

## Analysis of Educational Curriculum in Indonesia and Morocco: Comparing Content, Implementation and Impacts on Learning

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### Abstract

*This research aims to analyze the education curriculum in Indonesia and Morocco, focusing on content, implementation, and impacts on learning. Through qualitative research, including document analysis and interviews with educators, curriculum developers, and students, this study compares the educational curriculum of both countries. The analysis begins with exploring official curriculum documents in both countries, examining objectives, subjects, and teaching methods. The implementation of the curriculum is examined through observations and interviews with educators to understand how it is enacted in the classroom. Additionally, interviews with students gather their perceptions and experiences regarding the curriculum's impact on their learning outcomes. The results of this study are that Indonesia and Morocco have some fundamental similarities and differences in the applicable curriculum. Indonesia and Morocco prioritize student-centered learning, skills development, and character education through initiatives like the Merdeka Curriculum. Despite promoting accessibility and technology use, both face challenges in addressing regional disparities. The primary school curricula in both nations positively impact learning by emphasizing competencies, general skills, and character education, while recognizing and appreciating local values and culture. The findings of this research contribute to the education sector by providing a comprehensive comparison of the curriculum between Indonesia and Morocco.*

**Keywords:** Comparison, content education curriculum, implementation, impact Indonesia and Morocco, learning

### Abstrak

Penelitian ini bertujuan untuk menganalisis kurikulum pendidikan di Indonesia dan Maroko, dengan fokus pada isi, implementasi, dan dampak terhadap pembelajaran. Melalui penelitian kualitatif, termasuk analisis dokumen dan wawancara dengan para pendidik, pengembang kurikulum, dan siswa, penelitian ini membandingkan kurikulum pendidikan kedua negara. Analisis dimulai dengan mengeksplorasi dokumen kurikulum resmi di kedua negara, mengkaji tujuan, mata pelajaran, dan metode pengajaran. Implementasi kurikulum dikaji melalui observasi dan wawancara dengan para pendidik untuk memahami bagaimana kurikulum tersebut diberlakukan di kelas. Selain itu, wawancara dengan siswa mengumpulkan persepsi dan pengalaman mereka mengenai dampak kurikulum terhadap hasil belajar mereka. Hasil penelitian ini adalah Indonesia dan Maroko memiliki beberapa persamaan dan perbedaan mendasar dalam kurikulum yang berlaku. Indonesia dan Maroko memprioritaskan pembelajaran yang berpusat pada siswa, pengembangan keterampilan, dan pendidikan karakter melalui inisiatif seperti Kurikulum Merdeka. Meskipun mendorong aksesibilitas dan penggunaan teknologi, keduanya menghadapi tantangan dalam mengatasi kesenjangan regional. Kurikulum sekolah dasar di kedua negara memberikan dampak positif terhadap pembelajaran dengan menekankan kompetensi, keterampilan umum, dan pendidikan karakter, sekaligus mengakui dan menghargai nilai-nilai dan budaya lokal. Temuan penelitian ini berkontribusi pada sektor pendidikan dengan memberikan perbandingan kurikulum antara Indonesia dan Maroko secara komprehensif.

**Kata kunci:** Perbandingan, isi kurikulum pendidikan, implementasi, dampak Indonesia dan Maroko, pembelajaran

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## INTRODUCTION

Education as a dynamic institution also feels the impact of the progress and development of education (Marmoah et al., 2021). Curriculum is a set of educational programs and subjects provided by an educational institution that contains a curriculum plan (Cahapay, 2020). The educational curriculum is dynamic. The curriculum is a complex and multidimensional device that is the starting point to the end point of the learning experience, and is the heart of education that must be evaluated innovatively, dynamically, and periodically according to the times (Cholilah et al., 2023). The curriculum is a crucial aspect in education that determines learning targets for students. The main function of the curriculum is to achieve educational goals, facilitate the development of teaching methods, and provide guidance for teachers in their teaching practice (Fuentes et al., 2021). Curriculum components include curriculum objectives, content, teaching methods, and assessment.

The educational curriculum is important to be innovative and responsive to the demands of the times (Toquero, 2020). Managing the educational curriculum involves tasks such as submitting schedule information, receiving learning feedback, and generating study statistical data (Kumar Mishra, 2022). The purpose of the educational process is to form and become the foundation of pedagogy, with the aim of producing graduates who have the desired knowledge, skills, competencies, attitudes, and values. Education for sustainable development is recognized as an important aspect of the curriculum, focusing on addressing environmental challenges and fostering sustainability (Franco et al., 2019).

Indonesia and Morocco have similarities and differences in their education systems and curricula. Both countries prioritize Islamic education, but the provision of education is different. In Indonesia, the curriculum is based on Pancasila and the 1945 Constitution, while in Morocco it is based on Dahir, which is a law issued by the king. The Indonesian Ministry of Education, Culture, Research, and Technology has the authority to determine and determine the curriculum, while in Morocco, the national education policy is under the Ministry of National Education. The curriculum in Morocco is more focused on the Maliki school, and the books used in schools must be approved by the Ilmi Council of scholars and experts appointed by the king (Boutieri, 2013).

The Moroccan Ministry of National Education, Higher Education, Executive Training and Scientific Research oversees the implementation of government education policy with a highly centralized structure. It includes the departments of Higher Education and School Education, the Standing Committee on Curriculum, and sixteen Regional Education and Training Academies. The education system includes pre-primary, primary, tertiary, and secondary education, vocational training, and higher education, including Indigenous Education. Pre-primary education targets children aged 4 to 6 years, aiming for holistic development. Modern, Koran-based schools are numerous, with the private sector serving a small number of students. Primary education, compulsory from 6 to 15 years, consists of primary and secondary cycles. Secondary education involves collegial education for 12 to 15 year olds, leading to the Brevet d'Enseignement Collégial, followed by qualifying secondary education with general, technical and vocational tracks, each with different specializations and a short period of vocational training (Llorent-Bedmar, 2014).

The education curriculum in Indonesia faces several challenges, including frequent changes, lack of alignment with the needs of the community, and complexity (Sparrow et al., 2020). These issues can impact the effectiveness of the education system and the learning experience of students. Teaching and learning process can be defined as a transformation process of knowledge from teachers to students (Munna & Kalam, 2021). Rapid curriculum changes can pose difficulties for both teachers and students, as they need to adapt to new teaching materials and strategies. The issues surrounding the education curriculum in Indonesia are multifaceted and require

collaborative efforts to develop effective solutions that can improve the quality of education and better prepare students for the future. While in Morocco, education is limited and the quality is less satisfactory, with a lack of standardized curriculum and qualified educators. The Moroccan education system as a whole suffers from structural problems, with many reforms failing to find the right formula for improvement (Mabrouk, 2019).

This research is important to identify similarities and differences in the content, implementation, and impact of educational curriculum learning in Indonesia and Morocco. This kind of research can help policymakers and educators to improve the quality of education and reduce education disparities in both countries. The implementation of the educational curriculum has been analyzed in several studies. Research conducted by Jannah (2023) found that the use of a curriculum that accommodates the latest developments also allows students to more easily understand and deal with global changes. Improving the quality of education is also reflected in students' ability to solve real problems, think critically, and adapt to a rapidly changing environment. In addition, there is a study that compares the education curriculum between Indonesia and Finland and finds that the Indonesian curriculum is relatively low, based on five curriculum components: objectives, content-material, media, learning strategies, and learning processes (Efendi, 2019). Furthermore, there is research conducted by Nasir et al. (2021) with the results of research that develops curriculum documents in which the objectives, content and teaching materials are clearly described, the learning process, and assessments that emphasize strengthening self-character values in the form of understanding and applying values.

The novelty of this study is that it compares the educational curricula of two developing countries, Indonesia and Morocco, which have not been studied much in the context of curriculum analysis. The study provides a unique perspective on how education systems in those countries can learn from each country's strengths and weaknesses. This study aims to analyze and compare curricula in Indonesia and Morocco with a focus on content, implementation, and impact on learning.

### RESEARCH METHOD

This study used a descriptive qualitative approach. The study was conducted in elementary school in Surakarta, Indonesia and elementary school in Morocco. Data collection is carried out by means of document analysis, interviews, and observations. This research was conducted by analyzing curriculum documents, curriculum objectives, subjects, and teaching methods in Indonesia and Morocco. Interviews were conducted to determine the implementation and impact of the curriculum in Indonesia and Morocco. Interviews were conducted by interviewing teachers, curriculum developers, and students in Indonesia and Morocco. While observations were made to determine the implementation of the curriculum in both countries. Data analysis techniques use triangulation techniques and sources. Data analysis using the Miles and Huberman model includes data collection, data reduction, data presentation, and conclusion.

### RESULT AND DISCUSSION

Based on the results of curriculum document analysis, Indonesia currently adheres to and runs an *Merdeka* curriculum. The *Merdeka* curriculum is the latest curriculum initiated by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). The Merdeka Curriculum is a curriculum that frees teachers to design learning according to the needs of the students they teach. The purpose of the independent curriculum is to optimize the spread of education in Indonesia with diverse intracurricular learning (Inayati, 2022).

The Merdeka Curriculum is an alternative curriculum in Indonesia that emphasizes independent learning and aims to overcome learning setbacks, especially during the pandemic. It provides freedom to teachers and principals in designing and implementing the curriculum based on the needs and potentials of students (Riyadi & Budiman, 2023). The curriculum focuses on enjoyable and burden-free learning, with differentiated learning processes to accommodate students' interests and talents (Mustafiyanti et al., 2023). It replaces national examinations with competency assessments and character surveys developed by schools. The curriculum also simplifies lesson plans and provides more flexible zoning regulations for student admissions (Virgiyanti et al., 2023). Teachers play a crucial role in the successful implementation of the curriculum, and in-house training programs are used to improve their understanding and implementation of the curriculum. The Merdeka Curriculum aims to equip students with various skills, both soft and hard, to prepare them for the world of work .

Educational goals depends heavily on the leadership skills and the sagacityof the principal (Marmoah et al., 2023). The implementation of the Merdeka curriculum requires a series of strategic steps to ensure success in achieving the goals and values carried (Hattarina et al., 2022). The initial step involves a deep understanding of the concepts and principles of the Merdeka curriculum, followed by adjustments to the subject matter to align with these values (Pranajaya et al., 2022). Creating learning modules that support a student-centered approach and encourage independence, creativity, and critical thinking is also a crucial aspect (Kulkarni & Vartak, 2019). Teachers need to undergo training to understand and implement the curriculum effectively. In addition, changes in the evaluation system are important, with the application of holistic and competency-based assessments. Collaboration with parents, communities, and related parties, as well as the use of educational technology, can also improve the success of implementation (Devi et al., 2024). An ongoing monitoring and evaluation process is key, while continuing to develop a curriculum based on evaluation results and the latest educational developments (Muhartono et al., 2023). Effective communication to all relevant parties is also an important factor to ensure the understanding and support needed in creating an educational environment that supports students' holistic development (Cholilah et al., 2023).

Based on the results of interviews with teachers and curriculum developers, it can be concluded that the implementation of the Independent Curriculum in Elementary Schools has a significant positive impact. These impacts include increasing student motivation and ability, improving the quality of learning so that it can have a good impact on student learning outcomes. The curriculum encourages students to take responsibility for their own learning and consider the moral consequences of their actions (Wardani et al., 2023). It also focuses on restoring the quality of education and preparing students for the future (Azmi et al., 2023). The implementation of the Merdeka Curriculum provides flexibility and freedom for schools and teachers to develop their own curriculum and teaching methods that suit the needs of their students (Dian et al., 2023). It emphasizes the importance of ethics education and character development for the success of the future generation. The curriculum also promotes intracurricular learning and provides a platform for educators to optimize content and strengthen competencies. This curriculum is divided into 3 learning areas, namely intracurricular, cocurricular and extracurricular.

Figure 1 is the example of implementation of Merdeka Curriculum when intracurricular learning. Meanwhile, Figure 2 is a co-curricular learning activity in implementing the Independent Curriculum by creating a project, namely making batik.



**Figure 1. Intracurricular Learning on Merdeka Curriculum**



**Figure 2. Co-curricular Learning: Making Batik**

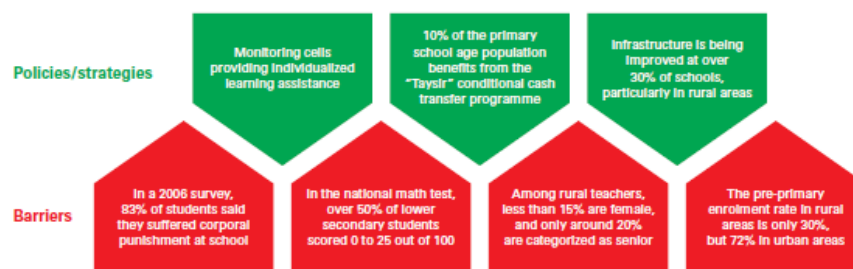
This curriculum not only teaches academic aspects, but also emphasizes the development of students' critical skills, creativity, and independence (Qurota et al., 2024). With a student-centered learning approach, students are empowered to take an active role in the learning process, choose learning methods, and develop personal projects according to their interests (Rambung et al., 2023). In addition, holistic assessment allows evaluation of student progress from various aspects. The curriculum also instills civic values, producing students who are responsible and care for the environment (Alanur et al., 2023). This positive impact can also extend to learning motivation, student satisfaction, and parental involvement in supporting their children's education at the primary school level (Tabroni et al., 2022). Continuous evaluation and monitoring are essential to ensure successful implementation of this curriculum.

The subjects in elementary school integrated in the Merdeka Curriculum cover a broad spectrum and are designed to promote holistic development of students (Rahimah & Widiastuty, 2023). Subjects in the *Merdeka* curriculum consist of religious education, Pancasila education, mathematics, Indonesian, physical education and sports, cultural arts, science (science and social studies), local content, and English. Although core subjects such as Indonesian, Mathematics, Science, and Social Studies remain the focus, this curriculum approach also pays attention to developing students' skills and understanding in the context of everyday life. In addition, additional subjects such as Arts, Physical Education, and Health, as well as local content or local wisdom, are integrated to enrich students' learning experience. The Merdeka curriculum also encourages the application of cross-subject learning, where concepts from various

disciplines can be integrated in the context of a particular task or project (Sholeh, 2022). With this approach, it is expected that students not only gain an isolated understanding of the concept, but also be able to relate it to everyday life and surrounding problems.

The teaching approach with Curriculum Merdeka prioritizes active student involvement and holistic skill development (Rahimah & Widiastuty, 2023). Teachers can apply a variety of methods, such as project-based learning, group discussions, and active learning, to facilitate students' in-depth understanding (Andriani, 2023). The use of educational technology and formative assessment are important tools in supporting this learning process (Elmahdi et al., 2018). Problem-based learning and project solving provide students with real challenges that reinforce critical thinking and creativity. Field trips can broaden students' learning experiences, while differential learning ensures that diverse learning needs are addressed. Teachers also encourage students' self-reflection to increase self-awareness and independence. With this approach, Curriculum Merdeka not only provides knowledge, but also shapes skills and values that support students' overall development (Zidan, 2023).

Meanwhile, in Morocco, the applicable education curriculum is the national curriculum in 2021. Unlike Indonesia, the purpose of the curriculum in Morocco is to form Moroccan children who are proud of their religious and national identity. Education in Morocco emphasizes religious education. Morocco's curriculum draws upon the tenets of the competency and value based approaches, as well as the innovative active learning-oriented pedagogical model (Mullis et al., 2016).



**Figure 3. Educational Policies and Barriers in Morocco**

Based on data from UNICEF presented in figure 3 shows that Morocco faces various obstacles in education starting from problems of students, teachers, and education equity. Based on existing data, Morocco has issued several policies related to this matter, including improving infrastructure, to providing learning assistance to students (UNICEF, 2013). Children generally attend primary school from ages 6 to 12. Over the last 10 years or so, Morocco's gross enrollment rates within primary education have consistently risen, and dropout rates have fallen (Sassi & Chaibi, 2016).

Morocco's education system is divided into preprimary, primary, secondary, and tertiary education (Sassi & Chaibi, 2016). Morocco has an education system that includes primary education (enseignement primaire). National standards have been set by the government to cover diverse subjects, including Arabic, French, Mathematics, art education, Science, Social Studies, and Islamic or Moral Education (Sanga & Mackie, 2022). The focus on language learning and religious education reflects the characteristics of Morocco which has two official languages and a majority Muslim population. The curriculum seeks to develop generic skills such as critical thinking and creativity and adopts a competency-based approach. Inclusive efforts are also being taken to ensure education that is accessible to all students, including those with special needs. Teacher coaching and training programs are conducted to ensure they are

ready to implement the curriculum effectively, while evaluation and monitoring systems are used to measure student progress. As part of this initiative, Morocco continues to adapt to global educational developments to ensure relevant and quality education (ICEF Monitor, 2015).

The development of language skills, especially in Arabic and French as official languages, is an important aspect to support effective communication and deep understanding. This is in accordance with research conducted by Kirat et al. (2016) in Morocco, language usage varies according on the situation, the topic, and the people speaking. Meanwhile, religious or moral education is included to instill ethical values and responsibilities in shaping the character of students. Curriculum objectives also include the development of generic skills such as critical thinking, creativity, and cooperation through active learning methods. Understanding civic values, use of educational technology, development of foreign language skills, and integration of local values are integral parts of this educational effort.

The curriculum in Morocco has a significant positive impact on the learning of its students, by presenting emphasis on the Arabic language, the merging of traditional and modern learning, the merging of theoretical and practical learning, the merging of individual and group learning, the merging of online and offline learning, the merging of formal and informal learning, and the merging of learning at school and at home.

In terms of content, both countries emphasize a centralized structure, with a focus on pre-primary, primary, and secondary education, including vocational and higher education. However, Morocco's decentralization policy stands out, influencing the structure of its Regional Academies of Education and Training. In implementation, Indonesia and Morocco exhibit variations. While Indonesia follows a more centralized approach, Morocco's decentralized Academies and Provincial Delegations of Education contribute to administrative and pedagogical responsibilities. The examination of pre-primary education in both countries highlights diverse approaches, with Morocco offering Qur'anic and modern schools, and Indonesia showcasing a mix of public, semi-public, and private kindergartens. Curriculum implementation intentionally fosters innovative teaching methods to address a recognized issue in the educational system, it is essential to curriculum development (Palestina et al., 2020).

Regarding impacts on learning, both nations grapple with challenges. Morocco faces questions about the generalization of pre-school education by 2015, leading to uncertainties in site preparation, program development, and staff training. Indonesia, on the other hand, contends with the effectiveness of its centralized model and the need to address regional disparities in education quality.

## CONCLUSION

In Indonesia and Morocco, educational policies and initiatives have been implemented with a focus on student-centered learning, skill development, and character education. The Merdeka Curriculum in Indonesia emphasizes independence, creativity, and critical thinking, while Morocco's curriculum prioritizes developing generic skills such as critical thinking, creativity, and cooperation through active learning methods. Both countries promote accessibility to education for all students, including those with special needs, and utilize educational technology and formative assessment to support student learning. However, challenges in addressing regional disparities in education quality persist in both nations. The implementation of primary school curricula in both countries that prioritize student competencies, general skills, and character education has had a positive impact on learning, enhancing student-centered learning, skills development, and character education. Indonesia strengthens independence, creativity, and critical thinking, while Morocco strengthens general skills through active learning methods. Both countries recognize and appreciate local values and culture.

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