
ANALYSIS OF NATURAL AND SOCIAL SCIENCES LEARNING IN THE INDEPENDENT CURRICULUM WITH THE 2013 CURRICULUM SCIENCE AND SOCIETY LEARNING

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ABSTRACT

This study aims to analyse the differences in NSS learning in the independent curriculum, which was originally science and social studies learning in the 2013 curriculum. This study uses a literature research method. The results of the study show that the combination of science and social studies into NSS is essentially an effort by the ministry to improve the quality of education. There are several new terms in NSS learning, such as the existence of learning outcomes for each phase, which were previously learning competencies, and the existence of the Pancasila Student Profile Strengthening Project (P5). However, apart from these new terms, it seems that the ministry needs to look at things from a different angle. For example, the ministry should focus more on the welfare of teachers. It would be wiser for the ministry to strive to improve the welfare of teachers by working with honorary teachers from all schools in Indonesia to make them more prosperous, rather than having to create a curriculum renewal programme.

Keywords: Primary School Children, Independent Curriculum, NSS

ABSTRAK

Penelitian ini bertujuan untuk menganalisis perbedaan pembelajaran NSS pada kurikulum merdeka, yang awalnya pembelajaran IPA dan IPS pada kurikulum 2013. Penelitian ini menggunakan metode literatur reaserch atau penelitian pustaka. Hasil penelitian yang diperoleh yaitu pada dasarnya penggabungan IPA dan IPS menjadi NSS merupakan upaya kementerian untuk meningkatkan mutu pendidikan. Ada beberapa kebaruan istilah dalam pembelajaran NSS, misalnya adanya capaian pembelajaran tiap fase yang sebelumnya adalah kompetensi pembelajaran, serta adanya Proyek Penguatan Profil Pelajar Pancasila (P5). Akan tetapi, terlepas dari beberapa kebaruan istilah tersebut, sepertinya kementerian perlu melihat sudut yang berbeda, misalnya kementerian seharusnya lebih menyoroti kesejahteraan para guru. Alangkah lebih bijak apabila kementerian berupaya untuk meningkatkan kesejahteraan guru dengan cara menggandeng guru-guru honorer dari seluruh sekolah yang ada di Indonesia agar lebih sejahtera dari pada harus membuat program perbaruan kurikulum.

Kata Kunci: Anak Usia Dasar, Kurikulum Merdeka, NSS.

INTRODUCTION

The independent curriculum or curriculum for learning recovery is a curriculum that came into effect in 2022, replacing the previous curriculum, namely the 2013 curriculum and the emergency curriculum. There are several changes to the Merdeka

curriculum, including the addition of learning outcomes (LO), which are the minimum competencies that students must achieve for each subject. LO is designed with reference to the Graduate Competency Standards (GCS) and Content Standards, as the Core Competencies and Basic Competencies (CC-BC) in the 2013 Curriculum were designed. Learning Outcomes are an update of CC and BC, designed to continue strengthening learning that focuses on competency development. At the primary school/MI level, the strengthening of literacy and numeracy foundations and inquiry-based thinking skills by integrating natural sciences and social sciences into one subject, called NSS (Natural and Social Sciences). English is increasingly encouraged.¹

The subjects of Natural Sciences and Social Sciences have been combined into Natural and Social Sciences (NSS) because the basis of these two subjects is the development of inquiry skills, also known as scientific thinking skills. In addition, it cannot be denied that various problems in this world often cannot be solved from the perspective of one particular field of science alone. Natural and Social Sciences (NSS) at the primary school level is a subject aimed at building basic science literacy skills. This content is the foundation for preparing students to study more complex natural sciences and social sciences at the secondary school level.²

For the sustainability of the planet, problems need to be solved by considering aspects of nature, economics, society, and human welfare. For example, when discussing the impact of human behaviour on the environment, or the impact of climate and geological events on humans. To help children think holistically, learn to think from various perspectives and develop their inquiry skills, as well as to reduce the burden of learning hours for students, the science and social studies lessons in Phase B are combined into one science lesson.³

There have been several previous studies discussing NSS learning in the independent curriculum, including research conducted by Inggit and Anita. The study aimed to describe how the Independent Curriculum is implemented in science learning in

¹Yogi Anggraena dkk., *Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah* (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022), <https://kurikulum.kemdikbud.go.id/wp-content/uploads/2022/06/Panduan-Pembelajaran-dan-Asesmen.pdf>.

²Anggraena dkk., *Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah*.

³Anggraena dkk., *Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah*.

MI/SD. The findings of the study show that science learning in MI/SD in the independent curriculum is combined with social studies to become NSS. The implementation of science and social studies learning in SD/MI itself has not been fully integrated in terms of content. Although science and social studies materials are in one book, science learning is still taught separately from social studies. Science is taught in the odd semester and social studies is taught in the even semester.⁴

In Delina and Ganes' research conducted in Bagor sub-district, Nganjuk, it was found that teachers had varying understandings of NSS in the Merdeka Curriculum. In addition, teachers also implemented NSS learning in various ways in accordance with the Merdeka Curriculum, as evidenced by well-prepared planning, implementation, evaluation, and reflection. The results of the study also show teachers' reflections while facing various obstacles, feelings, and future expectations regarding NSS learning.⁵

In addition to the two studies above, there are also several studies conducted to determine how NSS learning is implemented in primary schools or madrasah ibtidaiyah. Based on the previous studies, the results obtained show that the implementation of NSS learning in primary schools or madrasah ibtidaiyah consists of several stages, namely planning, implementation, assessment, and evaluation. In the planning stage, teachers analyse the CP, formulate the TP, compile the ATP, and design teaching modules. In the implementation stage, teachers use lectures, discussions, and presentations. They also develop critical thinking, collaboration, and communication skills. Meanwhile, in the assessment and evaluation stage, teachers conduct formative and summative assessments.⁶

⁴Inggit Dyaning Wijayanti dan Anita Ekantini, "Implementasi Kurikulum Merdeka Pada Pembelajaran IPAS MI/SD," *Pendas: Jurnal Ilmiah Pendidikan Dasar* 8, no. 2 (2023), <https://journal.unpas.ac.id/index.php/pendas/article/view/9597/4010>.

⁵Delina Andreani dan Ganes Gunansyah, *PERSEPSI GURU SEKOLAH DASAR TENTANG MATA PELAJARAN IPAS PADA KURIKULUM MERDEKA*, 11 (2023).

⁶Atikah Dewi Anggita dkk., "ANALISIS MINAT BELAJAR PESERTA DIDIK TERHADAP PEMBELAJARAN IPAS DI KELAS 4 SD N PANGGUNG LOR," *INVENTA* 7, no. 1 (2023): 78–84, <https://doi.org/10.36456/inventa.7.1.a7104>; Ummi Nihayatul Fadlilah dan Imaniar Purbasari, *Implementasi Pembelajaran IPAS Berbasis Kurikulum Merdeka Belajar pada Siswa Kelas V*, t.t.; Gismina Tri Rahmayati dan Andi Prastowo, "Pembelajaran Ilmu Pengetahuan Alam Dan Sosial Di Kelas IV Sekolah Dasar Dalam Kurikulum Merdeka," *Elementary School Journal* 13, no. 1 (2023), <https://doi.org/10.24114/esjpsd.v13i1.41424>; Fairuz Nida Salsabila, "Implementasi Pembelajaran IPAS dalam Kurikulum Merdeka di Ma'arif NU Pasir Kulon Kecamatan Karanglewas Kabupaten Banyumas" (Skripsi, UIN PROF. K.H. SAIFUDDIN ZUHRI, 2024), https://repository.uinsaizu.ac.id/23093/1/Fairuz_Nida_Salsabila_Implementasi_Pembelajaran_IPAS_Dalam_Kurikulum_Merdeka_Di_MI_Ma%27arif_NU_Pasir_Kulon_Kecamatan_Karanglewas_Kabupaten_Banyumas.pdf; Devi Suci Fajarwati, "Implementasi Kurikulum Merdeka pada Pembelajaran IPAS Kelas IV

Based on all of the above research, there are several differences with this study, including the purpose of this study, which is to determine the components that differentiate NSS subjects in the independent curriculum from science and social studies subjects in the 2013 curriculum. Are they more concise or the same? Are there additional components or just name changes? Therefore, according to the researcher's observations, this study is considered important to conduct.

RESEARCH METHOD

The research method used in this study is a literature study or review. Through this method, the researcher will conduct a critical analysis of government regulations, scientific articles, books, journals, conferences, and other electronic sources related to the research topic. According to Mestika, there are several stages in conducting a literature study, namely: 1) listing all the variables that need to be studied, 2) searching for each variable in the encyclopaedia subject, 3) selecting the descriptions of the materials needed from the available sources, 4) checking the index containing the variables and topics being studied, 5) searching for articles, books and biographies that are very helpful in obtaining materials relevant to the issue being studied, 6) reviewing and compiling library materials according to their importance and relevance to the issue being studied, 7) reading, taking notes, and reorganising the information obtained; the final step is to write up the research that has been conducted.⁷

RESEARCH RESULTS AND DISCUSSION

Natural and Social Sciences (NSS) is a field of study that examines living and non-living things in the universe and their interactions, as well as examining human life as individuals and as social beings who interact with their environment.⁸ Meanwhile, Natural Sciences is the science that studies natural phenomena, including living and non-living things, or the science of life or the science of the physical world. This subject is

di SDN 2 Pasuruan Kecamatan Penengahan Lampung Selatan” (Skripsi, UNIVERSITAS ISLAM NEGERI RADEN INTAN, 2023),
<https://repository.radenintan.ac.id/30363/1/PERPUS%20PUSAT%20BAB%20I%20DAN%20II.pdf>.

⁷Mestika Zed, *Metode Penelitian Kepustakaan* (Yayasan Obor, 2014).

⁸Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran, Legislation Nomor 262/M/2022 (2022), <https://bpmkaltara.kemdikbud.go.id/2022/07/13/keputusan-menteri-nomor-262-m-2022-perubahan-atas-keputusan-menteri-pendidikan-kebudayaan-riset-dan-teknologi-nomor-56-m-2022-tentang-pedoman-penerapan-kurikulum-dalam-rangka-pemulihan-pembelajara/>.

developed based on the achievement of three aspects, namely knowledge, attitude and skills as the basis and strengthening of abilities in social, national and state life. Social Sciences is a subject that studies human life in various dimensions of space and time as well as various activities of life. The aim is to produce citizens who are religious, honest, democratic, creative, critical, enjoy reading, have learning abilities, are curious, care about the social and physical environment, contribute to the development of social and cultural life, and communicate productively.⁹

The NSS subject in the independent curriculum includes learning about science and social studies, which covers studies of nature, technology, the environment, geography, history, and culture.¹⁰ Meanwhile, the Basic Competencies for the Natural Sciences subject in the 2013 curriculum are integrated into the Basic Competencies for the Indonesian Language subject and the Basic Competencies for the Mathematics subject. The Basic Competencies for Social Sciences in the 2013 curriculum are integrated into the Basic Competencies for Indonesian Language, the Basic Competencies for Pancasila and Civics Education, and the Basic Competencies for Mathematics. As for grades IV, V, and VI, the Basic Competencies for Natural Sciences and Social Sciences are separate, so the integration approach is multidisciplinary, even though the learning process still uses an integrated thematic approach.¹¹

With the introduction of NSS, it is hoped that learning will become more concise for primary school children, so that they are not overly burdened by subjects, developing a more holistic, multidisciplinary, and contextual education, increasing the relevance of learning to the real world and developing the skills needed in the era of globalisation. It is hoped that this will strengthen multicultural education and develop a better understanding of various cultures, histories, and social conditions in Indonesia and the world.¹²

⁹Kurikulum 2013 Sekolah Dasar/Madrasah Ibtidaiyah, Legislation Nomor 57 Tahun 2014 (2014), https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salinan/salinan_20211018_111831_Salinan_Permen_Nomor_57_Tahun_2014.pdf.

¹⁰Suhelayanti Suhelayanti dkk., *Pembelajaran Ilmu Pengetahuan Alam dan Sosial (IPAS)*, 1 ed. (Yayasan Kita Menulis, t.t.), <https://repository.ung.ac.id/get/karyailmiah/10795/Buku-Referensi-Pembelajaran-Ilmu-Pengetahuan-Alam-dan-Sosial-IPAS.pdf>.

¹¹Kurikulum 2013 Sekolah Dasar/Madrasah Ibtidaiyah.

¹²Suhelayanti dkk., *Pembelajaran Ilmu Pengetahuan Alam dan Sosial (IPAS)*.

Learning Objectives

NSS learning at the primary school/MI level aims to enable students to develop themselves in accordance with the Pancasila student profile and to be able to (1) develop interest and curiosity so that students are motivated to study the phenomena around humans, understand the universe and its relationship with human life. (2) play an active role in maintaining, preserving, and conserving the natural environment, and managing natural resources and the environment wisely. (3) develop inquiry skills to identify, formulate, and solve problems through concrete actions. (4) understand who they are, understand the social environment they live in, and comprehend how human life and society change over time. (5) Understand the requirements for students to become members of a community and nation, and understand the meaning of being a member of a community, nation, and the world, so that they can contribute to solving problems related to themselves and their surroundings. (6) Develop knowledge and understanding of concepts in NSS and apply them in everyday life.¹³

NSS learning trains primary school students to see natural and social phenomena as integrated phenomena, and they begin to practise observing, exploring, and carrying out activities that encourage other inquiry skills that are very important to become the foundation before they learn more specific concepts and topics in science and social studies subjects that they will learn in secondary school.¹⁴

The objectives of science learning in the 2013 curriculum, as quoted by Farida, are (1) to gain confidence in the greatness of God Almighty based on the existence, beauty and order of His creation. (2) to develop knowledge and understanding of science concepts that are useful and applicable in everyday life. (3) to develop curiosity, a positive attitude and awareness of the interrelationship between science, the environment, technology and society. (4) to develop process skills for investigating the natural world, solving problems and making decisions. (5) to increase awareness of the need to participate in caring for, protecting and preserving the natural environment. (6) Increasing awareness to appreciate nature and all its order as one of God's creations. (7) Acquiring

¹³Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran.

¹⁴Anggraena dkk., *Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah*.

knowledge, concepts and science skills as a basis for continuing education to junior high school/MTs.¹⁵

Meanwhile, the social studies subject aims to produce citizens who are religious, honest, democratic, creative, critical, enjoy reading, have learning abilities, are curious, care about the social and physical environment, contribute to the development of social and cultural life, and communicate productively,¹⁶ as well as helping children become good citizens and have the social intelligence to carry out their roles as citizens in their family and community environments.¹⁷ Social studies is an important foundation for the intellectual, emotional, cultural, and social development of students, enabling them to develop ways of thinking, behaving, and acting responsibly as individuals, community members, citizens, and global citizens.¹⁸

Therefore, it can be concluded that the objectives of the NSS subject are essentially not much different from those of the Science and Social Studies subjects. The only difference lies in some terms, such as the Pancasila learner profile, which previously referred to having faith and being devoted to God Almighty. The rest are the same, namely recognising oneself, the surrounding environment, society, the country, and the world, both in terms of living creatures and the social environment.

Characteristics of the Subject

The combination of Natural Sciences and Social Sciences into Natural and Social Sciences in the independent curriculum in learning activities consists of two main elements, namely NSS (science and social studies) understanding and process skills.

The element of understanding NSS (science and social studies) is that science plays an important role in developing theories that help us understand how our world works. Furthermore, science has helped us develop technologies and management systems that support the creation of a better life. By mastering science, we can do many things to solve problems or face challenges. Having an understanding of NSS is evident when someone chooses and integrates the appropriate scientific knowledge to explain and

¹⁵Farida Nur Kumala, *Pembelajaran IA SD* (Universitas PGRI Kanjuruhan Malang, 2016), <http://repository.unikama.ac.id/id/eprint/691>.

¹⁶Kurikulum 2013 Sekolah Dasar/Madrasah Ibtidaiyah.

¹⁷Hermansyah Hermansyah dkk., "STRENGTHENING STUDENTS' SOCIAL-EMOTIONAL COMPETENCE THROUGH IPS LEARNING IN PRIMARY SCHOOL," *Jurnal WANIAMBEY : Journal of Islamic Education* 5, no. 2 (2024), <https://e-journal.iainfmpapua.ac.id/index.php/waniambey/article/view/1301>.

¹⁸Musyarofah Musyarofah dkk., *Konsep Dasar IPS*, 1 ed. (Komojoyo Press, 2021).

predict a phenomenon or fact and applies that knowledge in different situations. This scientific knowledge relates to facts, concepts, principles, laws, theories and models that have been established by scientists.¹⁹

Meanwhile, according to Linn, Davis and Bell, process skills are an intentional process of diagnosing situations, formulating problems, critiquing experiments and finding differences between alternatives, seeking opinions based on incomplete information, designing investigations, finding information, creating models, debating peers using facts, and forming coherent arguments. According to Anderson, inquiry is highly recommended as a form of teaching approach () because it has been proven to make students more engaged in learning.²⁰

In NSS teaching, there are two pedagogical approaches: deductive and inductive. The role of the teacher in the deductive approach is to present a concept along with the related logic and provide examples of its application. In this approach, students are positioned as passive learners (only receiving material). Conversely, in the inductive approach, students are given more freedom to observe, conduct experiments, and are guided by the teacher to build concepts based on their existing knowledge.²¹

The 2013 Curriculum emphasises modern pedagogical dimensions in learning, namely using a scientific approach. The scientific approach in learning as referred to includes observing, questioning, reasoning, trying, and forming networks for all subjects. According to Chiapetta & Koballa, as quoted by Susilowati, the process skills approach is an approach that emphasises the development of investigative skills in the form of scientific methods. Science learning in the 2013 curriculum emphasises process skills. Science process skills are classified into basic process skills and integrated process skills.²²

Meanwhile, social studies learning uses the Expanding Community Approach (ECA) in its material development, starting from a very narrow/close (contextual) community environment to a wider community environment. There are several types of expanding approaches, namely, first, the Expanding Community Approach (a broad and expanding community approach). In this approach, for example, the family, farming

¹⁹Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran.

²⁰Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran.

²¹Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran.

²²Susilowati Susilowati dan Purwanti Widhi H, "Analisis Pedagogical Content Knowledge Guru IPA SMP Kelas VIII dalam Implementasi Kurikulum 2013," (Yogyakarta), 2014.

community, village community, urban community, and other wider and more distant communities are included. Second, the Expanding Environmental Approach. For example, it begins with the family-village environment, then expands to include the school, village, sub-district, district, province, country, and so on. Third, the Expanding Thematic Approach (, broad and deep thematic approach). Themes start from the closest to the student and expand to broader themes.²³

Based on the above data, it can be concluded that in NSS learning, there is a fusion between the process skills approach in science subjects and the approach in social studies subjects, namely from the environment closest to the students to a wider range. Therefore, according to the researcher, there is no significant difference between science and social studies, which are then combined into NSS. Only the characteristics of the two subjects are combined into one.

Learning Achievement Components for Each Phase

Phase A (grades 1 and 2 of elementary school/MI), students are expected to learn to carry out the inquiry process, namely: observing and asking questions related to themselves and simple conditions/phenomena/events that occur in the environment around their homes and schools. Next, students propose ideas/reasoning, conduct investigations/research/experiments, communicate, conclude, reflect, and apply the learning experiences from the inquiry process they have carried out.²⁴ The scope of material in this phase is learning about the human body, animals and plants, time, days, and months.

Then, in Phase B (grades 3 and 4), students identify the connections between the knowledge they have just acquired and find out how the concepts of Natural and Social Sciences are related to each other in their daily lives. Students' mastery of the material being studied is demonstrated by completing challenges encountered in daily life. Next, students propose ideas/reasoning, conduct investigations/research/experiments, communicate, conclude, reflect, apply, and carry out follow-up actions () from the

²³Darsono Darsono dan Widya Karmilasari A, "Ilmu Pengetahuan Sosial," KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN, 2017, <https://web.usd.ac.id/fakultas/pendidikan/f113/PLPG2017/Download/materi/SD/ILMU-PENGETAHUAN-SOSIAL.pdf>.

²⁴Capaian Pembelajaran Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah Pada Kurikulum Merdeka, Legislation Nomor 033/H/KR/2022 (2022), https://kurikulum.kemdikbud.go.id/wp-content/uploads/2022/06/033_H_KR_2022-Salinan-SK-Kabupaten-tentang-Perubahan-SK-008-tentang-Capaian-Pembelajaran.pdf.

inquiry process they have undertaken.²⁵ The scope of material in this phase includes the five senses, changes in substances and energy, duties, roles, and responsibilities as school citizens, the location of their city/district and province of residence, as well as cultural diversity, local wisdom, and history (both figures and periods) in their province of residence.

In Phase C (grades 5 and 6), students are introduced to a system of interconnected elements that operate according to certain rules to perform specific functions, particularly those related to how nature and social life are interrelated in the context of diversity. Students take action, make decisions or solve problems related to daily life based on their understanding of the material they have learned.²⁶ The scope of material in this phase includes human organs, waves, the solar system, and geographical conditions.

Meanwhile, the 2013 curriculum does not use Learning Outcomes. Instead, it uses Core Competencies (CC) and Basic Competencies (BD) as mentioned briefly in the introduction. Core Competencies are the level of ability to achieve the Graduate Competency Standards that must be possessed by a primary school/madrasah ibtdaiyah student at each grade level. Core Competencies consist of spiritual attitudes, social attitudes, knowledge, and skills. Meanwhile, basic competencies contain the abilities and learning content for a learning theme or subject in Primary School/Madrasah Ibtidaiyah that refer to Core Competencies.²⁷

Science material in grades 1 to 3 of elementary school is integrated into Indonesian Language and Physical Education, Sports and Health subjects. Learning is carried out in an integrated manner within themes with other subjects. For grades 4 to 6 of elementary school, science is a separate subject, but learning is carried out in an integrated thematic manner.²⁸ The science learning themes for grades 1 to 3 are recognising oneself, objects, animals, plants, energy, the earth and the universe. For grades 4 to 6, the themes are energy, the surrounding environment, the earth, and exploring outer space.

In social studies, students learn about human life in various dimensions of space and time and various activities of life. The social studies subject aims to produce citizens

²⁵Capaian Pembelajaran Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah Pada Kurikulum Merdeka.

²⁶Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran.

²⁷Kurikulum 2013 Sekolah Dasar/Madrasah Ibtidaiyah.

²⁸Kurikulum 2013 Sekolah Dasar/Madrasah Ibtidaiyah.

who are religious, honest, democratic, creative, critical, enjoy reading, have learning abilities, are curious, care about the social and physical environment, contribute to the development of social and cultural life, and communicate productively.²⁹ The packaging of social studies material is adjusted to the level of education. In grades 1 to 3, social studies is an integral part of other subjects, namely Indonesian language and civics, which are taught in an integrated thematic manner.³⁰ The social studies learning themes for grades 1 to 3 are getting to know the family and school environment. Grades 4 to 6 are getting to know the community, country and global environment.

Based on the above description, there is no significant difference between the learning outcomes of NSS in the independent curriculum and those of Science and Social Studies in the 2013 curriculum. The material studied tends to be the same, namely getting to know oneself, family, environment, country and global issues from a physical and social perspective. The skills developed also still refer to the same taxonomy, namely observing, questioning, investigating, analysing, evaluating and communicating. The only difference is that previously, science and social studies materials were integrated in an interdisciplinary manner (combining the basic competencies of several subjects so that they were related to one another), whereas now science and social studies have been combined into a single subject.

Assessment and Evaluation Components of Learning

Learning assessment in the independent curriculum is carried out in an integrated manner with the learning process to provide feedback to educators, students, and parents. Learning outcome reports are made in a simple manner, containing information about the characteristics and competencies achieved, as well as follow-up actions. The assessment results are used by students, educators, educational staff, and parents/guardians as material for reflection to improve the quality of learning.³¹

Learning assessment is divided into two types, namely formative assessment and summative assessment. Formative assessment is conducted at the beginning and during the learning process. At the beginning of learning, it is conducted to determine the readiness of students to learn the teaching material and achieve the planned learning objectives. Assessment during the learning process is conducted throughout the learning

²⁹Kurikulum 2013 Sekolah Dasar/Madrasah Ibtidaiyah.

³⁰Kurikulum 2013 Sekolah Dasar/Madrasah Ibtidaiyah.

³¹Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran.

process to determine the progress of students and provide immediate feedback. Meanwhile, summative assessment is conducted to ensure that all learning objectives have been achieved. This assessment is conducted at the end of the learning process or can also be conducted simultaneously for two or more learning objectives, in accordance with the considerations of the educator and the education unit's policy. The forms of assessment that can be used in the independent curriculum are observation, performance, projects, written tests, oral tests, assignments and portfolios.³²

Meanwhile, in the 2013 curriculum, learning assessment is carried out by educators, educational institutions and the government. The assessment of learning outcomes by educators aims to monitor and evaluate the process, learning progress, and improvement of student learning outcomes on an ongoing basis. It is carried out to measure and determine the achievement of student competencies, improve the learning process, and compile reports on daily, mid-semester, end-of-semester, end-of-year, and/or grade promotion learning progress. Learning outcome assessment by educational institutions aims to assess the achievement of graduate competency standards for all subjects. Learning outcome assessment by the government aims to assess the achievement of graduate competencies nationally in certain subjects.³³

There are three aspects of educational assessment in the 2013 curriculum, namely knowledge, attitude, and skills. The assessment of the attitude aspect is carried out through observation and other relevant assessment techniques, and the reporting is the responsibility of the homeroom teacher or class teacher. The assessment of the knowledge aspect is carried out through written tests, oral tests, and assignments in accordance with the competencies being assessed. The assessment of skills is carried out through practice, products, projects, portfolios, and/or other techniques in accordance with the competencies being assessed.³⁴

Basically, there is no difference in assessment between the independent curriculum and the 2013 curriculum, starting from the type of assessment, assessment planning, assessment process to reporting assessment results, to follow-up on assessment

³²Anggraena dkk., *Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah*.

³³Standar Penilaian Pendidikan, Legislation Nomor 23 Tahun 2016 (2016), https://peraturan.bpk.go.id/Download/219047/Salinan_Permendikbud_Nomor%2023_Tahun%202016.pdf.

³⁴Standar Penilaian Pendidikan.

results. The principle of assessment must remain authentic, reflecting the actual condition of the students, and assessment is not a justification for the students but rather a process of collecting and processing information to measure the learning outcomes of the students, which then becomes an evaluation in the learning process.

CONCLUSION

There are several new terms in NSS learning, such as the existence of learning outcomes for each phase, which were previously learning competencies, and the existence of the Pancasila Student Profile Strengthening Project (P5). Basically, the combination of science and social studies subjects in the 2013 curriculum into NSS in the independent curriculum is an effort by the ministry to improve the quality of education in Indonesia. However, regardless of the ministry's objectives for this effort, it seems that the ministry needs to look at a different angle, for example, the ministry should focus more on the welfare of teachers. It would be wiser for the ministry to strive to improve the welfare of teachers by working with honorary teachers from all schools in Indonesia to improve their welfare by distributing the allowances of officials to improve the welfare of honorary teachers, rather than having to create a curriculum renewal programme. Once teachers are prosperous, they will focus on their profession, so that the ministry can then create policies that allow teachers to explore new ways of educating children, rather than being burdened with completing a myriad of administrative tasks. According to researchers, teachers are central to the implementation of education, so they need special attention from the government.

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