ( 2 talled )	.859	
	N	35	35

correlation between the implementation of the independent curriculum and the elementary school students' exam results in Tangerang City is  $r_{xy} = 0.031$ . This indicates that there is a very weak relationship between the implementation of the independent curriculum and the elementary school students' exam results in Tangerang City.

Thus, if we compare the 2013 curriculum with the revised curriculum, namely the independent curriculum, it can be stated that there is a correlation between improvements in the quality of education of  $0.042: 0.031$ . This can be interpreted, although the difference is quite small, however, it can be stated that the 2013 curriculum is better. in improving the quality of education in Banten Province, when compared with the independent curriculum, it has a contribution of 0.011 (one point one percent)

Based on the results of the Pearson Product Moment correlation test, there is a very weak relationship between the implementation of the 2013 curriculum and the Merdeka curriculum with the elementary school students' exam results in Tangerang City in 2023.

Student exam scores are influenced by many factors that can be categorized into several aspects. Here is a detailed explanation:

### 1. Internal Factors of Students

- a. Study readiness: How well students prepare themselves before the exam, such as studying the material carefully and in an organized manner.
- b. Motivation: The level of desire or drive of students to learn. Low motivation often negatively affects performance.
- c. Physical and mental health: The health of the body and mind greatly affects concentration and memory.
- d. Cognitive ability: Intellectual capacities such as memory, the ability to understand concepts, and analytical skills.
- e. Time management: The ability to manage time for studying and completing exams.

### 2. Environmental Factors

- a. Learning environment: A home or school atmosphere that supports learning without distractions.
- b. Peer influence: Friends who are diligent in studying can encourage students to be more diligent, while friends who are less concerned about studying can have a negative influence.
- c. Family support: Parents who support their child's education, such as providing guidance or learning facilities.

### 3. Teacher and Learning Factors

- a. Teaching quality: A teacher who can deliver material clearly and engagingly will help students understand better.
- b. Relevance of exam material: Are the exam questions aligned with the material taught, or is there a gap?
- c. Frequency and quality of evaluations: Sufficient practice questions and detailed discussions can enhance students' readiness.

### 4. Additional External Factors

- a. Difficulty level of the questions: If the questions are too difficult or irrelevant, students' scores tend to be low.
- b. Exam conditions: A comfortable and distraction-free exam room atmosphere supports students' performance.
- c. Luck: Minor factors such as the selection of questions that align with the material the student has mastered.

### 5. Grading System

- a. Correction method: Technical errors or subjectivity in grading can affect the results.
- b. Fairness of the exam system: For example, if there are students who cheat, it can create discrepancies in results that do not reflect their actual abilities.

## CONCLUSION

Based on the results of the Pearson Product Moment correlation test, it was found that: The correlation between the 2013 curriculum and the elementary school students' exam results in Tangerang City is  $r_{xy} = 0.042$ . This indicates a very weak relationship between the implementation of the 2013 curriculum and the elementary school students' exam results in Tangerang City.

The correlation between the implementation of the Merdeka curriculum and the elementary school students' exam results in Tangerang City is  $r_{xy} = 0.031$ . This indicates a very weak relationship between the implementation of the Merdeka curriculum and the elementary school students' exam results in Tangerang City.

Based on the results of the Pearson Product Moment correlation test, there is a very weak relationship between the implementation of both the 2013 curriculum and the Merdeka curriculum with the elementary school students' exam results in Tangerang City in 2023.



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Thus, if we compare the 2013 curriculum with the revised curriculum, namely the independent curriculum, it can be stated that there is a correlation between improvements in the quality of education of 0.042: 0.031. This can be interpreted, although the difference is quite small, however, it can be stated that the 2013 curriculum is better. in improving the quality of education in Banten Province, when compared with the independent curriculum, it has a contribution of 0.011 (one point one percent)

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