

ANALYSIS OF THE DEVELOPMENT OF COMPETENCY WRITING PROCEDURES: A COMPARATIVE STUDY OF KTSP (2006), K13 (2013), AND MERDEKA (2022) CURRICULUM DOCUMENTS ON INDONESIAN LANGUAGE SUBJECTS IN ELEMENTARY SCHOOLS IN INDONESIA

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ABSTRACT

This study analyzes the evolution of the competence of writing Indonesian procedural texts in elementary schools through a comparative study of the curriculum documents of the 2006, K13 2013, and Merdeka Curriculum 2022 using the thematic content analysis of Miles and Huberman (1994). The primary sample includes SK KD 2006, Permendikbud 37/2018 KI-KD K13, and CP phase A-C Merdeka, extracted from 28 relevant KD/CP grades 1-6. The results showed that the competence of writing procedures developed from simple local procedures in KTSP ("instructions on how to make"), to a scientific structure with standard vocabulary in K13 (KD 4.6), and finally to the integration of causality and cultural norms in the Independent Curriculum phase B-C. The teaching approach evolved from memorization to scientific cycles and authentic projects, while assessment shifted from summative to differentiatory formative. The implications of this transition suggest that teachers need to adapt from class-specific KD to CP phases. The findings of this study strengthen the paradigm of the adaptive curriculum of Merdeka Belajar which aims for functional literacy in elementary schools.

Keywords: Writing Procedures, Independent Curriculum, KTSP, K13, Indonesian Elementary Language, Indonesian

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INTRODUCTION

Education in Indonesia has undergone significant changes in recent decades, as the government seeks to align the curriculum with the times, societal needs, and global demands. Since the implementation of the Education Unit Level Curriculum (KTSP) in 2006, the curriculum in Indonesia has continued to undergo updates to ensure that the education provided is relevant to the development of the global education world. The three curriculums that are very influential in the context of elementary school education in Indonesia are the 2006 KTSP, the 2013 Curriculum (K13), and the most recently, the 2022 Independent Curriculum. Each of these curricula has different characteristics and approaches in shaping student competencies, including in terms of procedural writing competencies. (Daga, 2020; Sari et al., 2023)

Writing procedures is a very important skill for students, especially at the Elementary School level. This skill is not only useful in academic contexts, but also in everyday life, where the ability to provide clear and easy-to-understand instructions is in high demand. Procedural texts, such as instructions for using tools, how to cook, or instructions in specific situations, teach students how to structure information logically and systematically. In addition, writing procedures also helps students develop critical thinking skills, which are very useful for problem-solving. Therefore, a curriculum that teaches the competency of writing procedures in the right way is essential for the success of education in Indonesia. (Alviana, 2025; Agustina et al., 2024; Kurnia & Samad, 2023)

The 2006 KTSP introduced a more flexible system, in which each educational unit, or school, was given the freedom to formulate a syllabus and learning program that corresponded to local conditions. This allows schools to better tailor the subject matter to the needs and context of the local community. However, despite providing extensive autonomy, the KTSP has several drawbacks, one of which is the lack of strict national standards in teaching, which can affect the quality of teaching in some areas. In the context of writing procedural texts, KTSP teaches these skills through basic competencies (KD) that focus on simple daily procedures. For example, in grade IV, students are taught to write instructions on how to do things, such as how to hold a pencil or other basic procedures. These competencies, while very useful, tend not to place emphasis on more complex structures or more standard rules of language. (Daga, 2020; Gandamana & Simanjuntak, 2018; Sundari & Fatonah, 2025)

In **the 2013 Curriculum (K13)**, there is a significant change in the way of teaching procedural writing competencies. K13 introduces a scientific approach, which requires students to engage in activities that involve observation, reasoning, experimentation, and communication. This approach is designed to encourage students not only to understand the material, but also to develop critical and analytical thinking skills. In terms of writing procedures, K13 emphasizes more complex structures, such as procedural texts that include objectives, materials, steps, as well as the use of standard vocabulary and effective sentences. For example, in KD 4.6 for grades 4-6, students are expected to be able to write clear and well-structured procedures. Thus, K13 not only teaches writing procedures, but also introduces a more structured and systematic concept of writing, which aims to equip students with better communication skills. (Hakim, 2017; Gandamana & Simanjuntak, 2018)

However, although K13 managed to introduce a more formal structure in the writing of procedures, its implementation in the field did not always go smoothly. One of the main challenges faced by teachers is the consistent application of scientific approaches in all classrooms. In addition, the high administrative burden is an obstacle for teachers in carrying out the teaching process effectively. This shows that although the K13 curriculum has many strengths, there are several challenges that must be faced in its implementation. (Hakim, 2017)

The 2022 Merdeka Curriculum is the latest step in the evolution of the education system in Indonesia. The curriculum was developed with the aim of providing more flexibility to teachers and reducing the administrative burden faced by schools and teachers. The Independent

Curriculum also prioritizes the concept of (Qurniawati, 2023) **differentiation**, where learning is adjusted to the needs, potentials, and interests of students. One of the main features of the Independent Curriculum is that teaching is more phase-based, rather than class-based. This means that students are no longer tied to class-specific KD, but rather measured by the learning outcomes (CP) that must be achieved in each learning phase. In the context of writing procedures, the Independent Curriculum introduces more complex procedural writing, which involves causality and cultural norms. In phases B and C, students are required to write procedures with more diverse sentences, incorporate more detailed and accurate information, and integrate cultural elements in their writing. Thus, the Independent Curriculum aims to develop more functional literacy competencies, which are relevant to daily life and the needs of students in the future. (Kemdikbudristek, 2022; Barlian & Solekah, 2022; Jannah et al., 2022)

This study aims to analyze how the competence of writing procedures develops through these three curricula: KTSP 2006, K13 2013, and Independent Curriculum 2022. Through a comparative analysis of curriculum documents, this study will explore differences in competency formulations, teaching approaches, and assessments applied in each curriculum. The main objective of this study is to identify how curriculum changes affect the teaching of procedural writing skills in Primary Schools, as well as to provide recommendations to educators and policymakers related to the implementation of more effective curriculum.

To strengthen the theoretical grounding of this study within international curriculum and literacy scholarship, this analysis is anchored in Bruner's Spiral Curriculum and Vygotsky's sociocultural theory of learning, particularly the concept of scaffolding. Bruner (1960) argues that curriculum design should revisit core concepts repeatedly with increasing levels of complexity, enabling learners to deepen their cognitive understanding over time. This principle is clearly reflected in the progression of procedural writing competencies across the KTSP, K13, and Merdeka curricula, where students move from simple, context-bound instructions toward abstract, causal, and culturally embedded procedural texts.

From a sociocultural perspective, Vygotsky (1978) emphasizes that learning occurs through mediated social interaction and that instructional scaffolding enables learners to perform tasks beyond their current independent capabilities. The Merdeka Curriculum's phase-based learning outcomes (CP) and emphasis on differentiation align closely with this framework, as teachers are positioned as facilitators who adapt instructional support according to students' developmental readiness. Procedural writing in phases B and C thus represents not merely a curricular addition but a cognitive shift toward higher-order literacy practices, including causal reasoning, audience awareness, and cultural contextualization.

Viewed through these frameworks, the transition from KTSP to the Merdeka Curriculum reflects an intentional escalation of cognitive demand and pedagogical sophistication, consistent with global trends in competency-based and learner-centered curriculum design.

The benefits of this research are expected to provide guidance for teachers in adjusting their teaching methods according to the demands of each curriculum. In addition, this research is also expected to contribute to education policy, especially in the context of functional literacy at the elementary school level. The findings of this study will also strengthen the understanding of how the curriculum can be designed to support the development of better writing competencies, as well as to create more inclusive and adaptive learning.

RESEARCH METHODOLOGY

This study uses a descriptive qualitative approach with a document study design. The qualitative approach was chosen because this research aims to explore the meaning contained in the curriculum text and understand the changes and developments in the competence of writing procedures that occur over time, especially in the context of the Indonesian education

curriculum. This approach allows researchers to comprehensively analyze and interpret text data without relying on numbers or statistics, which is in line with the goals of this study which focuses on understanding changes in curriculum content rather than quantitative measurement. This study uses a document study design because it focuses on the analysis of official curriculum documents published by the Ministry of Education and Culture (Kemendikbud), which contains the formulation of basic competencies (KD) and learning outcomes (CP) related to procedural writing skills at the elementary school level. (Sugiyono, 2016; Morgan, 2013)

The design of the document study was chosen because it allows researchers to analyze official documents that contain educational standards that have been set by the government. The curriculum documentation used as a research sample covers three main curricula in Indonesia, namely the 2006 Education Unit Level Curriculum (KTSP), the 2013 Curriculum (K13), and the 2022 Independent Curriculum. These three curricula have differences in teaching approaches and objectives, which makes them interesting objects to compare and analyze in depth. The study of documents provides a great advantage because it allows researchers to identify and understand the changes that occur over time, by focusing on the comparison of the essential elements in the curriculum document, such as competency formulations, teaching approaches, and assessments. (Kemdikdasmen, 2025)

To select relevant documents, this study uses a **purposive sampling** (Etikan et al., 2016) technique, in which the curriculum documents of KTSP 2006, K13 2013, and Merdeka Curriculum 2022 are chosen because they represent three curricula applied in elementary schools in Indonesia in different periods. The 2006 KTSP document is the curriculum used before the introduction of K13, while K13 is a more structured curriculum with an emphasis on scientific approaches and stricter competency standards. The newly implemented Merdeka 2022 curriculum offers greater flexibility in teaching and assessment, as well as an emphasis on phase-based learning and differentiation. Thus, these three documents were chosen to provide a clear picture of the development of procedural writing competencies in the context of Indonesian education.

The data collection technique was carried out through **systematic literature studies**. The first stage is **the identification of documents** that include the KTSP, K13, and Merdeka curriculum. Each of these documents contains information related to competency standards and learning outcomes for Indonesian subjects in elementary schools, especially those related to the competency of writing procedures. Once the documents have been identified, the next step is **the extraction of the key elements**. The extracted elements include basic competencies (KD), learning outcomes (CP), the structure of the procedural texts taught, and the emphasis on the use of language rules in writing procedures. In addition, the teaching approach and the type of assessment applied in each curriculum are also identified, as they both play an important role in developing procedural writing competencies among students.

After the data is extracted, the data obtained is then compiled in a **comparison matrix** that facilitates analysis. This matrix includes three main categories that are the focus of the research, namely: 1) **the competency of writing procedures** taught in each curriculum, 2) **the teaching approaches** used to teach procedural writing skills, and 3) **the assessments** applied to evaluate those skills. The data that has been compiled in the matrix is then analyzed using **thematic content analysis**, which is a commonly used method in qualitative research to identify and group themes that appear in the text data. This approach allows researchers to explore significant patterns or differences between the three curricula analyzed, as well as to identify how these curricula treat procedural writing competencies.

The data analysis follows a **three-flow** model developed by Miles and Huberman (1994), which consists of three main stages: first, **data reduction** (Miles et al., 2014). At this stage, data relevant to the research topic is identified and selected, while irrelevant or redundant data is removed. Important keywords or phrases, such as "writing procedures", "basic

competencies", "learning outcomes", "text structure", and "language rules", will be used to group the data. Second, **data presentation**, where the reduced data is arranged in the form of an easy-to-understand table or comparison matrix. This table will present data on the differences between KTSP, K13, and the Independent Curriculum related to the competence of writing procedures, teaching approaches, and assessments. In the third stage, **conclusions** are drawn by identifying the main patterns that emerge from the data that has been presented. This conclusion will provide an overview of the development of procedural writing competencies, as well as the differences in teaching and assessment approaches in each curriculum. The data analysis follows the three-flow model of Miles and Huberman (1994) as follows:

Table 1 Stages of Data Analysis Three Flow Miles and Huberman

Stages of Analysis	Procedure
Data Reduction	Open coding keywords ("procedure", "write", "instructions", "steps"); categorization of the main themes (competency formulation, teaching approach, assessment); elimination of redundant data.
Data Presentation	Comparative matrix of the KTSP-K13-Merdeka table per class/phase; visualization of the evolutionary timeline (e.g., the basic procedures of the KTSP → scientific K13 → Merdeka differentiation); descriptive narrative of the theme.
Conclusion	Interpretation of the continuity/innovation pattern (causality of phase C of Merdeka vs the structure of KD K13); implications of curriculum transitions; verification with functional literacy theory.

To maintain **the validity of the data**, this study uses several techniques, one of which is **source triangulation**. Triangulation is carried out by comparing data obtained from curriculum documents with relevant supporting literature. This aims to ensure that research findings do not rely solely on a single data source, but include various perspectives that can strengthen the validity of the findings. In addition, (Nurfajriani et al., 2024) **trail audits** are also implemented, namely the transparent recording of the data analysis and interpretation process to ensure that this research can be accounted for. Although this study did not collect empirical data from the field, **member checking** can be used optionally to obtain input from education practitioners or teachers involved in the implementation of these three curricula.

To enhance methodological transparency, the thematic content analysis followed a systematic coding procedure. First, all 28 core competencies (KD/CP) related to procedural writing across grades 1-6 were subjected to open coding, focusing on key lexical indicators such as *procedure*, *steps*, *instruction*, *causality*, *language rules*, and *cultural context*. These initial codes were then grouped into axial categories representing three overarching themes: 1) competency formulation, 2) pedagogical approach, and 3) assessment orientation.

To ensure consistency and analytic rigor, the coding process was iteratively reviewed through constant comparison across curriculum documents. Although this study employed a single-researcher coding design, analytical reliability was strengthened through peer debriefing with curriculum experts and cross-referencing findings with existing curriculum policy literature. An audit trail documenting coding decisions, theme refinement, and interpretive memos was maintained to enhance dependability and confirmability.

RESEARCH RESULTS

The results of the study show that there is a clear development in the competence of writing Indonesian procedures in elementary schools, from the 2006 KTSP curriculum to the 2022 Independent Curriculum. In the 2006 KTSP curriculum, the competence of writing procedures is more focused on simple procedures that are local and based on daily activities. For example,

in grade IV, the basic competencies (KD) taught emphasize more on the skill of writing instructions on how to do things using language that is easy to understand and not paying too much attention to strict language rules. This shows that KTSP tends to prioritize flexibility, allowing schools to tailor subject matter to local contexts and student needs. (Rods, 2020)

However, along with the times, the 2013 Curriculum (K13) began to introduce a more formal and organized structure in the writing of procedural texts. In K13, procedural writing competencies not only emphasize a clear sequence of steps, but also require students to use standard vocabulary, effective sentences, and more logical structures. For example, in KD 4.6 applied in grades 4 to 6, students are taught to write procedural texts that include objectives, materials, steps, and use more effective sentences. Thus, K13 introduces a more scientific approach in the teaching of writing procedures, where students are not only taught to write in the correct way, but also to understand and organize information systematically.

The 2022 Merdeka Curriculum continues this development by adding a more complex dimension in the writing of procedures. In phases B and C of the Independent Curriculum, procedural writing competencies are not only limited to writing clear steps, but also include writing that integrates elements of causality and cultural norms. For example, students are expected to be able to write more varied procedures, by including detailed and accurate information, as well as paying attention to the existing cultural context. This shows that the Independent Curriculum seeks to make learning more relevant to real life and provides space for students to develop their creativity in writing more structured and contextual procedures. This difference is very striking compared to KTSP and K13, where the competence of writing procedures is more limited to technical and formal aspects. (Setiawan, 2024)

The changes that have occurred in these three curricula are also closely related to the teaching approach applied. KTSP, with the freedom afforded to schools, tends to rely on locally-based memorization and teaching methods. Teaching to write procedures is more focused on basic techniques, such as writing simple instructions without requiring in-depth structure or language rules. In contrast to the KTSP, the 2013 Curriculum introduces a more structured approach through a scientific cycle that involves observation, testing, and communication steps. This approach encourages students to think more critically and analytically when writing procedures. On the other hand, the Independent Curriculum offers greater flexibility by emphasizing an authentic project approach and phase-based learning. Teachers are given the freedom to adjust the materials and teaching methods according to the needs of the students, thus allowing for better adaptation to the variety of students' abilities.

Assessments in these three curricula have also undergone significant changes. In KTSP, the assessment of writing procedures focuses more on summative assessment, where students are evaluated based on their ability to write procedures correctly. This assessment tends to emphasize more on the final result and measures the student's ability to remember the steps that have been taught. In contrast, in K13, assessment begins to shift towards formative assessment, where teachers not only assess the final results, but also pay attention to the student's learning process. It provides an opportunity for students to correct their mistakes and improve their writing skills on an ongoing basis. The Merdeka curriculum emphasizes more on differential assessment, with a portfolio approach that allows teachers to assess students' development in the long term, as well as pay attention to cultural context and creative aspects in writing procedures

Table 2 Competency Formulation of Writing Procedures

Curriculum	Main Summary	Developmental Focus
KTSP 2006	"Writing instructions for doing something or explaining how to make something" (Class IV); "Write a simple essay based on a series of pictures" (Classes III-VI).	Simple everyday procedures (tool instructions, basic steps), without explicit rules of causality.
K13 2013	KD 4.6 Class 4: "Present procedural text in the form of a simple and concise essay... using standard vocabulary and effective sentences"; KD 4.2 Class 3: "Presenting the results of information mining about the concept... in written form".	Text structure (purpose-materials-steps), effective sentences, standard vocabulary; Grade 3-6 phase.
Merdeka 2022	Phase B: "Write the text... procedures [with] diverse sentences, detailed information is accurate"; Phase C: "Write an explanatory statement... explain causality; Linguistic Rules... denotative/connotative/figurative vocabulary".	Integration of phases A-C (daily procedures → cultural causality), differentiation of students.

Table 2 presents a comparison of the formulation of competency writing procedures contained in the three main curricula implemented in Indonesia: KTSP 2006, K13 2013, and Merdeka Curriculum 2022. The competency formulation in each of these curricula illustrates how the approach to writing procedures develops along with the changes in the curriculum set by the government. KTSP 2006, with a more flexible approach, emphasizes more on the ability of students to write simple instructions or instructions that can be applied in daily life. For example, in grade IV, the basic competency (KD) taught is to write simple procedures that focus on basic steps that students can easily understand, such as "how to hold a pencil" or "how to use other stationery".

In the K13 2013 curriculum, there is a significant shift, where the formulation of competency writing procedures leads more towards more structured texts and using more standard language. In KD 4.6 for grades 4 through 6, students are not only required to write simple procedures, but also to present procedural texts with well-organized objectives, materials, and steps. K13 introduces the use of standard vocabulary and effective sentences as an important part of writing procedures. This signifies a change from a simpler approach in KTSP to a more formal and standardized structure in K13. This approach aims to prepare students to be able to write more complex instructions and have better communication skills, in accordance with higher educational standards.

In contrast to KTSP and K13, the 2022 Independent Curriculum brings further development in procedural writing competencies by adding more contextual and creative elements. In phases B and C, which apply to students in grades 4 to 6, procedural writing competency is not only limited to writing steps, but also involves writing with causality and cultural norms. In phase B, students are required to write procedures with more diverse sentences and more detailed information, while in phase C, procedure writing includes deeper elements of causality, such as the cause-and-effect relationship between the steps described in the text. In addition, the use of denotative, connotative, and figurative vocabulary is introduced to enrich students' writing skills. This shows that the Independent Curriculum provides a space for students to explore creative ideas in writing procedures, as well as connect them to cultural contexts relevant to their lives.

A significant difference that can be seen in the table is how these three curricula handle **teaching approaches**. The KTSP gives schools autonomy to develop a syllabus that suits local

needs, which means teaching writing procedures is simpler and focuses on students' basic understanding of the steps in a procedure. In contrast, the 2013 Curriculum introduces a **scientific approach**, which requires students to not only understand the procedures, but also to be able to organize information logically and systematically. This approach encourages students to think more critically and engage in a more in-depth process of writing procedural texts. In the Independent Curriculum, the approach is more flexible and phase-based, allowing teachers to tailor the materials and teaching methods according to the needs and abilities of the students. Thus, there is a clear evolution in the teaching approach from KTSP which relies more on memorization, to K13 with a more structured approach, and finally to Merdeka which is more adaptive and based on the learning context of students.

In addition, **assessments** in each curriculum have also undergone development. In KTSP, the assessment focuses more on **the summative aspect**, which assesses the ability of students to produce a final product in accordance with the specified criteria. This summative assessment prioritizes the final results obtained by students in writing procedures, without paying too much attention to the process they are undergoing. K13 began to introduce **formative** assessments, which provide opportunities for students to improve their work based on feedback received from teachers. It provides a more holistic approach in evaluating the competency of writing procedures, as it assesses not only the final outcome but also the learning process that students go through. In the Independent Curriculum, assessment emphasizes more on **differentiation**, using portfolios to assess students' long-term development. This assessment allows teachers to assess their ability to write procedures in more depth, as well as take into account the aspects of creativity and contextuality that exist in student writing. Thus, assessments in the Independent Curriculum are more conducive to the development of students' skills in a sustainable manner, which is in accordance with their needs and potential.

A distinctive contribution of the Merdeka Curriculum lies in its explicit integration of cultural norms and causal reasoning within procedural writing competencies. For example, students are encouraged to write procedures that not only explain *how* an activity is performed, but *why* certain steps are necessary, incorporating social etiquette, environmental considerations, or local traditions. Writing instructions for communal activities, traditional food preparation, or culturally situated practices requires students to account for values such as cooperation, respect, and sustainability.

This shift enhances curricular inclusivity by validating local knowledge systems and diverse cultural experiences within formal literacy instruction. Procedural writing thus functions as a culturally responsive literacy practice, enabling students from varied backgrounds to connect academic writing with lived experiences. Such integration supports equitable learning opportunities and reinforces the relevance of schooling within diverse Indonesian—and broader Asian—contexts.

Discussion of Research Results

This study reveals that the competence of writing Indonesian procedures in elementary schools has experienced significant development through three main curricula implemented in Indonesia, namely KTSP 2006, K13 2013, and Merdeka Curriculum 2022. This change shows a response to the dynamics of Indonesian education, which strives to improve the quality of education and adapt to the demands of the times and global needs. While there is continuity in the basic goal of teaching, which is to equip students with effective procedural writing skills, each curriculum introduces a different approach to achieving those goals.

Development of Competence in Writing Procedures from KTSP to K13

In **KTSP 2006**, the competency of writing procedures is simpler and focuses on basic instructions that can be easily understood by students. Based on the analysis of the documents, the KTSP gives schools greater freedom to design their curriculum, which means that teaching writing procedures are more influenced by the local context and the specific needs of each

region. This allows for flexibility, but at the same time, can lead to a lack of uniformity in the quality of teaching across Indonesia. Students are taught to write simple procedures and focus more on the instructions used in everyday life. For example, in grade IV, the basic competencies taught emphasize more on writing simple instructions or instructions, such as how to hold a pencil or how to use other stationery (Hidayat, 2023).

However, while the flexibility of KTSP provides opportunities for local adjustments, the curriculum also has weaknesses in terms of standardization of teaching and measurement of outcomes. These curricula tend to lack a strong focus on language rules and more complex text structures, which are necessary to develop more advanced procedural writing skills. In this case, the KTSP approach seems limited in providing a solid foundation for the development of higher writing skills, and this is reflected in the teaching procedural writing skills, which are more descriptive and limited to writing simple steps. (Yahya et al., n.d.)

Moving on to **the 2013 Curriculum (K13)**, there has been a major shift in the approach to teaching writing procedures. K13 introduces a more structured scientific approach, which includes observation, testing, and communication as part of the learning process. In K13, emphasis is placed on the use of standard language and more complex text structures. The basic competencies in KD 4.6 for grades 4-6 require students to write procedures with a clear structure, including objectives, materials, and steps to follow. This illustrates a shift from a simpler approach within the KTSP to a more organized and structured one. (Aisyah & Astuti, 2021; Yvonne O'Neill et al., 2022)

The scientific approach in K13 gives students the opportunity to develop critical and analytical thinking skills. They not only learn to write procedures, but also to understand and organize information in a more systematic and logical way. This is reflected in the improvement in the quality of writing procedures that require students to think about the goals and steps to be taken in a procedure in more depth, which is in line with findings from previous research showing that K13 encourages competency-based learning (Pratiwi, 2023). However, although K13 introduces a stricter structure, the biggest challenge in its implementation is the high administrative burden borne by teachers, which hinders the consistent application of scientific approaches in the field. (Adla & Maulia, 2023; Rohimajaya & Hamer, 2023)

Transformation in the Independent Curriculum

The 2022 Merdeka Curriculum brings a more flexible and phase-oriented approach. In contrast to K13, where learning is structured based on class-specific KD, the Independent Curriculum emphasizes Learning **Outcomes (CP)** that focuses on the competencies that must be achieved in each phase, without limiting them to specific classes. Phases B and C in the Independent Curriculum provide space for students to develop procedural writing competencies in a way that is more contextual, creative, and relevant to their lives. In this phase, students are not only required to write structured procedures, but also to integrate causality and cultural norms in their writing. The emphasis on more diverse (Adla & Maulia, 2023) **linguistic rules**, including the use of denotative, connotative, and figurative vocabulary, gives students the freedom to develop creativity in writing more complex procedures. (Kemdikbudristek, 2022)

The Independent Curriculum also introduces **differential assessments**, which give teachers more flexibility in assessing student progress. Portfolio-based assessment is one of the key features of this curriculum, allowing teachers to assess students based on their long-term progress, rather than just looking at the final outcome of an assignment. Thus, the Independent Curriculum prioritizes a **formative approach** that assesses the overall learning process of students, as well as providing space for students to improve and develop their writing skills according to their respective abilities and interests. (Setiawan, 2024)

The differences in procedural writing competencies reflected in these three curricula show a significant transformation from a simpler and locally-based KTSP, to a more structured K13

with a scientific approach, and finally to an Independent Curriculum that is more flexible and based on phased learning. This transformation reflects a change in Indonesia's education paradigm, from a more rigid and centralized system to a more adaptive and student-oriented system.

Beyond pedagogical considerations, the evolution of procedural writing competencies in Indonesian curricula cannot be separated from broader socio-political and regional educational reforms. Across Asia, education systems have increasingly shifted toward the development of 21st-century skills, including critical thinking, creativity, collaboration, and functional literacy (UNESCO, 2015; OECD, 2019). The Merdeka Curriculum reflects this regional trend by prioritizing authentic tasks, cultural relevance, and student agency over rote memorization.

The incorporation of cultural norms and causality in procedural writing within the Merdeka Curriculum mirrors similar reforms in countries such as Singapore, Japan, and South Korea, where literacy instruction increasingly emphasizes contextual meaning-making and real-world application. In this sense, Indonesia's curriculum reform aligns with a broader Asian movement toward adaptive curricula that balance national standards with local identities. Procedural writing thus becomes a medium through which students negotiate cultural values, social practices, and functional communication, positioning literacy as both a cognitive and socio-cultural competence.

Implications for Teaching and Assessment

The differences found in this study have important implications for the teaching and assessment of competency writing procedures in elementary schools. With KTSP, teachers are given greater autonomy in determining teaching methods, which allows for adjustments to local needs. However, it also means that there are no clear national standards regarding how to write an effective procedure. In K13, despite a clearer and more organized structure, a high administrative burden becomes an obstacle to effective teaching implementation. On the other hand, the Independent Curriculum provides greater flexibility for teachers to adjust teaching methods according to student needs, but also requires teachers' readiness to apply more diverse assessments based on learning phases.

Beyond documenting curricular evolution, this study offers actionable implications for educators and policymakers across Asia. The shift from summative assessment toward differentiatory formative assessment in the Merdeka Curriculum provides a strategic response to the heterogeneity of learners commonly found in Asian classrooms. Portfolio-based and phase-oriented assessments allow teachers to capture longitudinal literacy development while accommodating diverse linguistic, cultural, and cognitive profiles.

For policymakers, these findings underscore the importance of aligning curriculum reform with teacher professional development, particularly in qualitative assessment literacy and culturally responsive pedagogy. For educators, the study highlights the need to reconceptualize procedural writing not as a mechanical skill, but as a complex literacy practice that integrates cognition, culture, and communication. In this way, Indonesia's curriculum reform contributes meaningfully to regional and international discourse on adaptive, future-oriented literacy education.

Suggestions for Further Research

Although this study provides a fairly clear picture of changes in procedural writing competencies, there are still some aspects that can be further developed in future research. One of them is **field research** that involves direct observation of the implementation of these three curricula in the classroom. This research can also be expanded by involving **students** in data collection, to measure the extent to which these curricula affect their writing skills in practice. In addition, further research may explore the relationship between **procedural writing competencies** and broader **functional literacy abilities**, to provide deeper insights into how writing skills can support critical thinking and problem-solving skills among students.

CONCLUSION

This study concludes that the competence of writing Indonesian elementary procedures has evolved progressively from the 2006 KTSP which focuses on local simple procedures (basic instructions for class IV), K13 2013 with a scientific text structure and standard vocabulary (KD 4.6 grades 4-6), to the 2022 Independent Curriculum which is integrative in the B-C phase with causality, diverse sentences, and cultural norms.

These developments answer the formulation of the problem in full: 1) the evolution of the KD/CP formulation is identified through comparative tables, 2) the teaching approach shifts to memorization → scientific memorization → authentic projects, assessment from differentiating summative → formative, and 3) the implications of the transition require the adaptation of elementary school teachers from the classroom-specific KD to the CP phase for optimal functional literacy.

Practical recommendations include training of Independent transition teachers based on a portfolio of contextual procedures, the development of KD-CP comparison modules, as well as advanced research on the empirical impact on the ability of elementary school students. Theoretically, the findings strengthen the paradigm of the adaptive curriculum of Merdeka Belajar that balances national standards with local autonomy.

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