



MINISTRY OF EDUCATION AND CULTURE

**CURRICULUM, LEARNING, AND
ASSESSMENT REFORM IN INDONESIA
ON 2021**

**CENTER FOR ASSESSMENT AND LEARNING, AGENCY FOR
DEVELOPMENT AND RESEARCH AND BOOKS**

September 10th, 2020

TOPIC

1 CURRICULUM FRAMEWORK

2 LEARNING PRINCIPLES

3 NATIONAL ASSESSMENT



HOW THE CURRICULUM FRAMEWORK PROMOTE THE 21st CENTURY SKILLS

Pancasila Learners Profile: “Indonesian learner are lifelong learners with global competencies and attitudes according to Pancasila’s values.



Translation of standard competencies into each subject matter will refer to:

1. Pancasila learners profile (or *Pelajar Pancasila*);
2. Characteristics of subject matter;
3. Growth and development characteristics; and
4. Global development needs.

Pancasila learners profile is the main goal and ways/strategies to achieve this can be done through intra curricular, co-curricular, and extra curricular activities.

A number of instruments are developed to identify non-cognitive aspect and to ensure learning process is delivered in holistic manner. Character survey is conducted as well which refer to the Pancasila learners profile by looking at its impact on learning.

1. Description on definition of each element in order to create similar perception and enable measurement with similar point of view.
2. Each element has some sub-elements that describe 21st century skills, characters, and competencies for students to learn.
3. Each sub-element is completed by explanation on performance indicator(s) for each phase of children’s live (not for each grade or each year)
4. Translation of standard competencies refers to description of phase in each element.
5. Phase established to support teaching at the right level



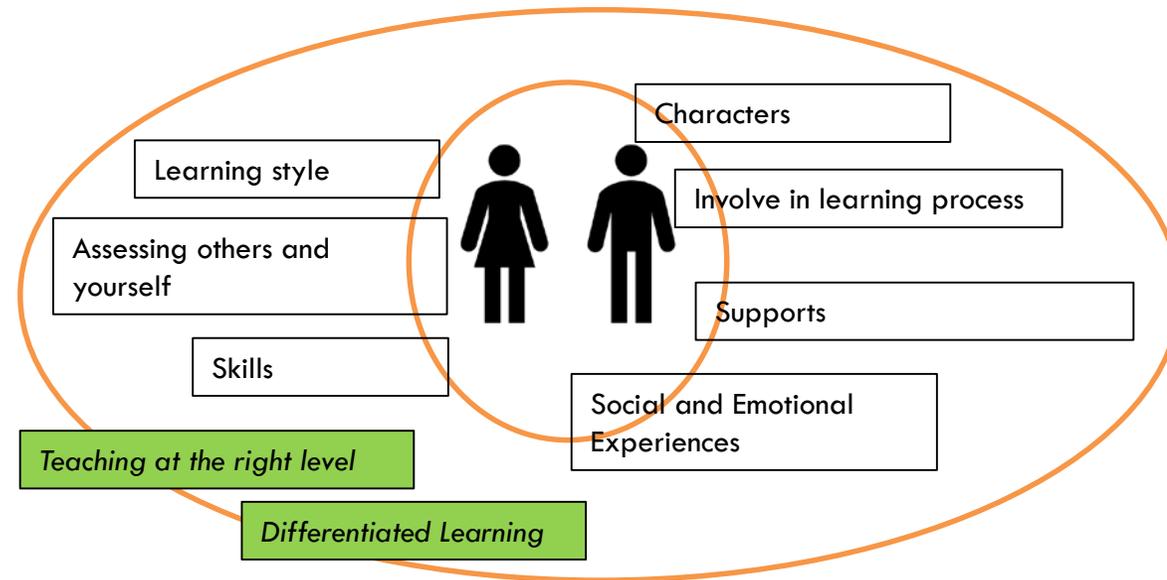
LEARNING PRINCIPLES IN MERDEKA BELAJAR

learning process conducted according to children's needs and encourages children's understanding

Previous competencies

Strategies in implementing *Merdeka Belajar* are:

- *Teaching at the right level*: learning process conducted according to the students level of competence.
- *Differentiated learning*: providing different learning stimuli and interventions according to student characteristics (level of competence, learning styles, support resources, etc.)



Behavior changes as indication on improvement in understanding and capacity (mastering competencies)

Learning principles that accommodate the perspective that learning is a development process which correlate with other development aspects in students' life



ASSESSMENT REFORM

Aspect	National Exam (2003-2019)	National Assessment (2021-...)
Instruments	Subject based test	<ul style="list-style-type: none"> • General capabilities test (reading literacy and numeracy) as cognitive learning outcome • Character/non cognitive test as social emotional learning outcome • Learning and school climate
Function	<ul style="list-style-type: none"> - Graduation criteria - Selection tool - Benchmarking and diagnosis tools 	<ul style="list-style-type: none"> - Reflection tools for schools and district/provincial authorities on their effective educational program - Primary data for Quality assurance system - Promoting teaching at the right level based on assessment results
Scope	Secondary school, high school and vocational school	Elementary school, secondary school, high school, and vocational school
Respondent	Census for all student in grade 9 and 12	Census for all schools but sampling in student level, census for teachers and census for school principles



Thank You

