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Junior High Schools Mathematics Subject Matter in Two Different Curriculum Perspective

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ABSTRACT

Curriculum transformation is essential to the education because it aims to improve learning quality and make it more relevant to the needs of students and society. The curriculum can be adapted to align the course content with current issues and the society's demands. Modifying or updating materials enables the curriculum to address current issues better and provide knowledge that aligns with the needs of the students. The purpose of this study is to analyze the differences in mathematics teaching materials for junior high school students based on the transformation of the 2013 curriculum to the 'Merdeka' curriculum. The research methodology employed in this study is a literature review, with the primary sources that are the government regulations outlining the fundamental competencies of the 2013 curriculum and the learning outcomes of the Merdeka curriculum. Learning outcome in Merdeka curriculum is a learning competency that must be achieved by students at each phase includes a set of competencies and subject matter that are comprehensively arranged in narrative form. According to the findings, the Merdeka curriculum has less material than the 2013 curriculum. This aligns with Merdeka curriculum's characteristics, which prioritize essential material to provide ample time for students to develop their creativity and innovation skills.
***Keywords**: mathematics content, merdeka curriculum, junior high school.*

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INTRODUCTION

The curriculum is one of the tools used to achieve educational goals. However, the curriculum is not an object that cannot be affected by the notion of change (Santika et al., 2022). Curriculum transformation is essential to the advancement of education because it aims to improve learning quality and make it more relevant to students' and society's needs. The curriculum needs to adapt to reflect the challenges posed by societal issues, technology, and time (Yuliana, 2022). The world is constantly evolving, and the curriculum must reflect relevant knowledge and skills for future generations to compete on a global level (Angga et al., 2022). Curriculum changes aim to improve the quality of learning by introducing new methods and approaches that are more effective and in line with students' needs. An upgraded curriculum can help improve learning motivation, participation, and academic achievement. The curriculum should reflect the social needs and challenges faced by society. For example, the curriculum may emphasize issues such as the environment, health, gender equality or diversity to prepare students for a complex changing world (Firdaus et al., 2022). Curriculum transformation can identify key skills and competencies that are important for the future, such as critical thinking skills, creativity, cooperation, and digital literacy. The use of technology to improve the process and quality of learning and digital skills as an introduction to broader education needs to be updated all the time. (Kurniati & Kusumawati, 2021). A revised curriculum could focus more on developing these skills.

The basic principle in curriculum policy is change and continuity. (Daniel, 2020). Curriculum changes allow for the refinement of the content of the material so that it is more relevant to the times and the needs of society. By changing or updating the material, the curriculum can better accommodate actual issues and present knowledge that is more in line with the needs of learners in the modern era. Curriculum development can also affect the integration of subjects. Reorganizing content can enable integration between subject areas, linking knowledge from different subjects, and promoting a more holistic understanding.

METHOD

This research uses qualitative research methods using library research techniques. On the basis of "events" gathered during fieldwork, conceptualization, categorization, and description are developed in qualitative research. (Rijali, 2018). The focus of this research is on the transformation of the 2013 curriculum into Merdeka curriculum in terms of mathematics content at the junior high school level. The main source of reference is government regulations related to the implementation of the 2013 curriculum and Merdeka curriculum, especially in the context of Basic Competencies in the 2013 curriculum and Learning Outcomes in Merdeka curriculum. The references were then carefully reviewed to obtain a detailed explanation of the content that emerged from those two curricula, especially in junior high school mathematics. Furthermore, the researcher formulated his views and analysis results regarding the content of mathematics materials from the two perspectives of the 2013 curriculum and Merdeka curriculum.

RESULTS AND DISCUSSION

Competency achievement in the 2013 curriculum

The purpose of the 2013 curriculum is to prepare Indonesian to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective, and able to contribute to the life of society, nation, state, and world civilization. (Yanuarti, 2017). To achieve these goals, the government provides scope and sequence in the form of Basic Competencies (Kompetensi Dasar) which are grouped into four Core Competencies (Kompetensi Inti), namely spiritual attitudes, social attitudes, knowledge, and skills. (Nugroho & Narawaty, 2022). These competencies are achieved through intracurricular, co-curricular and/or extracurricular learning processes. The formulation of the core competency of spiritual attitude is to appreciate and internalize the teachings of the religion that he believes in. The formulation of Social Attitude competencies is, "Demonstrate honest, disciplined, responsible, caring (tolerant, mutual cooperation), polite, and confident behavior in interacting effectively with the social and natural environment in its socialization and existence". Both competencies are achieved through indirect teaching, which is exemplary, habituation, and school culture by taking into account the characteristics of subjects, as well as the needs and conditions of students.

Knowledge competency is formulated as follows: Understand knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, arts, culture related to empirical phenomena and events. Meanwhile, skill competencies are formulated as follows: Demonstrating, processing, and presenting in the concrete domain ('applying, elaborating, assembling, modifying, and creating') and the abstract domain ('writing, reading, calculating, drawing, and creating') in accordance with what is learned at school and other similar sources in the point of view/theory. The knowledge and skills competencies to be achieved through intraculicular learning are detailed in the basic competencies of each subject. (Kemdikbud, 2018).

Basic competencies are state in point and are ordered to achieve the Core Competencies which are organized per year. KI 1 (spiritual attitude) and KI 2 (social attitude) are only found in Religious Education and Character Education subjects, and Pancasila and Civic Education. KI 3 (Knowledge) and KI 4 (Skills) are achieved through all subjects. he learning approach used is the scientific approach. In general, learning is focused only on intracurricular, while co-curricular is allocated a maximum learning load of 50% outside of intra hours, but is not required in the form of specifically planned activities, so it is often up to teachers' creativity.

Competency achievement in Merdeka curriculum

The main goal of education formulated by Merdeka curriculum is the realization of the profile of a Pancasila student, which consists of six dimensions: faith and devotion to God the Almighty, high morality, global diversity, teamwork, independence, creativity, and critical reasoning. This goal is realized through four main school activities: intracurricular, extracurricular, and projects to strengthen the Profil Pelajar Pancasila or P5 which are included in co-curricular activities, as well as school culture and habituation.

Mathematics Subjects teach learners how to think, reason, and use logic through certain mental activities that form a continuous thinking algorithm and lead to the formation of an understanding of mathematical learning materials in the form of facts, concepts, principles, operations, relationships, problems, and certain mathematical solutions that are formal-universal. This mental process can strengthen the disposition of students to feel the meaning and benefits of mathematics and learning mathematics, as well as moral values in learning Mathematics Subjects, including freedom, proficiency, assessment, accuracy, systematicity, rationality, patience, independence, discipline, perseverance, resilience, confidence, open-mindedness, and creativity. Thus, its relevance to the learner profile of Pancasila, Mathematics Subjects is aimed at developing independence, critical reasoning skills, and creativity in learners.

Mathematics in Merdeka curriculum is organized around five content elements (with one additional element as an option for grades XI and XII) and five process elements. The content elements are: number, algebra, measurement, geometry, data analysis, and probability, as well as calculus as optional content. While the process elements in mathematics that refer to mental activities to form the algorithm of thinking and understanding include mathematical reasoning and proof, mathematical problem solving, communication, mathematical representation, and mathematical connections.

The goal competencies in Merdeka curriculum are made up of learning outcomes arranged by phase. The division of phases is described as follows: PAUD is the Foundation phase, elementary schools are divided into 3 phases, namely phase A (grades 1-2), phase B (grades 3-4), and phase C (grades 5–6); junior high school is phase D (grades 7-9); senior high school is in phase E (grade 10), and phase F (grades XI–XII). The approach to learning in Merdeka curriculum is to strengthen differentiated learning according to the stage of learner achievement with a combination of intracurricular learning (around 70–80%) and total lesson hours per year and co-curricular learning through projects to strengthen the Pancasila learner profile (around 20–30% of lesson hours). (Kemdikbud, 2022).

Junior high school mathematics materials in the 2013 curriculum and independent curriculum

The 2013 curriculum was designed with the aim of designing learning that is more relevant, contextualized, and focuses on developing students' full potential. With a learner-centered approach and the application of 21st century skills, this curriculum aims to facilitate students with relevant competencies and be ready to deal with future challenges. Merdeka curriculum focuses on developing soft skills and character, focusing on essential materials, and flexible learning so that teachers have the flexibility to conduct learning according to the stage of achievement and development of each learner. (Kurniati & Kusumawati, 2023).

In the 2013 curriculum, we recognize the terms KI and KD as references for the competencies that students must achieve in learning, and in Merdeka curriculum there are Learning Outcomes (CP) which are a combination of knowledge, skills, and attitudes as a continuous process that builds complete competence. (Yuliana,

2022). In the implementation of the learning process, education units are not limited to one approach. Education units can use subject-based, thematic, inquiry, subject collaboration or a combination of approaches in accordance with ministerial regulations. (Balitbang dan perbukuan:2021).

The content of mathematics teaching materials at the junior high school level at the 2013 curriculum is presented in the basic competencies (KD) while Merdeka curriculum is presented in the form of learning outcomes (CP) which are all grouped based on the elements of number, measurement, algebra, geometry and data analysis and opportunities are detailed as follows:

Tabel 1. A comparison of math materials on number content

Curriculum 2013	Independent curriculum
Class VII (3.1) Explain and determine the sequence of integers (positive and negative) and fractions (ordinary, mixed, decimal, percent) (4.1) Solving problems related to the order of several integers and fractions (ordinary, mixed, decimal, percent) (3.2) Explain and perform arithmetic operations on integers and fractions by utilizing various properties of operations (4.2) Solve problems related to integer and fraction arithmetic operations (3.3) Explain and determine the representation of numbers in the form of positive and negative integer powers (4.3) Solve problems related to numbers in the form of integers with positive and negative powers (3.8) Distinguish between equivalent and reversed values using data tables, graphs, and equations (4.8) Solve problems related to comparisons of value and return value (3.9) Recognize and analyze various situations related to social arithmetic (sales, purchases, deductions, profits, losses, single interest, percentage, gross, net, tare) (4.9) Solving problems related to social arithmetic (sales, purchases, deductions, profits, losses, single interest, percentage, gross, net, tare) Class IX (3.1) Explain and perform operations on numbers with rational numbers and radical forms, as well as their properties (4.1) Solving problems related to the properties of integer operations and radical forms	• read, write, and compare integers, rational and irrational numbers, decimal numbers, integers and roots, numbers in scientific notation. • apply arithmetic operations to real numbers, and provide estimates/estimates in solving problems (including those related to financial literacy). • Using prime factorization and understanding of ratios (scale, proportion, and rate of change) in problem solving.

The 2013 curriculum presents material content by specifying the forms of numbers such as ordinary fractions, mixed fractions, decimals, and percents. Meanwhile, Merdeka curriculum is more generally discussed about types of numbers such as integers, rational, and irrational numbers. Fractions and percentages do not appear explicitly in Merdeka curriculum, but there is new material, namely numbers in scientific notation.

Materials related to social arithmetic consisting of sales,

purchases, discounts, profits, losses, single interest, percentage, gross, net, are presented in detail in the 2013 curriculum. In Merdeka curriculum, social arithmetic does not appear but there is material related to financial literacy without specifying what elements of financial literacy are the subject of learning.

Equivalent and inverse ratios are explained and mentioned in a specific and detailed way or method with data tables, graphs, and equations in the 2013 curriculum. Similar to this material in Merdeka curriculum there is prime factorization material and understanding of ratios (scale, proportion, and rate of change). Based on the structure of the presentation of number content material in Merdeka curriculum tends to be more general and broad, while in the 2013 curriculum the material is explained in detail and specifically.

Tabel 2. A comparison of math material on algebraic content

Curriculum 2013	Independent curriculum
Class VII (3.4) Explain sets, subsets, universal sets, empty sets, complement sets, and perform binary operations on sets using contextual problems (4.4) Solving contextual problems related to sets, subsets, universal sets, empty sets, complement of sets and binary operations on sets (3.5) Explaining algebraic forms and performing operations on algebraic forms (addition, subtraction, multiplication, and division) (4.5) Solving problems related to algebraic forms and operations on algebraic forms (3.6) Explain one-variable linear equations and inequalities and their solutions (4.6) Solving problems related to one-variable linear equations and inequalities Class VIII (3.1) Make generalizations of patterns on number sequences and object configuration sequences (4.1) Solving problems related to patterns in number sequences and object configuration sequences (3.3) Describe and state relations and functions using various representations (words, tables, graphs, diagrams, and equations) (4.3) Solving problems related to relations and functions by using various representations (3.4) Analyze linear functions (as straight line equations) and interpret their graphs in relation to contextual problems (4.4) Solving contextual problems related to linear functions as straight line equations (3.5) Describes a system of two-variable linear equations and their solutions related to contextual problems (4.5) Solve problems related to systems of two-variable linear equations Class IX (3.2) Explaining quadratic equations and their characteristics	• recognize, predict and generalize patterns in the form of arrangement of objects and numbers. • Expressing a situation in algebraic form. • uses the properties of operations (commutative, associative, and distributive) to produce equivalent algebraic forms. • understand relations and functions (domain, codomain, range) and present them in the form of arrow diagrams, tables, sets of ordered pairs, and graphs. • differentiate some nonlinear functions from linear functions graphically. • solving one-variable linear equations and inequalities. • present, analyze, and solve problems using relations, functions and linear equations. • solving a system of two-variable linear equations through several ways to solve the problem

based on their roots and how to solve them (4.2) Solving problems related to quadratic equations (3.3) Explain quadratic functions using tables, equations, and graphs (4.3) Present quadratic functions using tables, equations, and graphs (3.4) Explain the relationship between the coefficients and the discriminant of the quadratic function with the graph (4.4) Presenting and solving contextual problems using the properties of quadratic functions	

The material content on algebraic elements that both appear in the two curricula include number patterns, relations and functions, algebraic forms and operations, linear functions, linear equations and inequalities of one variable, and systems of linear equations of two variables. Content that only exists in the 2013 curriculum are sets, quadratic equations, and quadratic functions. These three contents are not available in Merdeka curriculum.

The difference in sentence presentation style between the two curricula can be seen in the algebraic form operation material. Merdeka curriculum uses simpler and more familiar word choices, namely addition, subtraction, multiplication, and division which refer to algebraic arithmetic operations. Meanwhile, Merdeka curriculum emphasizes the concept of number properties such as commutative, associative, and distributive for procedural solutions.

Relation and function material both appear in both curricula, but Merdeka curriculum mentions more specific sub-materials such as domain, codomain, and range which do not appear explicitly in the 2013 curriculum. In Merdeka curriculum, there is material for presenting relations and functions in the form of sets of ordered pairs which requires prerequisite material about sets, but this material is not available.

Tabel 3. Comparison of math materials on measurement elements

Curriculum 2013	Independent curriculum
Class VII (3.7) Describing the ratio of two quantities (same and different units) (4.7) Solving problems related to the ratio of two quantities (same and different units) (3.11) Associate the perimeter and area formulas for various types of quadrilaterals (square, rectangle, rhombus, parallelogram, trapezoid, and kite) and triangles (4.11) Solving contextual problems related to area and perimeter of quadrilaterals (square, rectangle, rhombus, parallelogram, trapezoid, and kite) and triangles Class VIII (3.9) Distinguish and determine the surface area and volume of polyhedrons (cubes, blocks, prisms, and pyramids) (4.9) Solve problems related to the surface area and volume of polyhedron (cubes, beams, primes and pyramids), as well as their combinations Class IX	• explains how to determine the area of a circle and solve related problems. • explains how to determine the surface area and volume of geometric shapes (prisms, cylinders, spheres, pyramids and cones) and solve related problems. • explain the effect of proportional changes of plane shapes and spatial shapes on length, angle, area, and/or volume

(3.7) Generalize the surface area and volume of various curved side geometric shapes (tubes, cones, and spheres) (4.7) Solving contextual problems related to the surface area and volume of curved geometric shapes (tubes, cones, and spheres), as well as combinations of several curved geometric shapes	

The measurement element in the 2013 curriculum and Merdeka curriculum both contain material about the surface area and volume of flat-sided and curved-sided geometric shapes. The material that only appears in the 2013 curriculum and is not found in Merdeka curriculum includes the area and perimeter of rectangles and triangles, while Merdeka curriculum discusses the area and perimeter of a circle. In addition to this, there is also material on proportional changes in polyhedron and their effect on length, area, volume, and angle size. This material is still related to the measurement of polyhedron, but requires higher competence at the analysis level.

Table 4. Comparison of mathematical material on geometry content

Curriculum 2013	Independent curriculum
Class VII (3.10) Analyze the relationship between angles as a result of two parallel lines cut by a transverse line (4.10) Solving problems related to the relationship between angles as a result of two parallel lines cut by a transverse line Class VIII (3.2) Explaining the position of points in the Cartesian coordinate plane associated with contextual problems (4.2) Solving problems related to the Cartesian coordinate plane associated with contextual problems (3.6) Explain and prove the Pythagorean theorem and Pythagorean triples (4.6) Solving problems related to the Pythagorean theorem and Pythagorean triples (3.7) Explain the central angle, inscribed angle, arc length, and area of the arc of a circle, and their relationship (4.7) Solve problems related to central angles, inscribed angles, arc lengths, and areas of circles, and their relationships (3.8) Explain the common external and common tangents in two circles and how to draw them (4.8) Solve problems related to external common tangents and common in two circles Class IX (3.5) Explain geometric transformations (reflection, translation, rotation, and dilation) that are related to contextual problems (4.5) Solving contextual problems related to geometric transformations (reflection, translation, rotation, and dilation) (3.6) Explain and determine similarity and congruence between	• make geometric nets (prisms, cylinders, pyramids and cones) and make these geometric shapes out of the nets. • uses the relationship between angles formed by two intersecting lines, and by two parallel lines cut by a transversal line to solve problems (including determining the sum of the angles in a triangle, determining the measure of the unknown angles in a triangle). • explain the properties of congruence and congruence in triangles and quadrilaterals, and use them to solve problems. • demonstrate the proof of the Pythagorean theorem and use it in solving problems (including the distance between two points on the Cartesian coordinate plane). • perform single transformations

plane shapes (4.6) Solving problems related to similarity and congruence between plane shapes	(reflection, translation, rotation, and dilation) of points, lines, and plane shapes on the Cartesian coordinate plane and use them to solve problems

Geometry elements in both curricula contain the same material related to the relationship of two angles, proof of the Pythagorean theorem, cartesian coordinates, and geometric transformations. The material that is available in the 2013 curriculum and not available in Merdeka curriculum is about the tangent of the common circle of two circles and about the central angle, inscribed angle, arc length, and the area of sector of a circle. On the other hand, the material that is in Merdeka curriculum but not in 2013 is about the nets of 3D geometric figures (pyramids, prisms, cones, tubes, and spheres) which are explicitly mentioned.

Specific description differences between similar materials in the two curricula appear in the content of points on cartesian coordinates: the 2013 curriculum contains material about the location of points in the cartesian coordinate plane, while Merdeka curriculum focuses on the distance between points in the cartesian coordinate. Another difference in description appears in the transformation material which in Merdeka curriculum explains the objects that are transformed, among others: points, lines, and two dimensional shapes in the cartesian coordinate plane. The same thing is also seen in the material of similarity and congruence, in the 2013 curriculum only mentioned between 2D shapes, while in Merdeka curriculum it is simplified to triangles and quadrilaterals.

Table 5. Comparison of math material on data and opportunity analysis content

Curriculum 2013	Independent curriculum
Class VII (3.12) Analyzing data relationships through visualization (tables, line charts, bar charts, and pie charts) (4.12) Presenting and interpreting data using tables, line charts, bar charts, and pie charts Class VIII (3.10) Analyze data based on data distribution, mean, median, mode, and distribution of data to draw conclusions, make decisions, and make predictions (4.10) Presenting and solving problems related to data distribution, average, median, mode, and distribution of data to draw conclusions, make decisions, and make predictions (3.11) Describe the empirical and theoretical probability of an event from an	• generate questions, collect, present, and analyze data to answer questions. • use bar charts and pie charts to present and interpret data. • take a representative sample of a population to obtain data related to them and the environment • determine and interpret the mean, median, mode, and range of the data to solve problems (including comparing one data against its group, comparing two groups of data, predicting, making decisions). • investigate the possibility of changes in the measurement of the center due to changes in data. • Explain and apply the concepts probability and relative frequency in a simple experiment to calculate the

experiment	
(4.11) Solving problems related to the empirical and theoretical probability of an event from an experiment	expected frequency of an event (all experimental outcomes appear equally).

It seems that Merdeka curriculum covers the same content as the 2013 curriculum for data analysis and probability, as shown in the comparison table above. Merdeka curriculum introduces new topics such as comparing data within and between groups, and changes in statistical measures resulting from data changes. Merdeka curriculum simplifies the data presentation format by using only bar charts and pie charts, while the 2013 curriculum has more formats, such as tables, line charts, bar charts, and pie charts. Merdeka curriculum replaces empirical probability and theoretical probability, terms used in the 2013 curriculum, with relative frequency and expected frequency.

The learning principles in the 2013 curriculum have been aligned with Merdeka curriculum. Therefore, there is no longer a gap in the curriculum as a result of schools having the freedom to choose the implemented curriculum in the educational unit. The fundamental similarity between the materials in both curriculums is that teachers are given the freedom to create their own learning objectives by referring to the competency standards provided in the 2013 curriculum. (Pusat Kurikulum dan Pembelajaran, 2022b) Likewise, in the Merdeka curriculum, teachers are free to develop learning objectives from the CP by considering the characteristics of students and education units. (Pusat Kurikulum dan Pembelajaran, 2022a).

CONCLUSION

Math materials at the junior high school curriculum level that are missing from Merdeka curriculum include: social arithmetic, quadratic equations, quadratic functions, area and perimeter of triangles and quadrilaterals, tangent lines of two circles and about the central angle, inscribed angle, arc length, and area of the sector of a circle. Merdeka curriculum includes new materials such as circle perimeter and area, three-dimensional figure nets, proportional changes in two-dimensional and three-dimensional figures and their effects on length, area, volume, and angle size.

There is more material removed from the 2013 curriculum than the new material that appears in Merdeka curriculum. The new content in Merdeka curriculum is not entirely new stand-alone material, but rather similar material with more depth or breadth than previously included. This is consistent with one characteristic of Merdeka curriculum, which is to focus on essential material. Learning is conducted with a focus on essential, relevant, and in-depth material so that there is sufficient time to stimulate students' creativity and innovation in achieving basic competencies such as literacy and numeracy.

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