

"Mapping Primary School Competencies: A Comparative Review of Curriculum Frameworks in Indonesia and Morocco"

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Abstrak: This study presents a comparative analysis of current primary school curriculum frameworks in Indonesia and Morocco, focusing explicitly on competency mapping, subject configurations, temporal allocations, and systemic assessment methodologies. Utilizing a qualitative document analysis method, the research systematically interprets contemporary official regulatory frameworks: Indonesia's Kurikulum Merdeka (under Permendikbudristek No. 12/2024) and Morocco's Roadmap 2022–2026 framework. The structural synthesis reveals that while Indonesia prioritizes a highly flexible, decentralized model integrated with the Pancasila Student Profile (P5) to cultivate holistic non-cognitive and cognitive competencies, Morocco favors a highly standardized, centralized configuration focused heavily on trilingual proficiency and targeted baseline remediation through the Teaching at the Right Level (TaRL) methodology in Pioneer Schools. Assessment designs also diverge; Indonesia relies on autonomous diagnostic and formative instructional loops, whereas Morocco mandates high-stakes, continuous operational testing to enforce institutional accountability. This comparative review provides significant structural insights into how developing economies manage the balance between institutional flexibility and baseline national standard enforcement.

INTRODUCTION

Primary education serves as the fundamental cornerstone for lifelong learning, establishing essential cognitive capacities, socio-emotional traits, and civic values during critical developmental stages. Over the past decade, global educational trends have shifted decisively away from rigid, input-driven curricula toward dynamic, competency-based education (CBE) models (OECD, 2023). This global paradigm emphasizes the practical application of knowledge, critical thinking, and adaptive skill sets over rote memorization. Developing nations across the Global South are systematically restructuring their primary education frameworks to accommodate shifting domestic socio-economic demands and alignment with global benchmarks (Crouch, Rolleston, &

Gustafsson, 2023). Investigating how different states translate these global imperatives into national curricula offers invaluable insights into the structural priorities of modern primary education frameworks.

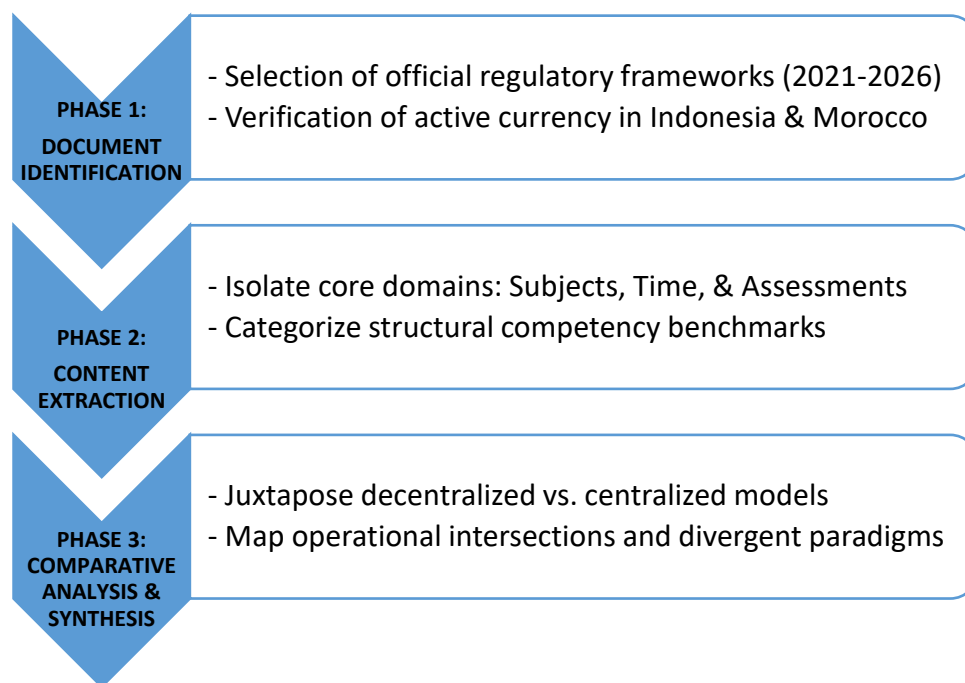
In Indonesia, this structural shift culminated in the nationwide institutionalization of the *Kurikulum Merdeka* (Independent Curriculum), formally regulated under the Ministry of Education, Culture, Research, and Technology Decree (Permendikbudristek No. 12/2024) (Kemendikbudristek, 2024). This framework intentionally replaced the previous, highly structured Curriculum 2013 by prioritizing pedagogical flexibility, essential learning outcomes (*Capaian Pembelajaran*), and contextual character development (Suryaman, 2022). Concurrently, the Kingdom of Morocco embarked on an extensive educational overhaul spearheaded by the *Strategic Vision 2015–2030*, Framework Law 51-17, and operationalized through the *Roadmap 2022–2026: For a Quality Public School for All* (Ministère de l'Éducation Nationale, du Préscolaire et des Sports, 2022). Morocco's contemporary paradigm centers on mitigating severe learning deficits in reading and mathematics by standardizing fundamental competencies and introducing innovative remedial approaches across its public school networks (World Bank, 2023).

While both countries are emerging economies managing vast demographic diversity and attempting to elevate their primary educational quality, their structural paths to curricular reform reflect distinct strategic visions. Previous scholarship in comparative education has heavily analyzed Western or East Asian primary curricula, frequently overlooking comparative dynamics within Islamic-majority developing nations spanning different geographic regions. Existing literature on Indonesian primary education heavily outlines the operationalization of localized learning experiences (Susilowati, 2022), while contemporary Moroccan educational literature prioritizes linguistic multi-tier systems and structured school networks (Boutieri, 2021). However, a deliberate, direct comparative synthesis mapping primary-level subject frameworks, operational time distributions, and assessment modalities between Indonesia and Morocco remains conspicuously absent. This study addresses this scholarly gap by conducting a rigorous comparative review of the current primary curriculum frameworks in both countries, exploring how core institutional competencies are structurally delineated and evaluated.

RESEARCH METHODS

This study utilized a qualitative document analysis method to perform a systematic, comparative investigation of primary school curriculum frameworks. Document analysis is a highly systematic procedure for reviewing and evaluating electronic or printed documents, proving exceptionally effective for policy and curricular comparisons where regulatory texts serve as the primary repositories of structural truth (Bowen, 2021). The analytical corpus for this research consists of current, official government policy instruments and ministerial decrees governing primary education in both jurisdictions. Specifically, the Indonesian dataset incorporates Permendikbudristek No. 12/2024 and accompanying BSKAP operational guidelines for *Kurikulum Merdeka* (Kemendikbudristek, 2024). The Moroccan dataset comprises Framework Law 51-17 and the official executive briefs of the *Roadmap 2022–2026* issued by the Ministry of National Education, Preschool, and Sports (Ministère de l'Éducation Nationale, du Préscolaire et des Sports, 2022).

The research process followed a sequential three-phase analytical workflow designed to maximize evaluative objectivity and rigorous alignment (Altheide, 2022). The operational steps are graphically structured in the diagram below:



Picture 1. Operational Flowchart of Qualitative Document Analysis Workflow

The extracted data was coded axially across three definitive comparative themes: (1) core subject integration and competency thematic orientation, (2) operational time allocation and flexibility indices, and (3) systemic assessment structures and remediation strategies. The synthesized outcomes were then analyzed against existing comparative education theories to derive structural conclusions regarding primary educational policy paths in developing states (Phillips & Ochs, 2021).

RESULTS AND DISCUSSION

The structural investigation reveals that both Indonesia and Morocco have recently executed radical overhauls of their primary school curriculum architectures to directly address systemic quality issues and post-pandemic learning stagnation. However, the operationalization of their competency models demonstrates distinct structural designs, reflecting decentralized adaptability in Indonesia and standardized, target-driven centralization in Morocco. To provide an immediate structural overview of these divergent approaches, Table 1 delineates the primary core dimensions governing both frameworks.

Tabel 1. Multidimension Comparative Curricular Matrix of Primary Education

Structural Dimension	Indonesia (Kurikulum Merdeka)	Morocco (Roadmap 2022–2026)
Core Philosophy	Flexible, decentralized, holistic student-centered growth and character alignment.	Standardized, centralized foundational skill securing and linguistic integration.
Competency Target	Essential Learning Outcomes (CP) & Pancasila Character Profile (P5).	Linguistic trilingualism mastery and core operational numeracy.
Subject Configuration	Integrated thematic domains (e.g., IPAS); distinct co-curricular project hours.	Compartmentalized language tracks (Arabic, French, Amazigh) and separate science.
Scheduling Structure	Annualized block scheduling; high institutional flexibility and localized execution.	Rigid weekly hour distributions; strictly centralized ministerial mandates.
Assessment & Remediation	Autonomous diagnostic and formative focus; non-graded descriptive qualitative reports.	Standardized continuous monitoring; institutionalized TaRL remedial grouping blocks.
Teacher Agency Level	High; teachers act as autonomous curriculum designers and adaptive evaluators.	Moderate-Low; teachers follow standardized clinical intervention protocol scripts.

Subject Configuration and Competency Orientations

Indonesia's *Kurikulum Merdeka* introduces a highly integrated, streamlined subject structure targeted at maximizing foundational literacy and numeric competencies, while explicitly reducing cognitive content overload (Almarisi, 2023). The framework condenses structural domains into core subjects, including Religious Education, Civic Education (Pancasila), Indonesian Language, Mathematics, Natural and Social Sciences (IPAS—unifying science and history fields starting from Grade 3), Art, and Physical Education (Inayah, 2023). A major structural innovation within Indonesia's primary framework is the statutory separation of instructional time into intracurricular learning and co-curricular projects via the *Projek Penguatan Profil Pelajar Pancasila* (P5) (Faiz, Pratiwi, & Hasanah, 2022). The P5 project blocks operate independently from conventional subject constraints, requiring primary students to engage in collaborative, real-world inquiries designed to cultivate critical thinking, cross-cultural harmony, and civic ethics (Sopiansah & Wijaya, 2024). This integration represents a major philosophical departure from fragmented traditional models, merging cognitive acquisition directly with behavioral socio-emotional profiles (Cholilah, Taufiq, & Wijayanti, 2023).

Conversely, Morocco's subject configuration under the *Roadmap 2022–2026* is explicitly characterized by an intense focus on early linguistic pluralism and highly structured subject domains. The primary framework mandates a complex trilingual curriculum structure

encompassing Arabic, French, and Amazigh languages, taught alongside Islamic Education, Mathematics, and Scientific Awakening (*Éveil Scientifique*) (El Bouazzaoui & Amrani, 2024). This configuration responds directly to Framework Law 51-17, which designates early multilingual proficiency as an existential baseline for technical and academic tracks in secondary and tertiary levels (Errihani, 2023). Unlike the holistic, integrated character orientation observed in Indonesia, Morocco's primary curriculum establishes highly defined subject boundaries designed to systematically eliminate basic reading and comprehension deficiencies before students exit primary schooling (Boutieri, 2021). The competency map here is starkly linear: linguistic mastery acts as the primary engine for all subsequent cognitive development (Boukous, 2021).

Synthesizing these configurations reveals two divergent educational worldviews. Indonesia operates on an omnidirectional competency model where character traits and academic topics are structurally fused. The creation of IPAS demonstrates an understanding that at the primary school level, children perceive their environment holistically rather than through isolated scientific categories (Inayah, 2023). Morocco, burdened by historical language policy shifts and modern labor market strains, opts for a multi-layered linguistic immersion model (Errihani, 2023). This linguistic load, while structurally impressive, creates severe cognitive demands on early primary learners, who must navigate three distinct scripts and morphological structures simultaneously, contrasting with Indonesia's single national-language primary focus (Boukous, 2021).

Time Allocation and Structural Flexibility Indices

The scheduling models of the two frameworks demonstrate contrasting regulatory philosophies regarding institutional autonomy and decentralized trust. Indonesia has fundamentally transitioned from rigid weekly schedules to an annualized hour framework (Pratama, 2024). Under Permendikbudristek No. 12/2024, schools are granted total administrative autonomy to distribute total yearly instructional hours flexibly across weeks or semesters (Kemendikbudristek, 2024). For example, a primary school can implement block teaching formats where certain subjects are explored intensively over a few weeks, provided the cumulative yearly minimum hours are fulfilled (Susilowati, 2022). This allows up to 20-30% of total hours to be dedicated entirely to P5 co-curricular project blocks, facilitating immersive outdoor or community-based experiential learning without disrupting academic subject structures (Faiz et al., 2022).

Morocco, by contrast, operates on a highly centralized, strictly standardized time allocation framework. The Ministry of National Education prescribes explicit, invariant weekly hourly quotas for every primary grade level—totaling up to 30 instructional hours per week—to maintain uniformity across all public institutions (Ministère de l'Éducation Nationale, du Préscolaire et des Sports, 2022). This rigid structure ensures that every primary student across urban centers and rural territories receives an identical instructional dosage, particularly in language immersion and mathematics. While this centralized format effectively minimizes geographical variations in curriculum delivery, it leaves primary school teachers with very little structural flexibility to adjust scheduling parameters when responding to localized learning crises or specialized classroom needs, representing a traditional industrial model of time management (World Bank, 2023).

This structural variance highlights a deeper policy trade-off between equity through standardization versus equity through localization. Indonesia's annualized hours paradigm assumes high professional capacity among primary school teachers to act as curriculum co-designers (Rahmawati & Suryono, 2023). However, empirical documentation reveals that this flexibility occasionally causes operational confusion in under-resourced rural or remote areas (3T regions) where infrastructural constraints limit teacher training quality (Siregar, Ramadhan, & Siregar,

2023). Conversely, Morocco's rigid national time grid protects the learning rights of marginalized children from local instructional mismanagement but severely restricts organic pedagogical adaptations, reducing teachers to structural implementers rather than autonomous professionals (Agnaou, 2022).

Assessment Modalities and Remediation Frameworks

Assessment paradigms represent the most radical point of operational divergence between the two state frameworks. The Indonesian model elevates autonomous diagnostic and formative assessments to the center of the instructional cycle (Zulkifli, 2024). Under Kurikulum Merdeka, teachers are strongly encouraged to deploy non-graded diagnostic evaluations at the beginning of academic cycles to precisely gauge students' cognitive and socio-emotional baselines (Sari, Wahyuni, & Handayani, 2022). Formative assessments are fully embedded into daily classroom interactions to guide instructional pacing, whereas summative evaluations are structurally minimized to reduce psychological pressure on primary learners (Rahmawati & Suryono, 2023). Crucially, the non-cognitive competencies developed during P5 projects are documented via descriptive, qualitative rubrics entirely distinct from traditional numeric grade cards, celebrating heterogeneous developmental paths (Sopiansah & Wijaya, 2024).

Morocco has established a highly specialized, target-driven assessment system integrated with systematic pedagogical remediation. To rapidly combat widespread post-pandemic educational learning loss, Morocco institutionalized the *Teaching at the Right Level* (TaRL) methodology on a national scale across its "Pioneer Schools" (*Écoles Pionnières*) network (Benali & Tahiri, 2025). The TaRL framework utilizes rapid, standardized baseline assessments to classify primary students not by official age-based grade levels, but strictly by actual performance capacity (Banerji & Chavan, 2021). Students identified with learning deficits are immediately grouped into intensive, targeted remediation cohorts focused on foundational reading and arithmetic before being reintroduced to standard grade-level learning tracks (World Bank, 2023). This clinical, assessment-driven intervention model emphasizes rapid skill normalization over flexible, descriptive evaluation loops, relying on explicit instructional scripting (Benali & Tahiri, 2025).

The comparative juxtaposition reveals a profound philosophical tension: Indonesia approaches evaluation through a constructivist, personalized lens, while Morocco approaches it via an engineering-remedial model. Indonesia's reliance on formative assessment treats learning as an organic, nonlinear evolution, prioritizing qualitative feedback over standardized benchmarking (Zulkifli, 2024). Morocco's TaRL infrastructure treats learning deficits as technical failures requiring immediate, standardized clinical treatment (Banerji & Chavan, 2021). While Morocco's methodology has proven remarkably effective at raising literacy and numeracy indicators in a short timeframe across Pioneer Schools, it lacks the structural mechanism to capture or nurture non-cognitive and divergent creative competencies, which are explicitly accounted for in the Indonesian P5 framework (Sopiansah & Wijaya, 2024).

CONCLUSION

This comparative review illustrates how contemporary primary curriculum designs in the Global South reflect distinct strategic responses to educational quality challenges and systemic learning recovery. Indonesia's *Kurikulum Merdeka* offers a decentralized framework characterized by annualized structural flexibility, integrated subject areas (such as IPAS), and the explicit integration of the Pancasila Student Profile (*P5*) to drive holistic character development. Conversely, Morocco's *Roadmap 2022–2026* framework provides a highly centralized,

standardized curriculum focused on early trilingual proficiency and clinical, assessment-driven remediation via the Teaching at the Right Level (*TaRL*) methodology across Pioneer Schools. This contrast illustrates two distinct policy choices for developing educational systems: balancing decentralized structural autonomy with centralized institutional accountability.

A primary limitation of this study is its exclusive reliance on formal regulatory texts and policy briefs, which may not capture localized disparities during actual ground-level classroom implementation. Future research should prioritize empirical, cross-national comparative studies inside classrooms to evaluate how teachers in both countries operationalize these frameworks on a day-to-day basis. Nonetheless, this comparative mapping underscores that a primary curriculum cannot be separated from national development targets—whether a state prioritizes localized flexibility or uniform baseline accountability, the structural configuration of subjects, time allocations, and assessment methods remains the primary vehicle for shaping future generations.

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