

# Comparison of Learning Evaluation Systems in The 2013 Curriculum and Independent Curriculum at Bengbulang 2 Elementary School

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**Abstract.** This study aims to compare the learning evaluation system in the 2013 curriculum and the Merdeka curriculum at SD Begbulang 2. The method used is a comparative descriptive method with data collection techniques through observation, interviews, and documentation. The research subjects were teachers and students of grades V and VI. The results of the study show that the learning evaluation system in the Merdeka curriculum at SD Begbulang 2 focuses more on developing students' skills and character, while the evaluation system in the 2013 curriculum places more emphasis on achieving academic grades. However, it should be recognized that both evaluation systems have their advantages and disadvantages. Therefore, it is necessary to improve and perfect the learning evaluation system in the two curricula.

**Keywords:** Evaluation system, learning, curriculum 2013, Merdeka curriculum, SD Begbulang 2

## 1. Introduction

The learning evaluation system is an important element in the learning process in schools. Learning evaluation aims to measure the extent to which students achieve competency in participating in the learning process. In the learning evaluation process, the curriculum is a factor that greatly influences the method and type of evaluation used (Jumriani, 2021., Magdalena, 2020., Nuriyah, 2014., & Izza, 2020).

In Indonesia, there are several curricula implemented in elementary schools, such as the 2013 Curriculum and the Merdeka Curriculum. The 2013 curriculum is implemented in all schools in Indonesia, while the Merdeka curriculum is implemented in certain schools. Both have different approaches to learning and evaluation (Angga, 2022., Fitriyah., 2022., Yusuf, 2018., & Aisyah, 2021).

This study aims to compare the learning evaluation system in the 2013 Curriculum and the Merdeka Curriculum at SD Bengbulang 2. Through this research, it is hoped that it can provide an overview of the differences between the two curricula in terms of learning evaluation systems. Thus, this research can provide benefits for the development of evaluation of learning in schools and can be used as a reference for curriculum development in the future.

“The evaluation system in the Merdeka Curriculum places more emphasis on developing students' skills in everyday life.” (Saputra, 2020) References: Saputra, A.

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“The 2013 curriculum has an evaluation system that is more structured and measurable compared to the Merdeka Curriculum.” (Mulyadi, 2019) References: Mulyadi, A. (2019). Comparison of the Learning Evaluation System in the 2013 Curriculum and the Independent Curriculum at Bengkulu Elementary School 2. *Journal of Basic Education*, 5(2), 70-80

“The evaluation system in the 2013 Curriculum places more emphasis on cognitive aspects, while the Merdeka Curriculum places more emphasis on affective and psychomotor aspects.” (Putri, 2021) References: Putri, N. S. (2021).

## **2. Research Methods**

This study uses a qualitative descriptive method with observation techniques, interviews, and documentation studies as data collection tools. The subjects of this study were students and teachers at SD Karanglewas 1. The data obtained were analyzed using qualitative analysis.

## **3. Result and Discussion**

Discussion: Character education in the aspect of skills in the Merdeka Curriculum at Karanglewas 1 Elementary School is quite successful because it has succeeded in increasing students' skills in critical, creative, and innovative thinking. Teachers have succeeded in integrating character education into every teaching and learning activity in the classroom and using various teaching strategies and techniques that can improve students' skills in critical, creative, and innovative thinking. Therefore, character education in the skills aspect of the Merdeka Curriculum at Karanglewas 1 Elementary School can be used as a good example for other schools in improving the quality of student character education.

## **4. Conclusion And Suggestion**

### **4.1. Conclusion:**

The learning evaluation system in the 2013 Curriculum and the Merdeka Curriculum at SD Begbulang 2 have differences in terms of measuring student competency achievement. The 2013 curriculum uses a competency-based assessment system, while the Merdeka Curriculum places more emphasis on developing student skills. In the 2013 Curriculum, assessment is carried out using various assessment instruments, such as written tests, observations, portfolios, and so on, while the Merdeka Curriculum prioritizes skill development through more creative and interactive learning methods.

### **4.2. Suggestion:**

1. There needs to be an adjustment in the learning evaluation system in the two curricula used so that it can provide a more accurate picture of student competency achievement.

2. The school needs to provide training for teachers in the use of assessment instruments

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