

CRITICAL ANALYSIS OF THE GRADUATE COMPETENCY STANDARDS POLICY AND BASIC EDUCATION CURRICULUM CONTENT STANDARDS

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Abstract. The implementation of the 2013 curriculum needs to be analyzed what policies are used in the curriculum structure because its implementation is still not so perfect, policies will be analyzed that enable students to achieve the goals of success in learning which is motivated by the Graduate Competency Standards (SKL) policies and standards content which is the beginning of the formation of the learning process. Graduate Competency Standards (SKL) are used as a reference or minimum standard to determine the success of student learning outcomes. Whereas content standards are used to determine what components must be achieved in the learning process, these content standards contain Core Competencies (KI) and Basic Competencies (KD). Both of these components are used and are very important in the learning process. The research method used is library research or literature study where data will be collected from several articles, journals, or books that have been fixed or have been published and an analysis of their contents will be carried out. The purpose of this study was to determine SKL policies and content standards in the 2013 curriculum. The results obtained in this study were SKL and content standards covering 3 aspects namely cognitive, affective, and psychomotor. SKL for the assessment criteria is carried out in each subject and at each different level of education. Content standards are prepared to become the basis for determining SKL.

Keywords. Graduate Competency Standards Policy, Curriculum Content Standards, Basic Education

Abstrak. Penerapan kurikulum 2013 perlu untuk dianalisis apa saja kebijakan yang digunakan dalam struktur kurikulum, karena pada penerapannya masih belum begitu sempurna maka akan dianalisis kebijakan yang membuat peserta didik mampu untuk menapai tujuan keberhasilan dalam pembelajaran yang di latarbelakangi oleh kebijakan Standar Kompetensi Lulusan (SKL) dan standar isi yang menjadi awal dari pembentukan proses pembelajaran. Standar Kompetensi Lulusan (SKL) digunakan sebagai acuan atau standar minimum yang digunakan untuk menentukan keberhasilan capaian belajar peserta didik. Sedangkan untuk standar isi digunakan sebagai penentuan komponen apa saja yang harus dicapai dalam proses pembelajaran, standar isi ini berisikan Kompetensi Inti (KI) dan Kompetensi Dasar (KD) kedua komponen ini digunakan dan sangat penting adanya dalam proses pembelajaran. metode penelitian yang digunakan adalah library research atau studi kepustakaan dimana akan dilakukan pengumpulan data dari beberapa artikel, jurnal, atau buku yang sudah tetap atau sudah diterbitkan dan dilakukan analisis terhadap isinya. Tujuan penelitian ini adalah untuk mengetahui kebijakan SKL dan standar isi dalam kurikulum 2013. Dan hasil yang diperoleh dalam penelitian ini adalah SKL dan standar isi mencakup 3 aspek yakni kognitif, afektif, dan psikomotorik. SKL untuk kriteria penilaiannya dilakukan di setiap mata pelajaran dan di setiap jenjang pendidikan yang berbeda-beda. Standar isi disusun untuk menjadi dasar dalam penentuan SKL.

Kata Kunci: Kebijakan Standar Kompetensi Lulusan, Standar Isi Kurikulum, Pendidikan Dasar

A. INTRODUCTION

The progress of the Indonesian nation is due, in part, to the educational factor which is a place to interpret constitutional messages that are useful for forming national character (Khaulani, Marsidin, & Sabandi, 2020). People who have intelligence will also help in the progress of the Indonesian nation, this intelligence is not only in the cognitive aspect of knowledge but also in terms of intelligence in reading the surrounding environment, it is also included in intelligence. Therefore, the need for education is very necessary to improve a person's abilities. By having an education, the person will be intelligent in various things and will also be a person who can maintain attitudes such as discipline, responsibility, honesty, and other good attitudes or behaviors.

Education in Indonesia still has various problems which make it even more complicated, because of the circulation of curriculum changes which make educators and other education staff feel confused because there is no clarity regarding the complete curriculum changes. Educators are confused about how to carry out the learning process. (Dinn Wahyudin, 2014). Meanwhile, the implementation of the previous curriculum was still not perfect, in this discussion we will analyze several aspects of the 2013 curriculum from the curriculum structure implemented.

This research places greater emphasis on the convenience of the K-13 curriculum: first, K-13 is designed to align education with the needs of the times and global demands that continue to develop. With a focus on competency-based learning, K-13 emphasizes developing relevant skills and understanding for students to succeed in the modern era (Nirmala, 2018). Second, K-13 introduces a more holistic and contextual approach to learning, allowing students to connect knowledge to their daily lives. Additionally, K-13 places a greater emphasis on active, collaborative learning (Poerwati, 2013), and problem-solving-oriented, preparing students to become lifelong learners. Finally, K-13 provides schools and teachers with greater flexibility to adapt curricula to local needs and characteristics, promote inclusion, and allow for educational diversification. Therefore, the selection of K-13 reflects efforts to increase the relevance, quality, and inclusiveness of education in Indonesia to the demands of the times. (Direktorat Pembinaan Madrasah Menengah Atas Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan, 2017).

In the 2013 curriculum, to achieve the level of success of students in carrying out the learning process, it is necessary to have indicators of how students can be said to have succeeded in achieving learning mastery (Maharani, 2022). Therefore, the existence of the Graduate Competency Standards (SKL) policy is held as a national standard to determine student achievement. The implementation of SKL is of course used for all levels of education so that there are arrangements so that students understand learning well and are complete in carrying out their learning.

Based on these results, this research aims to understand the policies for Graduate Competency Standards and Curriculum Content Standards that apply to the 2013 curriculum. The research aims to understand the policies for Graduate Competency Standards (SKL) and Curriculum Content Standards (SIK) that apply to the 2013 Curriculum. important because SKL is a reference for assessing learning success, with components of SIK, such as core and basic competencies, being the main basis. This not only allows educators to assess student achievement, but also helps in measuring the overall quality of education, increases transparency and accountability in education, and supports more effective curriculum planning and learning. Thus, a comprehensive understanding of SKL and SIK plays a crucial role in improving the education system and ensuring the provision of quality education for the community. This research is important to carry out so that many people know that graduate competency standard policies are used as a reference to determine learning success with the components contained in the content standards, namely core competencies and basic competencies.

B. RESEARCH METHODS

The research method used in this research is library research, using a qualitative approach it (Dewi, Marsyidin, & Sabandi, 2020). Literature study is part of a research method that is used by collecting information data either from books, journals, articles, or other data sources which are processed by reading and recording the contents of the information by researchers to obtain

information according to the topic of discussion. (Aji Wahyudin, Rizki, Nasirudin, & Prayogi, 2023; Wahidmurni, 2017). The characteristics of research using this library study method include, among others, researchers conducting studies directly using texts or manuscripts, library data is ready to use and fixed, which means the data has not changed or has been published, the data analyzed is obtained from secondary data, with conditions This library data is not limited by time and space. Data collection in this research was carried out using documentation study techniques, namely techniques for analyzing data related to themes. The way to apply this analysis is by comparing and combining documents to become a systematic study. (Sugiono, 2019). The analysis used is analyzing the contents of the data.

C. RESULTS AND DISCUSSION

Based on a literature review conducted by researchers, the results regarding curriculum standard policies and content standards in basic education are obtained which will be detailed in the following discussion:

1. Graduate Competency Standards

a. Definition of Graduate Competency Standards

Graduate Competency Standards are part of the curriculum tools used and standardized to measure student learning outcomes (Pawero, 2017). The learning outcomes obtained by students can be measured and also seen to make decision-making easier for educators and other education personnel in implementing education policies. Government Regulation No. 19 of 2005 concerning National Education Standards explains that Graduate Competency Standards consist of knowledge, attitudes, and skills that are used as a reference in determining students' graduation achievements in the learning process Graduate Competency Standards (SKL) are prepared based on students' educational levels starting from primary, junior secondary and senior secondary education (Dewi et al., 2020).. Graduate Competency Standards (SKL) are prepared based on students' educational levels starting from primary, junior secondary, and senior secondary education.

The application of SKL based on these levels is carried out because students' abilities vary in terms of knowledge, attitudes, and skills (Setyawati, Tambingon, Rawis, & Mangantes, 2022). So it is necessary to have this SKL as a reference for the level of success of students based on their educational level. In the process of achieving competency, it is necessary to pay attention to the child's psychology, scope and depth, continuity, and function of the educational unit and the environment. These aspects will influence the level of student achievement.

b. Objectives and functions of Graduate Competency Standards

According to Government Regulation No. 57 of 2021 concerning National Education Standards, the objectives of graduate competency standards are as follows (Setyawati et al., 2022):

- 1) Article 4 paragraph (4) explains that the SKL function is used as a guideline in developing content standards, process standards, educational assessment standards, education personnel standards, facilities and infrastructure standards, management standards, and financing standards.
- 2) In article 6 paragraph (1) SKL at the basic education level focuses on instilling character education which is guided by Pancasila values, developing students' literacy and numeracy skills.

In Neneng's article explaining the purpose of the Graduate Competency Standards, it is explained as follows (Sunengsih, 2020): (1) realizing national standards and institutional standards for graduate competency, (2) becoming a benchmark in formulating criteria, the basic framework for control and quality assurance of graduates, (3) being able to increase the professionalism of an institution by standardizing graduates nationally but still referring to institutional demands. In its application, this SKL covers 3 aspects, namely

affective, cognitive, and skills. SKL is also used as a reference in each subject so each subject has its indicator of graduate achievement.

c. **Scope and Indicators of Graduate Competency Standards**

The scope of the Graduate Competency Standards covers cognitive, affective, and psychomotor fields, which in the 2013 curriculum uses a scientific approach, among the characteristics are as follows (Setyawati et al., 2022):

- 1) The learning material taught to students contains phenomena and facts that are capable of being explained reasonably can be used for reasoning and are not only limited to estimates, fantasies, legends, etc.
- 2) Regarding the educator's explanation, student responses, and interaction, an educator must also be objective, which means that the reasoning carried out does not deviate from the flow of logical thinking.
- 3) Learning can encourage and inspire students to think scientifically, think critically, solve problems, understand, and be able to apply the knowledge they have.
- 4) The learning material is tied to concepts, theories, and facts that can be accounted for.
- 5) Learning objectives must be formulated, simply, and with an attractive presentation system.
- 6) The learning process must cover 3 domains of competency aspects, namely affective, cognitive, and psychomotor. Both in the learning process and in evaluating learning.
- 7) The approach used in the 2013 curriculum uses a scientific approach.

In another article, it is stated that the competency standards for graduates have different scopes. The difference is in terms of the level of education, whereas each subject content has been regulated in the Minister of Education Regulation N0.20 of 2016 from the basic education level to the upper secondary education level. The subject content that has been regulated in the Minister of Education's regulations is as follows (Permendikbud, 2016):

- 1) The content of religious education, at the basic education level, the Islamic religious competencies that must be fulfilled by students are: (1) Believing in the existence of Allah SWT, Prophets, Apostles, Angels, the Book, having faith in the pillars of faith, (2) being grateful for blessings, having a karakul Karima attitude, (3) able to know, recite and believe in the Al-Quran and hadith, (4) able to practice, know and practice the worship commanded by Allah SWT, and so on based on the content of other religious education.
- 2) The content of citizenship education, the basic level of competency education that must be met is showing the attitude of being a creation of God Almighty in the diversity of life, implementing the rules that apply in school, home, and the surrounding community, understanding, interpreting and applying the content contained in Pancasila principles.
- 3) Content of Indonesian, (1) students can have self-confidence, care, discipline, and responsibility in the use and application of Indonesian, (2) can recognize the form and characteristics of descriptive texts in Indonesian language material, (3) present the results orally and in writing using Indonesian.
- 4) Mathematical content, (1) shows a positive attitude towards mathematics, has curiosity, enthusiasm for continuous learning, self-confidence, etc., (2) understands material about mathematical operations such as addition, subtraction, multiplication, and division, (3) understands and explains material about flat shapes.
- 5) Science content, (1) shows a scientific attitude which includes being curious, honest, logical, critical, disciplined, asking questions, making observations, telling the results of observations, (2) being able to present data from research conducted, (3) explain the concepts and principles of IPA.

- 6) IPS content, (1) shows social and cultural behavior that reflects the identity of the Indonesian nation, (2) recognizes the concepts of space and time, and (3) tells the results of the exploration of the life of the Indonesian nation.
- 7) English content, students can identify material in English lessons, communicate interpersonally, transactionally, and functionally using English, and can compose texts both orally and in writing.
- 8) Cultural Arts Content, able to recognize the cultural diversity that exists in the surrounding environment of Indonesia, able to create works of art creatively, able to imitate works of art both in movement and work.
- 9) PJOK content, students can know and practice material in physical education, sports, and health including basic movement patterns, rhythmic movements, maintaining health, and others.
- 10) Foreign language content, besides English, in elementary school education there are foreign languages such as German, Japanese, Arabic, Korean, and Mandarin.

2. Curriculum Content Standards

a. Definition of Curriculum Content Standards

The material coverage and level of competency used to achieve graduate competency standards at a particular educational level are referred to as content standards (Latif, 2021). In the article, Ndaru explains that content standards are the scope of learning material that applies nationally with a minimum scope of material and becomes a reference standard for achieving success in learning (Oktaviani & Wulandari, 2019). So, content standards are the minimum criteria used to achieve competency in learning.

Content standards include the basic curriculum framework, curriculum structure, and characteristics of the 2013 curriculum (Khaulani et al., 2020). One of the explanations is the curriculum structure in content standards which is part of the curriculum structure covering core competencies and basic competencies in each lesson. The following will explain in detail the Core Competencies and Basic Competencies in the 2013 curriculum.

1) Core Competencies

One of the competencies used to implement graduate competency standards is to use of core competencies because there are capacities described that must be mastered by students (Suradi et al., 2022). The description of these core competencies includes cognitive, affective, and psychomotor aspects which require students to study them at every level, whether at grade level or the subject they are studying.

In the 2013 curriculum, core competencies include 4 indicators that are assessed, namely KI 1 which assesses spiritual attitudes, KI 2 which assesses social attitudes, KI 3 which assesses the knowledge, and KI 4 which assesses skills. Core competencies are a requirement for achieving SKL at different levels. Core competencies are not only transferred but must also be modified, as already mentioned. So, each topic is defined as a source of expertise. Whatever is taught in a particular subject and at a particular grade level, the ultimate answer is the core skills students must master. Each subject must be consistent with the core competencies obtained and each subject taught and taught in each category must contribute to the development of core competencies.

2) Basic Competencies

According to Permendikbud NO.24 of 2016 concerning core competencies and basic competencies for lessons in the 2013 curriculum in basic education and secondary education, it explains that Basic Competencies are the minimum abilities and learning materials that must be achieved by students for certain subjects which refer to core competencies. (Menteri Pendidikan dan Kebudayaan Republik Indonesia, 2016). These basic competencies are derivatives of core competencies

that are used as references in educators designing learning processes and are used to develop materials in making modules, books, teaching materials, or others.

b. Goals and Functions of Curriculum Content Standards

Content standards aim to improve the quality of education and teaching aimed at developing the potential of students in line with developments in science, technology, art, and changes in educational models to the needs of students, to achieve the goals of national education educators. Content standards are developed to cover material by graduate competencies. Scope of learning material in which learning content is built; Mandatory content as determined by statutory regulations, scientific concepts and subjects, level of education, and type of education.

The objectives of the content standards in the 2013 curriculum are:

- 1) It will help to form and identify what is taught in school and the rights that students must obtain,
- 2) Become a guide in learning, curriculum, and learning assessment,
- 3) Provide a clear structure for learning and curriculum.

Preparation of standard content is carried out by building space for a variety of learning materials that are suitable for developing student skills according to graduate competency standards, adjusting learning progress (Sakdiah & Syahrani, 2022). Students at each level build the scope of learning material, which gives educators the freedom to help students develop the scope of learning material. Content standards have the function of being a guide for educators to provide learning material in this way, so the material delivered to students will be oriented towards national graduate competency standards.

d. Content Standard Components

The three aspects contained in the content standard components are the basic framework for compiling content standards, namely:

- 1) Aspects of the content contained in the curriculum are subjects, local content, activities for self-development, learning load rules, completeness of learning criteria, education for life skills, graduation and grade promotion competencies, local education, and principles of curriculum development and implementation.
- 2) In principle, curriculum development requires the presence of related parties such as educators, education services, school committees, etc. who refer to graduate competency standards, hold workshops, etc.
- 3) In implementing the curriculum, it must be able to provide high-quality educational services to students.

The policy on curriculum standards and content standards in basic education covers several important aspects. Graduate Competency Standards (SKL) are part of the curriculum tools used to measure student learning outcomes, consisting of knowledge, attitudes, and skills, and are used as a reference in determining graduation achievements. The application of SKL based on educational level is carried out because students' abilities vary. The function of SKL, among others, is as a guide in developing standards for content, processes, assessment, and educational staff. The scope of SKL covers cognitive, affective, and psychomotor aspects, and is applied in each subject with its indicators of graduate achievement. Meanwhile, the Curriculum Content Standards (SIK) cover the scope of material and competency levels used to achieve SKL and function as a guide for educators in providing learning material that is oriented towards achieving SKL nationally. In implementing the curriculum, related parties such as educators, education services, and school committees need to work together in referring to the SKL and holding appropriate curriculum development activities. Thus, understanding SKL and SIK is crucial in improving the quality of education and teaching at the basic education level.

D. CONCLUSION

This research concludes that the graduate competency standard policy is part of the curriculum tools used and standardized to measure student learning outcomes. The application of SKL based on these levels is carried out because students' abilities vary in terms of knowledge,

attitudes, and skills. The objectives of the Graduate Competency Standards are explained as follows: (1) to realize national standards and institutional standards for graduate competency, (2) to become a benchmark in formulating criteria and, the basic framework for control and quality assurance of graduates, (3) to increase the professionalism of an institution by standardizing graduates nationally but still refers to institutional demands. Content standards are the scope of learning material that applies nationally with a minimum scope of material and serve as a reference standard for achieving success in learning. Content standards aim to improve the quality of education and teaching aimed at developing the potential of students in line with developments in science, technology, art, and changes in educational models to the needs of students, to achieve the goals of national education educators.

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