Curriculum Reform In Indonesia:
From Competency-Based To Freedom Of Learning

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Abstract

During the Covid-19 pandemic, an already existing learning crisis impacted Indonesian education lag, resulting in learning loss and widening learning gaps between regions and socioeconomic groups. Furthermore, as learning styles have shifted from traditional to technology-based learning methodologies, the current digitalization era is one of the benchmarks for the emergence of curriculum reform in Indonesia. Freedom of Learning Curriculum, also known as Kurikulum Merdeka, is a solution to today's problems in Indonesian education. This research is a qualitative study in which data is collected through documentation and literature techniques. The documents studied were books, notes, and previous research reports that focused on curriculum reform and curriculum freedom. The collected data was subsequently evaluated utilizing qualitative descriptive analysis techniques. The Kurikulum Merdeka was developed as part of the learning recovery effort as a more flexible curricular framework, concentrating on key materials and the development of student character and competences.

Keywords: Curriculum, Curriculum Reforms, Kurikulum Merdeka.

1. Introduction

One of the learning tools required by educational institutions is the curriculum [1]. The curriculum is the intended interaction between students and instructional content, materials, resources, and assessment systems. In another sense, a curriculum is the entire learning experience provided by an educational institution [2]. It addresses the course content (the syllabus), the method used (strategies), and other aspects related to how the school is structured, such as norms and values. A curriculum consists of a lesson plan, teaching materials, and learning experiences that have been pre-planned. The curriculum is a resource for all educators who are putting the teaching and learning process into action. Indonesia has changed/revised its curriculum numerous times [3].

The Unravelled Lesson Plan is the history of curriculum development in Indonesian educational institutions for the first time using the 1947 curriculum. The 1947 curriculum concept encourages the development of state and community awareness. This curriculum was also influenced by Indonesia's socio-political order during the Indonesian-Dutch colonial period. The 1947 curriculum gradually gave way to the 1952 curriculum, namely the decomposed 1952 lesson plan. This curriculum was not noticeably different, but

it was implemented in a slightly different manner. Curriculum changes and revisions are ongoing, such as the 1964 curriculum (Education Plan 1964), 1968 curriculum, 1975 curriculum, 1984 curriculum (improved 1975 curriculum), 1994 curriculum and 1999 curriculum supplements, 2004 curriculum (competency-based curriculum), and 2006 curriculum (education unit level curriculum). as well as the 2013 curriculum, which has been updated. Every curriculum change in the education unit has a solid foundation.

Curriculum reform is closely intertwined linked to the emergence of a fully digital era. As it stands today, digitalization is one of the key indicators for the emergence of a freedom learning curriculum. Furthermore, in Indonesia, the concept of education is frequently applied in ways that are not appropriate for the circumstances of students and teachers [4]. For example, a student's graduation to the next educational level is measured by the final National Examination score, which must meet a predetermined standard, despite the fact that we know that every student has the ability and expertise in their respective fields in the learning process. Furthermore, teachers are expected to develop big syllabuses or lesson plans that take a long time to prepare, resulting in an inefficient learning experience for students. The 2013 curriculum system is too monotonous and does not allow students or teachers enough freedom. As a result, new ideas for curriculum development in Indonesia emerged [5].

Students are unable to express their abilities due to monotonous/one-way learning [6]. The existence of limitations on the curriculum concept used thus far has resulted in the inhibition of creativity in teachers and students. According to the curriculum that has been used thus far, students should receive the highest possible score in every lesson taught at school. While we recognize that each student is an expert in their respective field [7]. This is also one of the reasons why students aren't as inventive in putting their skills to use. According to Eko Risdianto (2019), the presence of the

Kurikulum Merdeka also aims to respond to the challenges of education in the era of the fourth industrial revolution, wherein its realization must support skills in critical thinking and problem solving, be creative and innovative, and skilled in communicating and collaborating. for students.

Furthermore, during the Covid-19 pandemic, the existing learning crisis impacted education lag, resulting in learning loss and widening learning gaps between regions and socioeconomic groups. This is also the context for the post-pandemic learning curriculum that was launched. Indonesia has a very diverse distribution, stretching from Sabang to Merauke. This distribution causes many remote areas where equal education is difficult to obtain [8]. This distribution causes many remote areas where equal education is difficult to obtain [8]. With the affirmation policy implemented by Kurikulum Merdeka, the spread of education in Indonesia is made more equitable. When there are demands or limitations on educational success, it becomes a problem for some students who live in rural areas. The government's policy on this issue will determine the nation's generation's future success in completing their education.

Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, Nadiem Makarim, sparked an idea for curriculum reform, known as Kurikulum Merdeka. One of the curricula that requires students to be free to learn is the curriculum. Every student has access to information about both formal and informal learning. This curriculum doesn't restrict the idea of learning in any way, whether in or out of the classroom, and it also encourages both educators and students to be creative. Kurikulum Merdeka is a solution to today's educational problems. The Merdeka (Freedom) Curriculum, which is a further translation of the spirit of "Freedom of Learning," is one of the solutions to the challenges because it is based on the spirit of reducing and simplifying learning materials so that they can be more focused, rather than uniformized, to liberate students according to their interests, talents, and passions. This curriculum is intended to be more adaptable

and flexible, and it is based on the real-world implementation of a link and match between the worlds of education and work.

2. Method
Research design
This is a qualitative study in which data is gathered through study documentation and literature.

Data Collection
Online using google schoolar. The documents studied were books, notes, and previous research reports that focused on curriculum reform and curriculum freedom. The primary source for this study is the Kurikulum Merdeka, which is published by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. Secondary sources include national and international journal articles, state laws, and other internet sources that can help the writer develop the curriculum reform article in the Indonesian context.

Data Analysis
The collected data was subsequently evaluated utilizing qualitative descriptive analysis techniques.

3. Findings and Discussion
1. Curriculum Reforms
While the term "curriculum" varies according to context, it is eventually "a plan for learning" [9]. To put it another way, it is a set of principles for what students ought to acquire and what the educational system should teach. Curriculum is defined by Stoll et al. (2006) as "the resources or documents used for teaching and learning, such as textbooks or instructional materials." According to Saavedra and Steele [10], curriculum is considered in a wider context, including issues that have a direct impact on how the curriculum is created and implemented, such as teaching methodology, class size, time allocation, and learning objectives, evaluation, and examination practices.

According to this view, the curriculum is extremely cultural and political since it creates society's perspective by selecting which knowledge and skills are most useful to its people and which knowledge should be passed down. To put it differently, a curriculum represents a broader social and political accord, and it should evolve and change in unison with society [11]. Attempts to examine or update knowledge's "content," including its selection and structure, as well as concerns connected to student learning, are thus characterized as "curriculum reforms" [12]. Recognizing the necessity for their curricula to grow with the times, countries have begun on curriculum reforms in recent years at varied paces and approaches to better educate students for a fast-changing world.

Curriculum reform is a process that aims to change both the goals of learning and the manner in which learning takes place. The purpose and intention of a change dictate how it is implemented. The fundamental issues of policy design are what is to be learned, how it is to be learned, and why it is to be learned. It also discusses how the success of this learning is measured and what resources are required to achieve the set goals.

a. Clear Vision of Curriculum Reform
The purpose of curriculum transformation is represented by the vision of curriculum reform. It discusses why curriculum reform is necessary, what type of curriculum is preferable, and how to achieve the desired changes. The answers to these questions would have a range of consequences on the outcome of the implementation. Without a strong reason for the transformation, the curriculum policy may face public and political opposition. Furthermore, if no agreement is reached on the type of support required, diverging and even conflicting opinions may stymie curriculum development.

Finally, if there is no clear roadmap or theory of change articulating how the proposed policies will contribute to the aims of the reform, it may produce confusion among important actors, erode policy credibility, and waste resources. All of these variables may conspire against the success of the curriculum overhaul.

The curriculum policy that is implemented is determined by the vision that the curriculum attempts to attain. The vision, which is often stated in a curriculum statement or formal document, depicts the expected goals of an educational system or the information and abilities that students should be able to demonstrate. It creates reform recommendations as well as curriculum resources including textbooks and syllabi. A properly defined vision agreed upon by numerous stakeholders is essential for ensuring a shared understanding of policy objectives. Different interpretations of the curriculum vision would result in differing educational philosophy, methodological choices, and, eventually, teaching materials.

b. Curriculum Reforms Around the World

Different nations have diverse visions for curriculum change that are relevant to their context. Nonetheless, several global curricular design trends have evolved. The latest development is almost certainly the transition from a content-based curriculum to a competency-based curriculum. Despite the fact that the labels of the different categories of ideology and philosophy of curricular purpose vary, this shift in curriculum vision emphasizes the importance of developing specific competencies in students that draw on transdisciplinary knowledge and abilities. It is, however, a mistake to rely solely on mastery and recollection of knowledge structured by various topics, regardless of its "usefulness" and direct relevance to the student's ability to solve problems.

This global movement toward competence-based curricula indicates a concentration on "the integration of knowledge, skills, and attitudes that enable a person to carry out a specific task in ill-defined and unique environments". A competence-centered curriculum, in other words, intends to provide students with an integrated performance-oriented capability to attain particular goals that will allow them to navigate a constantly changing and unpredictable world. Many countries have implemented curriculum revisions that highlight and include competences into their vision and design. Since its beginnings in the 1960s, such an approach has been popular in nations such as the United States, the United Kingdom, Germany, France, and Australia.

On a worldwide scale, international organizations are investigating the transition to a competency-based curriculum. The OECD Future of Education and Skills 2030 Project, which comprises over 40 nations, intends to help education systems determine the knowledge, skills, attitudes, and values that students need to flourish and define their future (OECD, 2018). Provide several international examples, including the European Union's proposed European Qualification Framework, which allows for cross-country comparison of skills; the OECD's Programme for International Student Assessments (PISA), which assesses selected student competencies; and UNESCO's professional training programs.

2. Historical National Educational Curriculum Reform in Indonesia

There is a witty phrase that frequently appears in connection with changes in this country's rulers, namely "ganti Menteri, ganti kurikulum" (change ministers, change curriculum"), since Indonesia's independence in 1945, the national education curriculum has been changed multiple times, including in 1947, 1952, 1964, 1968, 1975, 1984, 1994, and 2004, 2006, 2013, and the most recent is the Kurikulum Merdeka or popularly known as Kurikulum Merdeka. These changes are the inevitable result of changes in the politics, socio-cultural, economic, and scientific and technology systems of the nation and states. As a result, as a set of instructional programs, the curriculum must be developed continuously in response to societal needs and changes.

According to the history of the Indonesian national curriculum, the idea of student-centered learning as a feature of teaching for empowerment is rarely heard. Indonesia's national educational system had already been altered multiple times. These modifications were implemented in response to the requirements and challenges of each time period. As Portugal captured the country in 1537, education activity in

Indonesia officially began. The policy of education had already begun under Portugal's colonials, even though it was executed locally, i.e., the school was only created in the center of the colony, such as in Ambon, the eastern region of Indonesia. Later, in 1900, a nationwide educational program was launched. During the Dutch occupation of Indonesia, the schooling operation was linked to the ethical policy. However, the purpose of education policy during Dutch occupation remained the same. It was only to protect the colonial's economic interests--no education at all.

Following the country's independence, the government, particularly the Indonesian Ministry of Education, became concerned with the curriculum. There were some revisions throughout the early stages of the national curriculum. Curriculum reform began almost immediately after Indonesia obtained independence. The 1947 curriculum, which was introduced in the 1950s, was the first. The Dutch continued the curriculum, and Pancasila was introduced to pupils as the primary foundation of national education [13]. The 1947 curriculum stressed personality, national character development, and academic content that was relevant to everyday life. Students were considered as objects in this curriculum era, with teachers serving as the primary source of learning.

The government established the 1968 curriculum during President Soeharto's first term. This 1968 curriculum focused on promoting cognitive characteristics and thinking skills in kids. The foreign language was introduced here. In 1975, the government updated the curriculum once more, calling it the 1975 curriculum. This curriculum was created using the management by goal technique. In this case, the learning target was specified as the focal point of curriculum development for students to achieve. It went into detail into general and specialized instructional objectives, learning material, teaching media, and learning evaluation. Teachers-centered learning was largely used in its execution, as seen by how teachers developed general and specific instructional objectives.

Almost ten years later, in 1984, the government created a new curriculum, which became known as the 1984 curriculum. Unlike the previous curriculum, this curriculum stressed the process skill approach, which means that the goal of teaching is to teach pupils how to learn. The implementation of a credit system for high school pupils to complete their courses was an intriguing aspect of this curriculum. Education has been decentralized to the local, province, and district administrations as a result of the passage of Law No. 22, 1999, and its replacement (UU No. 32 Tahun 2004). A new national curriculum was introduced during this time period. It was the curriculum from 2004.

In line with government order number. 25/2002, the 2004 curriculum, commonly known as the competence-based curriculum, was introduced nationally. The government transferred education authority to regional boards of education, and even to schools or instructors. Additionally, was student-centered learning emphasized, but so was the learning environment. Due to practical constraints among teachers, the adjustment was made. The government later altered the curriculum. The next amended curriculum was the 2006 curriculum, also known as the school-based curriculum (Kurikulum Tingkat Satuan Pendidikan - KTSP). The 2004 curriculum was still flavored in this newly revised curriculum, but the educational institution or teacher is open to changing and improving the national curriculum owing to school peculiarities, students' backgrounds, and stakeholders' interest. The student-centered approach was used in the 2006 curriculum. In learning, both pupils' demands, and environmental awareness were clearly visible. In short, this curriculum was recognized as an empowering curriculum, particularly for instructors [14].

In advance, the 2006 curriculum or school-based implementation of the curriculum in the nation of Indonesia is not yet sufficient. However, it was argued that this curriculum was the most excellent that Indonesia has ever had. This curriculum was created to improve the learning environment for the students. The schoolteachers felt empowered

by this curriculum to construct, alter, and develop an instructional design depending on the needs of the school stakeholders. In this era, a decentralized curriculum was desired and implemented. This curriculum was recently revised to reflect current international educational trends, such as meeting PISA and TIMMS criteria. This was done in response to the global demand-critical learning approach to the twenty-first-century learning paradigm.

In 2004, the government piloted a competency-based curriculum (curriculum-based competency). Competence is utilized as an indicator and guideline for educational implementation to develop numerous domains of education, knowledge, skills, and attitudes at all levels and educational courses, particularly in school education forms. The competency-based curriculum for 2013 focuses on students' development of certain competencies. As a result, this curriculum includes a variety of competencies and a set of learning objectives that are defined in such a way that their achievement can be observed as a criterion of success in the form of student behavior or abilities. Learning activities should be planned to help students master a minimum level of competence in order for them to achieve the defined goals.

The fundamental objective of the 2013 curriculum is to produce Indonesians who are productive, creative, inventive, and effective via the observation of integrated attitudes, skills, and knowledge. To accomplish so, teachers must design effective and meaningful learning, organize learning, choose the optimal learning approach, define learning processes and competency building, and determine success criteria while implementing the curriculum.

Table 1: Curriculum and Issues Experienced in Indonesian Education

Periods	Curriculum	Approach	Issues
1537	Portugal, colonial curriculum	None	Colonial perspective
1900	Dutch, colonial curriculum	None	Colonial perspective, education for feudalist
1947 – 1952	1947	The five principle-based curriculum	The first national curriculum, citizenship
1968 – 1975	1975	Management-objective	Instructional objective firstly used
1984 – 1994	1994	Process approach-meaningful approach	Credit points, meaningful teaching CBSA
1999 – 2004	2004	Competency-based curriculum	Decentralized based curriculum
2006	2006	School-based curriculum	Student-centered, local awareness, student's needs & potential; learner empowerment
2013	2013	Scientific approach	Influenced by TIMSS & PISA, 21st-century challenges, critical thinking/reasoning, independent learning, learner empowerment

3. Understanding the Kurikulum Merdeka

The emergence of a freedom learning curriculum supports the spread of education in Indonesia evenly with the affirmation policy made by the government to students who are in disadvantaged, frontier, and outermost (3T) areas. Not only that, but the freedom learning curriculum will also change the learning method that was originally implemented in the classroom and turned into learning outside the classroom. Learning outside the classroom will provide greater opportunities for students to discuss with the teacher. Learning outside the classroom will shape the character of students in the courage to express opinions during discussions, the ability to get along well, and become competent students so that automatically the character of students is increasingly formed. The freedom learning curriculum also does not determine

students' abilities and knowledge only from grades but also looks at students' politeness and skills in certain fields of science. Students are given the freedom to develop their talents. This supports student creativity and will manifest itself through teacher guidance. The demand for teachers to be able to develop innovative learning concepts for students will also be realized. In the concept of a freedom curriculum, teachers and students learn together to create a more active and productive learning concept for both teachers and students.

a. Kurikulum Merdeka Concept

The concept of Kurikulum Merdeka is the formation of freedom in thinking. Freedom of thought is determined by the teacher. This means that teachers are the main milestone in supporting success in education. Technological advancements have an impact on educational quality in today's digital age. Whereas digital-based devices are present in every action undertaken by educators as well as students. The freedom learning curriculum education concept blends literacy skills, knowledge skills, abilities and attitudes, as well as technological expertise.

Now, through this concept, students are given the freedom to think to maximize the knowledge that must be taken. The concept of the 21st-century curriculum requires students to be freedom in acquiring knowledge in both formal and non-formal education. The freedom applied in the 21st-century concept will provide opportunities for students to explore as much knowledge as possible. One of the things that can be done is through literacy activities, developing talents through skills, and positive things that support the development of each student.

The concept of a freedom learning curriculum should be applied equally in Indonesian educational institutions today. In addition to influencing the development of students, this concept will also make it easier for teachers to implement innovative learning processes. The burden that has been borne by teachers so far can be solved through a free learning curriculum. In addition, the concept of a freedom learning

curriculum will also be a solution in responding to the challenges of education in the era of digitalization as it is today. So, for that, we as academics must be at the forefront of moving the freedom learning curriculum in the realm of Indonesian education today.

Freedom of learning is intended for basic education and secondary education such as SMP / SMA / SMK / equivalent. According to several opinions [15]-[17], it is said that the concept of freedom of learning is in line with the ideals of Ki Hajar Dewantara which focuses on the freedom to learn creatively and independently, thus encouraging the creation of an independent spirit character. This matter because students and teachers can explore knowledge from their surroundings.

There are four main freedom of learning policies, namely [14];[16];[18]-[25].

1) Changing USBN (National Standard School Examination) to Competency Assessment. Replacing USBN with a Competency Assessment is intended to restore the flexibility of schools to determine graduation by the National Education System Law. Student competency assessment is carried out in the form of a written test and/or other, more comprehensive forms of assessment. The turn of USBN into a useful competency assessment by students, teachers, and schools. For students, the psychological pressure is reduced, and they have the opportunity to demonstrate their competence. For teachers, this assessment makes them feel free to teach, assessing according to the needs of students, and the situation of the class/school. This can continue to develop the professional competence of teachers. Schools, schools become more independent because assessments have a positive value in the process and student learning outcomes.

2) Replacing the National Examination (UN) into a Minimum Competency Assessment and Character Survey. Replacing the National Examination with a minimum competency assessment and Character Survey is intended to reduce pressure on teachers, students, and

parents, and is considered less than optimal as a tool to improve the quality of national education.

Competency assessment measures reasoning competencies such as literacy and numeracy that are used to solve personal and professional problems that refer to practices at the international level such as the Program for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS). The character survey measures aspects of the implementation of Pancasila values in Indonesian schools, such as aspects of the character (the character of learners and the character of mutual cooperation) and aspects of the school climate (climate of diversity, bullying behavior, and quality of learning). This change is a process of improving the quality of education.

3) *Streamlining the Lesson Plan (RPP)*
Streamlining lesson plans is done to optimize teacher performance. Previously, RPP had too many components when written, it could reach 20 pages or more. Now the RPP is only 1 page that contains three core components, namely learning objectives, learning activities, and assessments. This matter is intended to simplify administration and save teachers time so that teachers can plan and evaluate the learning process carefully.

4) Public School Enrolment Regulations for Admission of New Students (PPDB)
New Student Admission Regulations (PPDB) with a zoning system are made more flexible. The previous draft regulation divided the PPDB of the zoning system into three, namely the 80% zoning path, 15% achievement path, and 5% displacement path. While the latest draft regulations are divided into four, namely the zoning path of 50%, the affirmation path of 15%, the transfer path of 5%, and the achievement path of 0 – 30%.

b. The characteristics of the Kurikulum Merdeka
The Kurikulum Merdeka (formerly known as the prototype curriculum) was designed as part of the learning recovery effort as a more flexible curriculum framework, concentrating on key materials and the development of students' character and competencies. The following are the primary elements of this curriculum that aid in learning recovery:
1. Project-based learning for soft skills and character improvement based on Pancasila students' profiles.
2. Concentrate on the most important content so that there is enough time for in-depth study of basic competencies such as literacy and numeracy.
4. Teachers' ability to differentiate learning based on students' capacities and alter local circumstances and content.

c. Pancasila Student Profile
The Pancasila Student Profile is a graduate profile that strives to demonstrate the character and competencies demanded of students and stakeholders while also reinforcing Pancasila's noble principles. This Pancasila Student Profile was created as a guide for Indonesian education. Not only for education policy at the national level but it is also expected to be a guide for educators, in building children's character in smaller study rooms. Pancasila students here mean lifelong students who are competent and have characters according to the values of Pancasila. Students who have this profile are students who have fully developed the six dimensions of their formation. These dimensions include:
1) Faith, Fear of God Almighty, And Have Noble Character. Pancasila students who believe and fear God Almighty are manifested by good morals for themselves, society, nature, and the nation, Indonesia.
2) Global Diversity. Pancasila students must be able to recognize and appreciate culture and be able to communicate and interact between cultures. They are also able to reflect and be responsible for the experience of diversity and social justice.
3) Mutual Cooperation. Pancasila students do mutual cooperation by collaborating, having high concern, and sharing with others.
4) Independent. Independent Pancasila students have awareness of themselves

and the situation at hand and have self-regulation.

5) Critical Reasoning. Pancasila students who think critically analyze and evaluate all information and ideas that are obtained properly. They are also able to evaluate and reflect on their own reasoning and thinking.

6) Creative. Creative Pancasila students are students who can produce original ideas, works, and actions. They also have flexibility in thinking in finding alternative solutions to problems.

These six dimensions need to be seen as an inseparable unit. If one dimension is omitted, then this profile will be meaningless. For example: when a student needs to come up with a new and original idea to solve a problem, critical reasoning skills are also needed to see the problem at hand. The resulting solution also needs to consider morals to other living creatures that can be raised from the dimension of faith, fear of God Almighty and have a noble character, need to involve other people and their roles from the dimensions of mutual cooperation and global diversity and consider one's own abilities in the resulting solutions. in the independent dimension. For more details, here is a brief explanation of the Pancasila Student Profile as displayed in Figure 1.
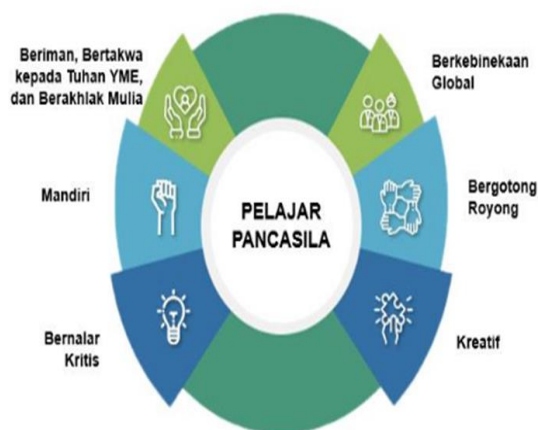

Figure 1. Pancasila Student Profile
(Source: Minister of Education and Culture, 2020)

The Pancasila student profile strengthening initiative allows students to study information, acquire skills, and strengthen the development of the Pancasila student profile's six components. Students can explore major subjects or concerns in depth through this project, such as sustainable lifestyles, tolerance, mental health, culture, entrepreneurship, technology, and democratic life. This project prepares students to respond to these difficulties by taking appropriate action based on their developmental and learning phases. This project is also designed to motivate students to contribute and have an impact on the community and the environment.

4. National Education Standard
National Education Standards (SNP) are the bare minimum for the education system in the Republic of Indonesia's Unitary State. SNP is regulated by Government Regulation Number 57 of 2021, National Education Standards, as amended by Government Regulation Number 4 of 2022, Amendments to Government Regulation Number 57 of 2021, National Education Standards.

Curriculum development is carried out in accordance with national education standards to achieve national education objectives. The standards referred to in curriculum development are Graduate Competency Standards, Content Standards, Process Standards, and Educational Assessment Standards.

a. Graduate Competency Standard
Graduate competence requirements are minimum criteria indicating the achievement of students' skills from their learning outcomes at the end of the education level. Except for early childhood education, graduate competency requirements are utilized as guides in deciding student graduation from educational units. Graduate competency requirements in early childhood education are benchmarks for early childhood development achievement.

The standard is written in the form of an integrated description that includes 8 (eight) competencies. The profile of Pancasila students is defined by six (six) competences that reflect the generation's quality in accordance with the National Education Goals and the ideas and ideals of the nation's

founders. The other 2 (two) competencies are literacy and numeracy.

b. Content Standard

Content Standards are developed by defining the scope of the subject in proportion to the competencies of the graduates. The material's scope is a study material in the learning content that is based on: 1) mandatory content in accordance with legal regulations; 2) scientific principles; and 3) educational path, level, and kind.

Content Standards are created by developing a suitable range of learning materials to develop students' competence in accordance with graduate competency standards, adjusting students' learning progress at each level, and expanding the scope of learning materials to allow educators flexibility in order to facilitate participants. Students build their competencies and apply the differentiation principle to expand the scope of their learning materials.

c. Process Standard

Process Standards are utilized as guides in carrying out effective and efficient learning processes in order to maximize students' potential, initiatives, abilities, and independence. Process standards encompass learning process planning, implementation, and evaluation. Lesson planning is an activity that involves developing learning objectives for a learning unit based on Learning Outcomes, developing methods or actions to attain learning objectives, and developing methods to assess learning objective achievement. Learning planning is created in the form of a flexible, clear, and straightforward lesson-planning document that is not restricted to a specific form/format.

Learning is implemented in an interactive, inspiring, fun, and challenging learning environment, motivating students to participate actively and providing adequate space for initiative, creativity, and independence in accordance with students' talents, interests, and physical and psychological development. The assessment of the learning process is an evaluation of the educator's design and implementation of

learning by reflecting on students' learning outcomes. To improve the quality of the learning process, it can be carried out by colleague educators, heads of education units, and/or students, in addition to the concerned educator.

d. Educational Assessment Standard

Educational Assessment Standards are utilized by educators as guidelines for measuring student learning outcomes in a fair, objective, and educational manner. Assessment of student learning outcomes through formative and summative assessment. Formative assessment is used to monitor and improve the learning process, as well as to assess whether learning objectives have been met.

Summative assessment at both the primary and secondary levels aim to evaluate student learning outcomes as the basis to determine grade promotion and completion from the education unit via a mechanism identified by the education unit with reference to graduate competency standards. Summative evaluation is used in early childhood education to gauge pupils' developmental achievements. Evaluation of student learning outcomes occurs out before, during, and/or after learning, and is stated in a learning achievement report as a learning outcome report in the form of a report card compiled based on documentation of the evaluation findings in the form of a portfolio, exhibition of work, and performance. The report card contains the following components: the identity of the education unit; student identity; class; academic year and semester; subjects; rating result; teacher notes; presence; and extracurricular activities.

4. Conclusion

The COVID-19 pandemic, which lasted two years, aggravated the crisis and widened the learning gap in Indonesia. Many Indonesian children suffer from learning loss, making it difficult for them to achieve basic competencies as students. Furthermore, the concept of the 21st-century curriculum requires students to be freedom in acquiring knowledge in both formal and non-formal education. The freedom that is applied in the 21st-century concept will provide

opportunities for students to explore as much knowledge as possible.

Kurikulum Merdeka as a solution to today's problems in Indonesian education in the era of digitalization as it is today. The Kurikulum Merdeka is one of the curriculum principles that advocates for student autonomy. Every learner is given the freedom to access knowledge obtained through formal and non-formal education. As part of the learning recovery initiative. Kurikulum Merdeka was created as a more flexible curriculum framework in which teachers can carry out differentiated learning based on student abilities and adjust local contexts and content, focusing on essential materials and the development of learner character based on the Pancasila student profile and literacy and numeracy competencies. So, for that, we as academics must be at the forefront of moving the freedom learning curriculum in the realm of Indonesian education today.

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