

ANALYSIS OF LEARNING EVALUATION IN 2013 CURRICULUM AND INDEPENDENCE CURRICULUM

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Abstract

The curriculum is based on findings from analyses, assessments, forecasts, and a variety of dynamic internal and external problems. The many policies for altering the curriculum are based on analysis, assessment, forecasts, and a variety of issues that are encountered on an ongoing basis on the internal and external fronts. Curriculum, as a policy product, is relative, dynamic, and contextual in this setting. Merdeka Learning is a new policy program of the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI), launched by Minister of Education and Culture Nadiem Anwar Makarim. The 2013 curriculum is designed with characteristics that can develop a balance between spiritual and social attitudes, knowledge and skills, and apply it in various situations in schools and communities. This study employs a particular kind of literature study research methodology. The study's findings demonstrate that the 2013 curriculum is grounded in the sociological, psychopedagogical, and philosophical underpinnings of the Indonesian nation. These theoretical underpinnings can be summed up in the curriculum's stated objectives, which are to prepare Indonesians to be obedient, productive, creative, innovative, and affective individuals and citizens. and capable of making a positive impact on society, the state, the nation, and global culture. In the meanwhile, the following is a description of the MBKM policy-independent curriculum: The method of learning activities both inside and outside of the campus is given more weight in the newest curriculum in Indonesia, MBKM. The development of eight learning activities—the cornerstone of curriculum changes that include student exchanges, apprenticeships/work practices, research/research, teaching assistance in education units, humanitarian projects, entrepreneurial endeavors, independent studies/projects, and building villages/thematic real work colleges—makes this evident.

Keywords: Evaluation; Curriculum 2013; freedom Curriculum.

INTRODUCTION

Education is defined as a planned, conscious effort to create a learning environment and learning process so that students actively develop their potential to have the qualities of intelligence, morality, self-control, and religious and spiritual strength that they will need for themselves, society, the country, and the state. This is stated in the National Education System Law Number 20 of 2003 (Kemendikbud & Tohir, 2020). The basic definition of education is the endeavor of the human being to fulfill their intrinsic potential both physical and spiritual while adhering to social norms and standards. Education has a vital role in life itself, not only in helping humans reach their full potential but also in enhancing careers and occupations by equipping people with the skills necessary for the workplace and facilitating professional advancement (Angga et al., 2022).

There can be no education without a curriculum. The curriculum turns into a crucial component of the educational process and a manual for carrying out instruction. since the curriculum serves as the foundation for carrying out the educational process in classrooms. Naturally, a learning process cannot exist without a curriculum (Alawi et al., 2022). It is possible to say that the curriculum serves as a guide for the process of implementing education in Indonesia since it is a tool utilized to attain educational goals (Ineu et al., 2022). Accordingly, the

curriculum—which exists only in written form—must not be undervalued since it serves as a tool and a guide for educators implementing the curriculum to ensure that the greatest possible instruction is carried out in order to meet national education goals (Nugraha, 2022). If those who carry out education lack a basic understanding of the curriculum, how can education be adequately implemented.

Evaluation is critical to the formal education process because it helps teachers understand the significance of their performance and values in the teaching and learning process, as well as how crucial they are to learning evaluation. Planning curricular changes that will be decided upon and included into the system can be aided by the knowledge valuations can supply (Firdaus et al., 2022). In response to the current issues in education, the Minister of Education and Culture (henceforth referred to as the Ministry of Education and Culture) released a policy on free learning. In his capacity as the Minister of Education and Culture, Nadiem Makarim made it clear that the independence to Learn concept he introduced was an effort to achieve intellectual independence. The first step in implementing this policy is raising the bar for teachers' quality (Jusuf & Sobari, 2022).

Educational institutions have a lot of hope as a result of this policy to investigate and improve the quality of education offered there. The national standardized school exams (USBN), which are created by each school; the national exam (UN), which has changed to a minimum competency assessment and character survey; the freedom of educators to create learning implementation plans (RPP); and the flexibility of new student admission regulations (PPSB) are some of the significant changes in the Freedom to Learn policy with the 2013 Curriculum (Kemendikbud & Tohir, 2020). The author attempts to analyze the Free Learning policy in order to construct educational assessment designs for Elementary Schools/Madrasah Ibtidaiyah, because it is an intriguing policy that was initiated by the Ministry of Education and Culture and launched the previous curricular paradigm. The analysis for the 2013 curricular program and the autonomous curriculum is the focus of this study. In order to track the progress of the 2013 curriculum and autonomous learning, the researcher intends to establish a new library.

METHOD

This article's composition employs the library research technique known as literature research. In order to get a thorough explanation of authentic assessment in the field of education referring to this study, writing gathers a number of references regarding the evaluation analysis of the 2013 curriculum program and the independent curriculum. Journals and government regulatory documents related to these references are also carefully studied.

DISCUSSION

Since Indonesia gained its independence, curriculum policies have improved and other modifications have been made to education. The dynamics of curricular reform have occurred at least eleven times in Indonesian history. Beginning with the extremely basic pre-independence era and continuing through the continuously improved post-independence era (i.e., 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013). The many policies for altering the curriculum are based on analysis, assessment, forecasts, and a variety of issues that are encountered on an ongoing basis on the internal and external fronts. Curriculum, as a policy product, is relative, dynamic, and contextual in this setting. Dynamic in that it is subject to criticism, always evolving, and changing with the times. Contextual because it is truly necessary and grounded in the historical context; comparatively because the resulting curriculum policies

are deemed excellent or ideal within their respective historical periods but will be out of date in subsequent ones. Thus, continuity and change that is, constant change are the fundamental tenets of curriculum policy.

The government establishes content standards to meet Graduate Competency Standards in accordance with National Education Goals, based on the Regulation of the Minister of Education and Culture Number 21 of 2016 about Content Standards for Elementary and Secondary Education. Educational practitioners use the Content Standards as a guide when deciding what kind of materials to offer. They also act as a standard by which students' levels of competency are measured, resulting in graduates who are competent in accordance with the type and amount of education they sought. According to the goals of education in Indonesia, which are in line with the needs and abilities of students and educators, every competency required by government regulations has an impact on the learning and assessment process, which is expected to adapt to the abilities of students at every level of education. As a result, it will improve Indonesian education.

a. Evaluation Curriculum 2013

The qualities of the 2013 curriculum are intended to foster a harmony between knowledge and abilities, as well as spiritual and social attitudes, and to apply these qualities in a variety of educational and community contexts. positioning the school as a means of delivering educational experiences in order to enable students to apply their classroom knowledge to the community and make use of it as a resource for learning. Also, there is enough free time in the 2013 curriculum to foster the development of diverse attitudes, knowledge, and abilities. In order for students to gain competencies that are reflected in the form of class Core Competencies, which are further elaborated in the subject-specific basic competencies. After that, students can additionally develop the Core Competencies covered in class into Basic Competency organizing pieces. The goals of all learning procedures and Basic Competencies are to help students attain the Core Competencies' listed competencies. establishing Basic Competence through mutual enrichment and reinforcement between disciplines and educational levels, based on accumulative principles (horizontal and vertical structure) (Astuti et al., 2018).

The 21st Century Skill Standard Partnership (IP-21CSS) The goals of the 2013 curriculum, which are to prepare Indonesians to be able to live as individuals and citizens who are obedient, productive, creative, innovative, and affective and who can contribute to the life of society, nation, state, and global civilization, are summed up in the curriculum's philosophical underpinnings as well as sociological, psychopedagogical, and theoretical foundations. With the updated 2013 curriculum, the Ministry of Education and Culture introduces 21st century learning as a new paradigm in educational settings, emphasizing students' capacity to gather information from a variety of sources, formulate problems, think critically, and work cooperatively to find solutions (Learning & School, n.d.). The BSNP: 2010 explains the 21st century learning framework in terms of 4C skills, which include problem-solving and critical-thinking abilities, (c) creativity and innovation abilities, and (d) communication and cooperation abilities. The 2013 curriculum also strengthens character education in terms of character development and spiritual values, as well as information and communication technology literacy. The Indonesian Partnership for 21st Century Skill Standard is the culmination of all Indonesian educational standards (IP-21CSS) (Astuti et al., 2018).

A pretty comprehensive method of evaluating student development is provided by authentic assessment evaluation. not just the emotive and psychomotor elements, but also the

cognitive side, which serves as the primary point of reference for assessment. The 2013 curriculum, which is full of competence and character, will be implemented along with a thorough, ongoing assessment process to highlight the different factors that must be considered when making decisions. The assessment's goal is to confirm that the performance process followed plans and objectives. Teachers are one group that plays a significant position in the assessment process (Pratycia et al., 2023). Regulation of the Minister of Education no. 104 of 2014 Article 1 Concerning Learning Outcomes clarified that the process of gathering data/evidence about student learning achievements in the competency of spiritual and social attitudes, knowledge competencies, and skill competencies that are carried out in a planned and systematic manner, both during and after the learning process, constitutes the assessment of learning outcomes by educators. Additionally, it is discussed how learning outcomes are assessed using both authentic and non-authentic methods. (Firdaus et al., 2022).

b. Evaluation Freedom Curriculum

Policy analysis is a way of thinking that has been acknowledged and applied for a long time in human history. The translation of the word "policy" is "educational policy," which is developed from two words, as the English word "policy," which means "taking care of problems or public interests," is the source of the word. Therefore, education policy is equivalent to government policy in the realm of education, according to Hasbulah. The applied social science field of policy analysis seeks to address societal issues by generating concepts, assessing them, and presenting well-reasoned arguments supported by data. A technique or procedure for bringing human comprehension to issues is policy analysis.

Minister of Education and Culture Nadiem Anwar Makarim introduced Merdeka Learning, a new policy program of the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI). Nadiem had good cause when she created an autonomous learning policy. This is due to the fact that the 2019 Program for International Student Assessment (PISA) study revealed that Indonesian students' assessment results only place them sixth from the bottom; out of 79 nations, Indonesia is ranked 74th in the world in the fields of literacy and mathematics (Jannah & Rasyid, 2023). In response, Nadiem also pioneered the evaluation of minimal competencies using surveys on character, reading, and numeracy. Reading proficiency is simply one aspect of literacy; another is the capacity to evaluate what is read and comprehend the ideas it contains. Making learning more meaningful is the goal of learning freedom. Generally speaking, the major goal of this program is to enhance the current system rather than to replace it. The Ministry of Education and Culture's initiative to promote learning freedom makes the process of learning easier. Adit outlined the following strategies for streamlining the implementation of learning: (1) the teacher's RPP (learning implementation plan) did not need to be as extensive or complex as it had previously been; (2) the long-running zoning system for admitting new students was still in place but was being implemented with more flexibility; (3) beginning in 2021, the national exam—which has been a burden for learning actors—will be replaced with a minimum competency assessment and character survey; and (4) the national standardized school examination (USBN) will be replaced with a continuous assessment, such as portfolios, papers, practicums, and so forth (Kemendikbud & Tohir, 2020). Since assessment in autonomous learning is focused on continual evaluation, as was previously mentioned, it may be acknowledged that the authentic assessment included in the 2013 curriculum is still applicable for program integration.

Following further discussion, the 2013 curriculum was modified to the 2019 MBKM (Freedom for Independent Learning Campus) curriculum by Minister of Education and Culture

Nadiem Makarim. Two elements make up the MBKM concept: "Independent Campus" and "Free Learning". Learning freedom entails thinking freedom and inventive freedom (Ineu et al., 2022). On the other hand, the higher education autonomous learning program is carried out through the independent campus. One of the ways to develop exceptional Indonesian human resources with a Pancasila mindset is to transform education through an autonomous learning strategy. Student Overview (Kemendikbud & Tohir, 2020). The World Economic Forum (2016) states that pupils need to be prepared for the twenty-first century with 16 skills. These sixteen skills can be broadly categorized into three groups: competency, literacy, and character quality. Students also need to be prepared to deal with the rapid advancements in technology and the ways that social culture, the business world, and the workplace are changing. As a result, all educational establishments need to get ready for new literacy and guided orientation in the teaching sector (Sherly et al., 2020).

Designing and executing cutting-edge learning processes can help students prepare for higher education by enabling them to meet learning objectives that are consistently relevant and maximize cognitive, emotional, and psychomotor parts of the MBKM Curriculum. Despite the fact that the idea of Freedom to Learn has been discussed and promoted in person as well as through a variety of online media, many parents and educators are still unsure about the MBKM concept (Nasution, 2021). It is envisaged that this study will serve as a resource for academics and industry professionals to further their understanding of MBKM and the MBKM curriculum.

The Higher Education Curriculum is more than just a list of courses; it is the creation of a sequence of instructional or learning procedures that result in a learning outcome. The curriculum's fundamental components include learning standards, objectives, competences, content, and assessment criteria (Fitriyah & Wardani, 2022). The MBKM Curriculum includes these components. The MBKM curriculum follows the steps and patterns that have been used thus far in the establishment of study program curricula by referencing Law Number 12 of 2012 and the OBE (Outcome based Education) methodology. Regulations, social dynamics, and the advancement of science and technology are all taken into consideration while developing curricula and implementing MBKM policies (Sugiri & Priatmoko, 2020).

The MBKM policy's curriculum development and implementation structure can be summed up as follows: The method of learning activities both inside and outside of the campus is given more weight in the newest curriculum in Indonesia, MBKM. The development of eight learning activities—the cornerstone of curriculum changes—that include student exchanges, apprenticeships/work practices, research/research, teaching assistance in education units, humanitarian projects, entrepreneurial endeavors, independent studies/projects, and building villages/thematic real work colleges—makes this evident. From an evaluation perspective, Pancasila and Bhinneka Tunggal Ika, the defining traits of the Indonesian people, are evaluated via the lens of MBKM. In addition, evaluation tools have been created and even altered to raise the standard of instruction and graduate productivity in line with the demands of the commercial and industrial sectors as well as the current trends in career preparation.

CONCLUSION

The field of education places a high value on curriculum evaluation. When there's not, we won't be able to determine the curriculum's strengths and shortcomings throughout the development and implementation phase of our study. And utilize that to get input from interested stakeholders, including community curriculum makers, parents, and educators. in order for this to serve as a model for future curriculum development and enhancement, enabling students to fulfill the established learning objectives as successfully as feasible. The program's efficacy,

efficiency, relevance, and viability are the performance metrics that are assessed. The field of education places a high value on curriculum evaluation. We won't be aware of the shortcomings and merits of the curriculum's development and execution procedure without an assessment. And include comments on this from interested parties, like community curriculum makers, parents, and educators. in order for this to serve as a model for future curriculum development and enhancement, enabling students to fulfill the established learning objectives as successfully as feasible. In the meantime, the curriculum for autonomous learning seeks to increase the significance of learning. Generally speaking, the major goal of this program is to enhance the current system rather than to replace it. The Ministry of Education and Culture's initiative to promote learning freedom makes the process of learning easier. Additionally, the process of learning activities both inside and outside of the campus is given more weight in the MBKM curriculum, which is the most recent curriculum in Indonesia. The development of eight learning activities—student exchanges, work experiences/internships, research/research, teaching support in educational units, humanitarian projects, entrepreneurial endeavors, independent studies/projects, and the construction of themed real work villages/colleges—that form the basis of curriculum modifications, demonstrates this.

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