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.

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

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

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.
LEARNING PRINCIPLES IN MERDEKA BELAJAR

Learning process conducted according to children’s needs and encourages children’s understanding

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

|-------------------|----------------------------------------------------|------------------------------------------------------------------|
| **Instruments**   | Subject based test                                 | • 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**      | - Graduation criteria  
|                   | - Selection tool  
|                   | - Benchmarking and diagnosis tools                  | - 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