

Relation of Learning Compass 2030 and Management Regulation of Merdeka Curriculum for School and Higher Education in Indonesia

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Abstract

Technological developments and global competition are challenges in this digital era that require Indonesia's young generation preparing themselves to compete in this disruptive era. The Merdeka Curriculum (Freedom to Learn) at Schools and the Merdeka Belajar Kampus Merdeka (MBKM) Curriculum (Freedom to Learn) at Universities in Indonesia are implemented to prepare students to have future competencies consisting of knowledge, skills, attitudes, and values which are called as the 2030 Learning Compass. This study aims to describe the relationship between the Management policies of Merdeka and the MBKM curriculum with Learning Compass 2030. Eight policy documents related to the management of the aforementioned curriculum were analyzed through the document analysis method with an interpretive approach to reveal how the latest curriculum management policies can achieve the goals of Learning Compass 2030. The results obtained are regulations issued by the Indonesian government regarding curriculum management possibly achieving competencies consisting of knowledge, skills, attitudes, and values if planning, implementing, evaluating, and controlling are in ideal condition.

Keywords: *curriculum management; Merdeka curriculum; MBKM; Learning Compass 2030*

I. Introduction

The rapid development of the world of education along with technological advances in the 21st century requires creative, flexible and proactive people at all levels of education to face the digital revolution. Not only the readiness to face challenges in a digital era, but also the challenges for the younger generation to enter the world of work in order to compete in the disruptive era[1].

The Organization for Economic Co-operation and Development (OECD) Future and Education Skills 2030 Project released a product called the OECD Learning Compass 2030 to prepare learners with future competencies consisting of knowledge, skills, attitudes and values[2]. The four types of knowledge required are disciplinary knowledge (concepts within a subject), interdisciplinary knowledge (linking concepts of one discipline/subject with concepts of another discipline/subject), epistemic knowledge (understanding of how experts work and think), and procedural knowledge (knowledge of how goals are achieved). Skills are the next competency that includes cognitive and meta-cognitive skills (critical thinking, creative thinking, learning how to learn and self-control), social and emotional skills (empathy, self-efficacy, responsibility and collaboration), practical and physical skills (use of new information and communication technologies). OECD learning compass 2030 classifies values into personal values (how a person defines himself to achieve life goals), social values (how the quality of interpersonal relationships), societal values (priorities towards culture and society), and human values (priorities towards nation and culture).

Various developments in education are emerging to achieve the desired competencies by 2030. Artificial intelligence (AI), first released by Capaball company, which creates artificial intelligence programs for training programs tailored to student profiles, makes the world of education adapt to technology to improve learner competencies. Other developments in education such as hyper-classroom which consists of hyperspace, hypermedia and hyper reality replace the current traditional learning model (<https://www.iberdrola.com/talent/disruptive-education>).

Indonesia has also prepared to face future challenges by regulating education through various regulations ranging from pre-school education to higher education. Regulations issued in the form of laws, government regulations and others become a reference for each educational unit in implementing education management, one of which is the management of curriculum development which consists of planning, development implementation, and curriculum evaluation[3].

Indonesia has various policies consisting of the Constitution, Laws, Government Regulations, Presidential Decrees, Ministerial Decrees, Regional Regulations, Regional Head Decrees and Director Decrees[4]. In terms of policies regarding the curriculum, Indonesian government policies are contained in Law Number 20 of 2003 concerning the national education system, Law number 14 concerning teachers and lecturers, Law number 12 of 2012 concerning higher education, Government Regulation number 57 of 2021 concerning national standards of education, Ministry of Education and Culture regulation number 3 of 2020 concerning national standards of higher education, Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 56 / M / 2022 concerning Guidelines for Curriculum Implementation in the Context of Learning Recovery, Presidential Regulation number 8 of 2012 concerning the Indonesian national qualifications

framework (INQF), Decree of the Head of the Education Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 033 / H / KR / 2022 concerning learning outcomes in early childhood education, basic education levels, and secondary education levels in the independent curriculum.

II. Method

Eight political policies were analyzed using political policy studies with an interpretive approach. This approach examines the framing and representation of problems and how policies reflect the social construction of 'problems' (Browne, 2018). This documentation study with an interpretative approach consists of,

- a. Gather related documents
- b. Record references by recording the name of the author/institution that issued the document, number and other identities
- c. Focusing on objectives, by determining the aspects to be analyzed in the document
- d. Sort documents by priority
- e. Categorize findings based on the keywords that are the focus of the analysis. Eight document policies related to government were analyzed by narrowing the search space on curriculum management and development.
- f. The findings in each document are interpreted and linked to the 2030 global education agenda. (Patton, 2013)

III. Results and Discussion

- a. Management Curriculum Regulation in Indonesia

1) Law No. 20 of 2003 on the national education system [5]

The curriculum according to this law is a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain goals. According to article 35 of Chapter IX on national education standards, curriculum development refers to national education standards consisting of content standards, process standards, graduate competency standards, education personnel, facilities and infrastructure, management, financing and assessment. Article 36 of this law also regulates curriculum development with the principle of diversification, which aims to adapt the program to local cultural wisdom.

The preparation of the curriculum at each level of education must pay attention to increasing faith and piety, noble character, potential, intelligence and interests of students, the diversity of regional and

environmental potential, the demands of regional and national development, the demands of the world of work, the development of science, technology and art, religion, the dynamics of global development and national unity and national values. These aspects in the primary and secondary education curriculum are achieved through compulsory subjects namely religious education, civic education, language, mathematics, natural science, social science, arts and culture, physical education and sports, skills / vocational, and local content. In the higher education curriculum, there must be courses in religious education, civic education and language (Article 37).

Article 38 further explains that the basic framework and structure of the primary and secondary education curriculum are determined by the government and then developed in the education unit under the supervision of the regency/city education office and religious department for primary education and the provincial education office and religious department for secondary education. In contrast to secondary education, higher education develops its own basic framework and curriculum structure but remains based on national education standards for each study program.

In this law, regulations regarding education management are set out in Article 51 paragraphs 1 and 2 with further provisions in government regulations. This article explains that the management of early childhood education units, primary and secondary education is carried out with the principle of school/madrasa-based management while higher education management is carried out autonomously and accountably with quality assurance and transparent evaluation. Article 55 explains that the community has the right to organize formal and non-formal education with management of curriculum development, implementation and evaluation based on national education standards.

2) Government Regulation of the Republic of Indonesia Number 57 of 2021 on National Education Standards [6]

Article 36 of this regulation explains that the curriculum consists of a basic curriculum framework and curriculum structure. The framework is the design of the main foundation in the development of the curriculum structure and the curriculum structure itself in the form of competency arrangements, learning content and learning load. Further explanation of the basic framework and curriculum structure is found in articles 37 and 38, namely for early childhood education to secondary education, the basic framework and curriculum structure are determined and evaluated by the ministry as a reference for development. At the education unit level, the basic framework and curriculum structure that has been set by the ministry becomes a reference in curriculum development in education units or groups of education units. The development is carried out together with the school/madrasah committee and the community under the supervision of the education office or religion department or related institutions at the district/city level. Evaluation of the early childhood, primary and secondary

education system is conducted by the minister and the higher education system by the central government, which is used to develop service quality.

3) *Decree of the Minister of Education and Culture, Research and Technology No. 56/M/2022 on Guidelines for Implementing the Curriculum in the Framework of Learning Recovery*[7]

The Decree explains that the basic framework and structure of the independent learning curriculum are set by the government and the education unit-level curriculum, referred to as the operational curriculum, is developed and managed by education units with the characteristics of the needs of students, education units and regions by involving school committees and the community. Although the government has provided examples of operational curriculum and lesson plan documents at the classroom level, education units can modify or adapt them.

The implementation of the curriculum that has been prepared applies three options, namely,

- a) applying some parts and principles of the independent curriculum to the current curriculum in the education unit with additional hours or implementing it as co-curricular or extracurricular,
 - b) implementing an independent curriculum using documents provided by the central government,
 - c) implementing the independent curriculum with modifications or development of operational curriculum documents by education units
- Schools that choose b or c are designated as independent curriculum implementers.

Curriculum evaluation in education units is carried out to determine the effectiveness, efficiency, relevance and feasibility of curriculum design and implementation. These results will then be used as a reference for improvement and follow-up of independent curriculum development. Some of the components evaluated are the curriculum structure, learning outcomes contained in the Decree of the Head of the Education Standards, Curriculum and Assessment Agency, Ministry of Education, Culture, Research and Technology Number 033/H/KR/2022 concerning learning outcomes in early childhood, primary and secondary education in the independent curriculum [8]. Other components evaluated are learning and assessment, the use of teaching tools, and the operational curriculum of education units. The parties authorized to conduct the evaluation are the Ministry of Education, Culture, Research and Technology together with the Ministry of Religious Affairs, education offices, education unit committees, education councils and communities. Before the evaluation by the above parties is carried out, the education unit implementing the curriculum must evaluate learning independently and periodically.

4) *Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education*[9], *Ministry of Education and Culture Regulation No. 3 of 2020 concerning National Higher Education Standards (NHES)*[10]

Education programs at Higher Education Institutions (HEIs) are implemented through Study Programs. In Article 35 of this Law, the Higher Education Curriculum is developed by each university with reference to NHES for each study program. The curriculum developed can develop students' intellectual, attitudes and skills. Courses that must be included in the HEI curriculum are religion, Pancasila, citizenship and Indonesian language. In addition, courses are determined by universities and study programs with the characteristics of each study program and university. The HEI curriculum is implemented in the form of curricular, co-curricular and extra-curricular activities.

In the eighth section in Ministry of Education and Culture Regulation No. 3/2020 concerning learning management standards in articles 40 and 41, it is explained that learning management refers to graduate competency standards, content standards, learning process standards, lecturer and education staff standards and learning facilities and infrastructure standards. Study programs are required to prepare curriculum and course learning plans, organize learning programs and create a good academic atmosphere and culture of quality, conduct regular monitoring and evaluation to ensure quality and report the results of learning programs periodically as a reference for quality improvement and development.

Article 14 of this regulation states that the implementation of learning is carried out through lectures, responses and tutorials, seminars, practicum, studio practice, workshop practice, field practice, work practice, research, design or development, military training, exchange of students, internships, entrepreneurship and other forms of community service which can be carried out inside and outside the study program. Learning outside the study program is learning which is a form of implementation of the independent campus learning independent curriculum (MBKM) which is carried out by the study program in collaboration with other universities or institutions. This program is determined by the ministry and / or the leadership of the HEI. The forms of activities carried out according to the MBKM curriculum are student exchanges, internships / work practices, teaching assistance in educational units, research / research, humanitarian projects, entrepreneurial activities, independent studies / projects, and building villages / thematic real work lectures[11].

If the academic education curriculum at the diploma, bachelor, master and doctoral levels is developed by study programs and universities, the vocational education curriculum is developed by the government up to applied master and applied doctor programs. Meanwhile, the professional curriculum is formulated together with ministries, other ministries, non-ministerial government agencies and/or professional organizations responsible for professional quality.

5) *Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework (INQF) and Guidelines for the Preparation of Higher Education Curricula* [12]

INQF is a competency qualification framework that can juxtapose, equalize and integrate between the fields of education and the fields of job training and work experience in order to provide recognition of work competencies in accordance with the structure of work in various sectors. There are nine INQF qualification levels, namely levels 1 to 3 are operators, 4 to 6 are technicians or analysts, levels 7 to 9 are expert positions. These nine levels have certain learning outcomes produced through education, job training or work experience [13]

Higher education (HE) curriculum development management is contained in the Higher Education Curriculum preparation guidelines which consist of curriculum planning, development, implementation and evaluation. HE curriculum management refers to INQF so that study programs ensure that graduates have the qualifications as desired in INQF.

The mechanism of higher education curriculum management which certainly involves stakeholders consisting of policy makers, users, alumni, lecturers, students, associations. The first stage in HE curriculum management is curriculum design with the formulation of profiles and graduate learning outcomes (LLOs). This stage requires analysis of market and stakeholder needs, scientific analysis, vision and mission of the university, analysis of national and international qualification needs so that a graduate profile is obtained which is then formulated into ELOs. The second stage is the curriculum development stage based on profiles and ELOs. The courses and the number of credits are determined by the breadth, depth and level of mastery of the study material and ELOs consisting of attitudes, knowledge, general skills and special skills. At this stage of design and development, a course structure and learning design in the form of a Semester Learning Plan (SLP) are obtained. The third stage, the curriculum documents that have been prepared are implemented by lecturers, students using various learning resources, infrastructure facilities in the HE environment. The SLP designed at least minimally contains the name of the Study Program, name and code of the course, semester, semester credit units (credits), the name of the lecturer, ELOs charged with the course, planned final abilities, study materials, learning methods, time, learning experiences, assessment criteria and indicators, value weights and references. The addition of other necessary components is a study program decision. In the fourth stage, evaluation is carried out by study program managers and universities to test the success of learning. These results are then used as a benchmark for curriculum improvement.

b. Curriculum Management for Early Childhood to Secondary Education

Curriculum management at early childhood education up to secondary education applies school-based management (SBM). This management is a systematic decentralization to the school level of

authority and responsibility for making decisions on important matters related to the running of the school within a centrally determined framework of goals, policies, curriculum, standards and accountability[14]. SBM in Indonesia focuses on four aspects namely quality, equity, relevance and efficiency[15].

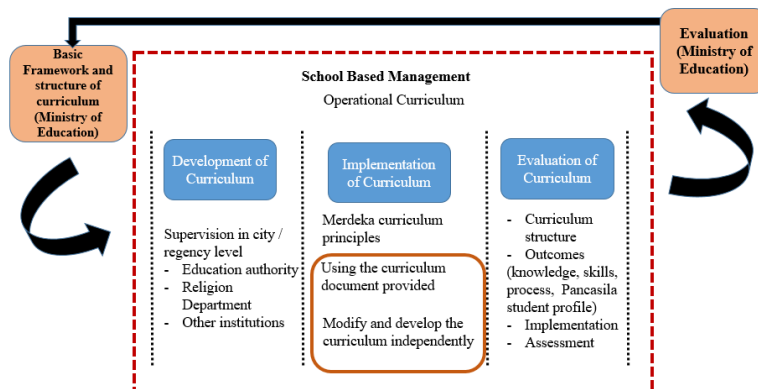


Figure 1. school based management in Indonesia

Based on regulations in Indonesia related to curriculum management in early childhood education, primary education and secondary education consists of establishing the basic framework and structure of the curriculum, SBM and evaluation. The framework and structure of the early childhood to secondary education curriculum is set by the ministry of education. The curriculum that applies starting in 2020, the independent curriculum, has Learning Outcomes (LO) that have been determined by the central government. In addition, the curriculum structure and the total number of lesson hours have also been determined, but the operational curriculum run by school-based management is planned, implemented and evaluated by schools[8], [11]. SBM related to curriculum development begins with the development of the education unit-level curriculum that involves the education office, religious department and other related institutions to supervise the planning, implementation and evaluation of SBM. The second stage of SBM is the implementation of an independent learning curriculum that can be implemented with three options, namely, using the 2013 curriculum but applying parts and principles of independent learning, implementing an independent curriculum using documents provided by the Ministry of Education and Culture, and implementing an independent learning curriculum that is modified and developed according to school needs[7]. The third stage of SBM is to evaluate the curriculum that has been implemented. The evaluation includes curriculum structure, LOs, implementation and learning assessment. SBM as a whole is evaluated by the Ministry of Education and Culture and used for curriculum improvement or reconstruction.

c. Higher Education Curriculum Management

Curriculum development management in HEIs consists of designing, implementing learning, analyzing outcomes (graduates) and evaluating learning programs. This curriculum development management is based on National Standard of Higher Education (NSHE), INQF and the guidebook for independent campus learning. The curriculum used in tertiary institutions in Indonesia since 2020 is the Merdeka Belajar Kampus Merdeka (MBKM) or independent campus independent curriculum with the characteristic that students are given the freedom to study on or off campus for 2 semesters[11].

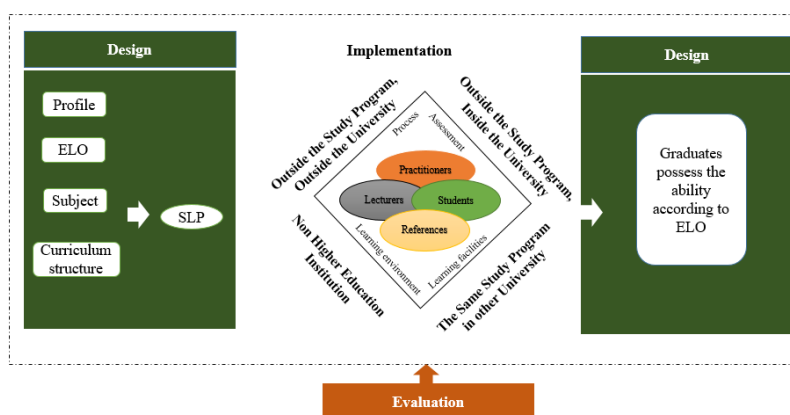


Figure 2. higher education institutions management in Indonesia

The design of the learning program in the Study Program is carried out by determining the profile of the study program which is carried out through needs analysis, tracer study and involving stakeholders. Based on the profile of graduates, study programs develop ELOs by considering Indonesian National Work Competency Standards, Study Program Associations, and considerations from stakeholders. ELOs are used as a benchmark in developing courses which are then realized in the form of semester learning plans (SLP) at the micro level. Curriculum structure and course distribution are mapped to ensure that graduate learning outcomes are achieved through the curriculum developed. In the SLP there are ELOs achieved by the course, Course Learning Outcomes (CLO), namely learning outcomes for courses and sub-CLO, namely learning outcomes for each meeting (curriculum development guidebook). Since 2020, study programs must consider the structure and content of the curriculum to fulfill the right to study outside the study program for 2 semesters with a minimum of 20 credits and a maximum of 60 credits[11]. Study programs must prepare a value conversion system for both structured and unstructured lectures based on guidelines set by the Ministry of Education. Study programs need to collaborate with other universities, non-university institutions or companies to be able to run the MBKM curriculum. In addition, the Ministry of Education and Culture has also provided an MBKM program that students can follow through the official MBKM website <https://kampusmerdeka.kemdikbud.go.id/>

The implementation of the MBKM curriculum refers to the planning that has been made by the Study Program. National compulsory courses, faculty compulsory courses and study program

compulsory courses are implemented according to the curriculum that has been developed. Meanwhile, the implementation and assessment of the MBKM program involving lecturers, students, practitioners and learning resources is carried out through four options, namely outside the study program on campus, the same study program at other universities, different study programs at other universities, and at non-HEI such as companies, villages, research institutions and others. The achievement of ELOs is determined by the HEI or institution with conditions that have been determined together. Grades are given by the organizing institution and then converted to courses in the Study Program[11]. The achievement of all ELOs can be identified after a minimum of 7 semesters and a maximum of 14 semesters, namely after the existence of graduates. Planning, implementation and assessment are evaluated and the results are used as input for refining and improving the study program curriculum.

d. Indonesia's regulatory Compliance with The OECD Learning Compass 2030

The OECD learning compass 2030 is a framework that offers a broad vision of the types of competencies students need to develop by 2030. Through existing regulations, Indonesia prepares generations to have the competencies (knowledge, skills, attitudes and values) needed in the future. The opportunity for early childhood, primary and secondary education and higher education to have competencies based on the OECD learning compass is very large because the policies issued can facilitate the development of these competencies. However, the development of these competencies can only be achieved if the curriculum implementation is carried out appropriately.

The curriculum management policy in Indonesia allows for the development of disciplinary, interdisciplinary, epistemic and procedural knowledge. Disciplinary knowledge that refers to knowledge gained from specific subjects/courses is certainly possible to develop as the curriculum in Indonesia facilitates the development of individual knowledge of the detailed content of each subject. However, interdisciplinary knowledge is only possible until secondary education with the Pancasila student project. This project is a combined learning of several subjects in one activity in order to solve a problem. Higher education has specialized in one discipline so interdisciplinarity is not possible. Although the MBKM curriculum provides opportunities for off-campus learning by studying different disciplines, there is no integration between one discipline and another to solve a particular problem, which is characteristic of interdisciplinarity. The third knowledge, epistemic knowledge, which refers to how to understand how experts think, is very likely to be developed provided that problem/case and project-based learning is well implemented. With these methods of learning, learners will be trained to read references, research findings in articles and other published sources. Thus, learners will be able to learn how experts think about something to be reformulated for real problem solving. Similar to disciplinary and epistemic knowledge, procedural knowledge can only be achieved if learners have other knowledge.

Skill competencies consisting of cognitive and metacognitive, social and emotional, practical and physical skills can be formed if the scientific approach and MBKM activities are well implemented. Why can these three skills be developed with a scientific approach? First, cognitive skills are related to skills in managing information to turn it into knowledge, and metacognitive skills are related to how to manage information to change it into knowledge[16] and metacognitive skills are related to how learners plan, monitor and evaluate in order to solve problems based on prior knowledge[17]. The scientific approach through various learning models such as exposure and discovery, problem solving and project models can facilitate the development of these skills. Adnan and Bahri (2016) stated that through the guided inquiry model, students' metacognitive skills are better formed than the traditional way. Second, social and emotional skills lead to responsibility, collaboration, empathy and self-potential. Responsibility and collaboration can be formed through the scientific approach both at school and college, but empathy and self-potential are less likely to be formed at school than at college. The reason is that the Pancasila learner profile which consists of faith and fear of God Almighty and noble character, independent, critical reasoning, creative, mutual cooperation and global citizenship does not explicitly indicate that empathy can emerge and can determine self-potential to achieve the desired goal. These skills can be formed if the teacher directs learning to form noble human beings leading to the formation of student empathy. Likewise, self-efficacy, which shows the learners' confidence in achieving the desired goals, may emerge when the learners reason critically and creatively[18]. However, this must be implemented with the right method so that students are confident and there is no fear in achieving their goals[18]. Third, practical and physical skills which will be discussed into two parts, namely practical skills and physical skills. Practical skills are the skills needed to perform unwritten tasks that include practical skills in using and manipulating tools[19]. Physical skills are a set of abilities to use physical tools, operations and functions including manual skills, such as the ability to use information and communication technology devices and new machines, play musical instruments, make art, play sports; life skills[2]. Practical and physical skills are achievements that can be realized at all levels of education in Indonesia, which are realized in various subjects and courses such as language, art, sports and others.

Etymologically, the word value comes from the Latin word *valor* which means strength or health. Around the 13th century, the word appeared in old French as *valoir* which means value or price. In the late 14th century, the English word *value* refers to the degree to which something is valuable or worth valuing [20]. Value is a fundamental aspect of cognition that represents the emotional aspect and can complement the use of other cognitive constructs, such as knowledge and mental models[21]. Values play an important role in making humans responsive to changes in the environment both natural and social[21]. Based on the OECD learning compass 2030, there are 4 types of values: personal values, social values, societal values and human values.

Personal values are a set of internal standards that each individual is expected to fulfill such as respect, justice, honesty and ambition[22]. According to OECD learning compass 2030, personal values are related to how a person defines himself to achieve certain goals. Individual values influence a person's character and will have an impact on the achievement of knowledge and professionalism such as discipline, responsibility, sharing and respect[23], [24]. Learning at home, at school and in the community plays a role in the formation of these personal values through a complex interaction of factors such as the influence of parents, siblings, friends, education, work, religion and media[25]. Starting from elementary school, the cultivation of this value has been done through various intracurricular, co-curricular and extracurricular activities. This value will affect a person's character and how he views and attitudes in achieving his life goals[22].

Social values can be seen as values that are shared by the majority of people and govern daily life such as honesty, simplicity, helpfulness, and politeness. These values are usually unique to a particular community influenced by culture and religion[26]. When these social values are interpersonal and inter-individual in scope, according to the OECD learning compass 2030, they are called social values and when they encompass the wider society, they are called societal values. The independent curriculum in primary to secondary education has subjects that lead to social values such as religious education, Pancasila and civic education and local content that refers to local wisdom. At the higher education level, there are also programs that foster social values in the independent campus independent curriculum such as the village development program and humanitarian projects[11].

Human values include the development of general knowledge, common sense and problem-solving skills; perseverance in the face of adversity; unity, cooperation and teamwork to achieve common goals; tolerance, understanding and acceptance of differences between individuals: honesty and truthfulness; inner harmony and outward peace as a fundamental way to gain and create peace on a broader scale - between family members and friends, between neighbors, regions and countries; compassion for other beings (human, animal or plant), giving time and energy to others willingly and without expectation of physical or emotional reward[27]. At all levels of education in Indonesia, these values have been instilled since early childhood education and continue to develop until higher education. This value inculcation is directly provided through religious subjects/courses, Pancasila and civic education. In addition, all educators are required to instill these values indirectly in various subjects and courses.

IV. Conclusion

Curriculum management in Indonesia is regulated through policies for preschool education to secondary education implemented through school-based management. Higher education curriculum management is carried out by study programs by taking into account INQF and policies related to the independent campus independent curriculum. When associated with the 2030 agenda referred to as the OECD learning compass

2030, the regulations issued by the Indonesian government can achieve competencies consisting of knowledge, skills, attitudes and values through proper planning, implementation and evaluation.

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