A CRITICAL CONTENT ANALYSIS ON INDONESIAN LANGUAGE SUBJECT LEARNING OUTCOMES OF "MERDEKA" CURRICULUM

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Abstract

The "Merdeka" Curriculum issued by the Ministry of Education and Culture of the Republic of Indonesia received several responses from education practitioners. This curriculum is optional to be implemented. However, it is also necessary to review the aspects in it. This curriculum only lists Learning Outcomes without describing Basic Competencies. The government hopes that teachers will develop Basic Competencies and indicators according to the conditions of their respective schools.

This study aims to critically analyze Learning Outcomes in Elementary Indonesian Language Subjects. The method used is a qualitative method. The findings are that the CP in the Indonesian Language Subject is divided into 3 phases. Phase A is for grades 1 and 2 SD, phase B is for grades 3 and 4 SD, Phase 3 is for grades 5 and 6 SD. Learning Outcomes include language skills, communicating and reasoning, understanding informative texts,andmastering new vocabulary, and writing structured texts.

Keywords:Merdeka Curriculum; Learning Outcomes; Language Learning, Elementary School

Introduction

In the past one or two decades, Indonesia has experienced curriculum changes with a significant leap in curriculum structure. In 2006 the determination of the KTSP curriculum changed the policy on the use of the KBK curriculum which was set in 2004. Then in 2013 the government established the 2013 curriculum which has a different structure from the KTSP curriculum. Especially at the elementary school education level. Subjects that previously stood alone as a subject, in the 2013 curriculum changed to thematic subjects.

The main characteristic of Thematic subjects is the integration of several lesson content (Indonesian, Natural Sciences, Social Sciences, Mathematics, Civics, SBDP art and culture lesson, Sport) in low grades, and parallel subjects (Indonesian, Science, Social Sciences, Civics, SBDP) in high grades. Meanwhile, Mathematics and Sport are separated from thematic subjects in high grades (Shafa, 2014). In the 2013 curriculum, teachers are still guided by the syllabus from the government. In addition to being guided by the syllabus, the teacher also gets a teacher's handbook in which there is a concept map and KD coverage for thematic subjects.

After the Covid-19 pandemic, the government issued the Merdeka Curriculum policy. The independent curriculum was launched on February 11, 2022. This was done as an effort to restore learning during the Covid 19 pandemic. This curriculum was in response to the low PISA test scores of Indonesian students. Indonesia is still at an unsatisfactory level in the 2018

PISA test(Tohir, 2019). In addition, the Ministry of Education and Culture conducted a study, it turned out that Indonesia experienced learning loss in an average of 6 months. This means that students do not go to school or do not study during that time. (Cerelia et al., 2021; Pratiwi, 2021; Andriani et al., 2021)stated that Indonesia experienced a learning loss during this COVID-19 pandemic.

Therefore, the government launched the Merdeka Curriculum on the Merdeka Learning platform. From the statement of the Minister of Education and Culture of the Republic of Indonesia, Nadiem Makariem, through his speech on the launch of the Independent Curriculum, this curriculum has several different directions of change from the curriculum that is currently implemented. Referring to ditpsd.kemendikbud.go.id that the prototype curriculum (Kurikulum Merdeka) continues the direction of the previous curriculum development: 1) Holistic orientation: the curriculum is designed to develop students holistically, covering academic and non-academic skills, cognitive, social, emotional, and social competencies. and spiritual; 2) Competency-based, not content: the curriculum is designed based on the competencies to be developed, not based on specific content or materials; 3) Contextualization and personalization: curriculum is designed according to context (culture, school mission, local environment) and student needs. The direction of change in the Independent Curriculum that distinguishes it from the currently implemented curriculum is as follows:

Table 1. Direction of Independent Curriculum Change

Current Curriculum Design and Implementation	Direction of Curriculum Change
The curriculum structure is less flexible. Class hours are determined per week.	Curriculum structure is made flexible, lesson hours are targeted to be fulfilled in one year
The material is too much, so there is not enough time to do in-depth learning, and that is in accordance with the stage of development of students	Focus on the essential material. Learning outcomes are set per phase, not per year
Less variety of available learning materials. So teachers are less free to develop contextual learning	Giving the teacher the flexibility to use teaching tools according to the needs and character of the students
Digital technology has not been used systematically to support teacher learning processes through sharing good practices.	An application that provides a reference for teachers to be able to continue to develop teaching practices independently and share good practices.

In the "Merdeka" Curriculum, the government uses the term Learning Outcomes in determining what competencies students have from learning. In this curriculum Core Competencies (KI) and Basic Competencies (KD) no longer appear. Because the KD government hopes that each material in each subject will be developed by teachers in their respective schools, so

Learning Outcomes are likened to a directional device or GPS that we often know. Once the destination is entered and the GPS is connected, the device will give directions to the driver along the way and will take the driver to the desired destination. In fact, when the driver takes the wrong road route, the GPS will guide the driver to take the right direction to the desired destination. Likewise learning outcomes. This is useful for guiding the teacher in guiding students towards the desired learning outcomes. Learning Outcomes also show the path that the teacher must follow and provide an overview of the targets to be achieved at the end of the lesson(Mahajan & Singh, 2017)

Thus Learning Outcomes give directions where teachers should conduct learning.(Harden, 2002)states that Learning Outcomes (LO) describe the overall intent or purpose of participation in an educational activity. Learning should be planned with measurable Learning outcomes in mind. Objectives are used to organize certain topics or individual learning activities to achieve overall learning outcomes. Learning outcomes are a reflection of the desired state.

Learning outcomes is a written statement that reflects what students will be able to do as a result of their participation in educational activities. Outcomes addressing educational needs (knowledge, skills, and/or practice) that contribute to gaps in professional practice and achievement of learning outcomes will narrow or close these gaps. (Adam, nd) states that Learning outcomes can assess the overall impact of various objectives.

This article wants to show Learning Outcomes in Indonesian subjects at the elementary school level. Furthermore, it will be discussed about the Indonesian Language Learning Outcomes determined by the government that have met the criteria for 21st Century life skills needs and whether the Learning Outcomes also meet the criteria for children's language development at elementary school age.

The Directorate General of Higher Education explained that in the 21st century life there are at least 6 skills that must be possessed by a person. These skills are communication skills, collaboration, critical thinking, citizenship, character, creativity(Redhana, 2019). Communication skill is a person's ability to convey something to others and respond to other people's expressions. Collaboration skills are a person's ability to cooperate with others. In this collaboration ability not only requires one's cognition but also requires one's behavior or affect. Critical thinking skills are abilities that put forward logic and rationality objectively, so that conclusions can be obtained that help in the decision-making process under certain conditions. In addition, children have problem solving power (Changwong et al., 2018). Citizenship skills are skills that are developed from one's knowledge of society, community, state, and value systems in society. The character here means that the child has a good character. Not only characters such as honest, brave, humble, caring, but also the characters of love for the environment, love of humanity, toughness, persistence, tenacity and never give up. Creativity is a child's ability to create new things or develop from existing ones. This includes the child's ability to communicate.

Of the theories that underlie the theory of child language development, we focus on the cognitive theory. This theory was stated by Piaget. According to Piaget, thinking is a prerequisite in language (Handayani, 2016). Thinking is the core or root in language(Alieva, 2020), because a person's thinking ability will affect how he processes and processes information, and then will affect how he produces language well(Brandt, 2010). Piaget also stated that a person's thinking ability will develop along with cognitive development or the development of reasoning abilities(Farahani, 2018). Likewise, language development is progressive at each stage of development. In this theory there is also Vygotsky who states that cognitive development and language development are closely related to the culture and environment in which children are raised. Vygotsky also stated about the Zone of Proximal Development (Stott, 2018). And this view is agreed upon by the teacher that the teacher is tasked with guiding and directing the child's mind to move forward without waiting for the child to make new discoveries.

After searching for research sources through data search engines and data base providers of scientific study results, we have not found any research on content analysis of Learning Outcomes in the Merdeka curriculum. We found previous studies on content analysis of the 2013 curriculum and the KTSP curriculum. In addition, we also found an analysis of the KI and KD of Indonesian subjects in the KTSP curriculum.

(Sutisna et al., 2020) conducted research on the analysis of the 2013 curriculum at SD N Kmp. Bulak III Pamulang. This study only focuses on the implementation of the 2013 Curriculum at the school. (Sugiantomas & Risniawati, 2012) conducted research on the analysis of SK and KD in Indonesian subjects. However, this SK and KD are at the junior high school level.

Method

This research is qualitative research with a qualitative descriptive type of research. With secondary data sources, namely a copy of the Decree of the Head of the Standards, Curriculum, and Educational Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 008/H/KR/2022 concerning Learning Achievements in Early Childhood Education, Basic Education Levels, and Education Levels Intermediate in the Independent Curriculum. The document contains the learning achievements of all school subjects.

Researchers conducted this study with an exploratory approach. From the data found in the copy of the document above, an analysis and mapping of the achievement of learning Indonesian at the elementary level has been carried out in terms of children's language development by age and in terms of the achievement of skills needed in 21st century life.

Results and Discussion

Result

In the Rational section of Indonesian Language Subjects, it is explained that Indonesian language learning is literacy learning for various purposes of communicating in the socio-cultural context of Indonesia. In addition, it was explained that literacy skills were developed into learning to listen, read and watch, write, speak, and present for various genre-based purposes related to the use of language in life. Furthermore, it is explained that the main model that can be used in learning Indonesian is genre pedagogy. This model has four stages, namely: explanation to build the context (explaining, building the context), modeling (modelling), mentoring (joint construction), and independence (independent construction). Beside the pedagogy of 2 genres,

The government emphasizes on teachers the existence of coaching and development of Indonesian language skills in teaching and learning activities for Indonesian language subjects which can form a Pancasila person who believes, fears God Almighty and has noble character, thinks critically, independently, creatively, works together, and has diversity. global. In the Indonesian Language Subject Objectives section, the government lists seven goals. Namely, students can develop: 1) noble character by using Indonesian politely; 2) the attitude of prioritizing and respecting the Indonesian language as the official language of the Republic of Indonesia; 3) language skills with various multimodal texts (oral, written, visual, audio, audiovisual) for various purposes (genres) and contexts; 4) literacy skills (language, literature, and critical-creative reasoning) in study and work; 5) self-confidence to express themselves as capable, independent, cooperative, and responsible individuals; 6) concern for local culture and the surrounding environment; and 7) concern to contribute as citizens of Indonesia and a democratic and just world.

Learning Outcomes Phase A

Learners have the language skills to communicate and reason, according to goals, to peers and adults around themselves and their environment. Students show interest and are able to understand and convey messages; express feelings and ideas; participate in simple conversations and discussions in interpersonal interactions and in front of large audiences in a polite manner. Students are able to improve their mastery of new vocabulary through various language and literary activities with various topics. Students also begin to be able to express their ideas orally and in writing with a good attitude using words they recognize every day.

Table 2. CP Phase A

Element	Learning Outcomes
Listening	Students are able to act as attentive listeners. Students show interest in the speech they hear and are able to understand oral messages and information from audio media, aural texts (texts that are read and/or heard), verbal instructions, and conversations related to the purpose of communicating.
Reading/Viewing	Students are able to act as readers and viewers who show interest in the text that is read or viewed. Students are able to read words that they recognize everyday fluently. Students are able to understand information from reading and viewing viewed about themselves and their environment, imaginative narratives, and children's poetry. Students are able to interpret new vocabulary from the text they read or the shows they watch with the help of illustrations.
Speaking / Presenting	Students are able to speak politely about various recognized topics using the right volume and intonation according to context. Students are able to respond by asking about something, answering, and responding to other people's comments (friends, teachers, and adults) in a good and polite manner in a conversation. Students are able to express ideas orally with or without the help of pictures/illustrations. Students are able to retell an information content that is read or heard; and retelling the narrative text that was read or read on the topic of self and environment.
Writing	Learners are able to demonstrate initial writing skills correctly (how to hold writing instruments, eye distance from books, thicken lines/letters, etc.) on paper and/or through digital media. Students develop better handwriting. Students are able to write descriptive texts with a few simple sentences, write recount texts about self-experiences, rewrite narratives based on fictional texts read or heard, write procedural texts about everyday life, and write expository texts about everyday life.

Learning Outcomes Phase B

Learners have the language skills to communicate and reason, according to goals, to peers and adults about interesting things in the surrounding environment. Students show interest in texts, are able to understand and convey ideas from informative texts, and are able to express ideas in group work and discussions, as well as express their opinions orally and in writing. Students are able to improve their mastery of new vocabulary through various language and literary activities with various topics. Students are able to read fluently and fluently.

Table3. Learning Outcomes Phase B

Element	Learning Outcomes
Listening	Students are able to understand the main idea (ideas) of an oral message, information from audio media, aural text (text that is read and/or heard), and verbal instructions related to the purpose of communicating. Students are able to understand and interpret narrative texts that are read or from audio media.
Reading/Viewing	Students are able to understand messages and information about everyday life, narrative texts, and children's poetry in printed or electronic form. Students are able to read new words with a pattern of letter combinations that they have recognized fluently. Students are able to understand the main ideas and supporting ideas in informative texts. Students are able to explain the things faced by the characters in the narrative text. Learners are able to interpret new vocabulary from the text they read or shows they watch according to the topic.
Speaking / Presenting	Learners are able to speak with choice of words and polite gestures/gestures, using the right volume and intonation according to the context. Students ask and respond to questions, answers, statements, explanations in an active conversation and discussion. Students are able to express ideas in a conversation and discussion by complying with the procedures. Students are able to retell an information that is read or heard from a narrative text with a variety of topics.
Writing	Students are able to write narrative texts, descriptive texts, recount texts, procedural texts, and exposition texts with a variety of sentences, detailed and accurate information on various topics. Students are skilled at writing cursive.

Learning Outcomes Phase C

At the end of phase C, students have the language skills to communicate and reason according to social goals and contexts. Students show interest in texts, are able to understand, process, and interpret information and messages from oral and written presentations on topics recognized in narrative and informative texts. Students are able to respond and present the information presented; actively participate in discussions; write down his response to the reading using his experience and knowledge; write texts to convey their observations and experiences in a more structured way. Students have the habit of reading for entertainment, increasing knowledge, and skills.

Table 4. Learning Outcomes Phase C

Element	Learning Outcomes
Listening	Students are able to analyze information in the form of facts, procedures by identifying the characteristics of objects and the sequence of events and values from various types of informative and fictional texts presented in oral form, aural texts (texts that are read and/or heard) and audio.
Reading/Viewing	Students are able to read words with various patterns of letter combinations fluently and beautifully and understand new information and vocabulary that has denotative, literal, connotative, and figurative meanings to identify objects, phenomena, and characters. Students are able to identify the main ideas of descriptive, narrative and exposition texts, as well as the values contained in literary texts (prose and rhymes, poetry) from texts and/or audiovisuals.

Speaking / Presenting	Students are able to convey information orally for the purpose of entertaining and convincing the interlocutor according to the rules and context. Using new vocabulary that has denotative, connotative, and figurative meanings; the right choice of words according to cultural norms; convey information fluently and politely. Students convey feelings based on facts, imagination (from themselves and others) in a beautiful and interesting way in the form of prose and poetry with the use of vocabulary creatively. Students present ideas, observations, and experiences logically, systematically, effectively, creatively, and critically; present imagination creatively.
Writing	Students are able to write explanatory texts, reports, and persuasive expositions from ideas, observations, experiences, and imaginations; explain the causal relationship, and express the results of observations to convince the reader. Students are able to use linguistic and literary rules to write texts according to the context and cultural norms; using new vocabulary that has denotative, connotative, and figurative meanings. Students convey feelings based on facts, imagination (from themselves and others) in a beautiful and interesting way in the form of prose and poetry with the use of vocabulary creatively.

Discussion

Content analysis of Learning Outcomes in Indonesian subjects is as follows.

Table 5. Mapping of AC Phase Listening Ability

Phase	Learning Outcomes Listening
Phase A	Students are able to act as attentive listeners. Students show interest in the speech they hear and are able to understand oral messages and information from audio media, aural texts (texts that are read and/or heard), verbal instructions, and conversations related to the purpose of communicating.
Phase B	Students are able to understand the main idea (ideas) of an oral message, information from audio media, aural text (text that is read and/or heard), and verbal instructions related to the purpose of communicating. Students are able to understand and interpret narrative texts that are read or from audio media.
Phase C	Students are able to analyze information in the form of facts, procedures by identifying the characteristics of objects and the sequence of events and values from various types of informative and fictional texts presented in oral form, aural texts (texts that are read and/or heard) and audio.

Table 4 shows the mapping of CP on listening skills for each phase. In phase A, the ability to live in the 21st century is the ability to communicate. this phase can be a capital how to be a good listener. It's the same in phase B. What distinguishes phases A and B is the ability to understand the main idea through spoken messages. Critical thinking skills have started to emerge in this phase. Although this is the initial stage, students are taught to think critically by understanding the main idea of the information conveyed.(Heard et al., 2020)states that the initial stage in critical thinking is interpretation. Here there is the ability to categorize, understand meaning and decode differences. In the ability to listen to phase C, it can be seen

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that there is a strengthening of what has been taught in the previous phase. Critical thinking is more highlighted in the ability to analyze information. After that, identifying the characteristics of objects and the sequence of events is also strengthened in this C phase. This is also in accordance with the statement(Heard et al., 2020)that the next level of critical thinking is analysis. Slightly different from(Changwong et al., 2018)that the initial ability to think critically is to describe and reflect. And analytical skills are at stage 3. For other 21st century life skills, teachers can translate them into appropriate basic competencies and lead to that achievement.

In table 4 when viewed from the development of children's language, phase A based on (Solak, 2016)and indicators from the American Speech Language Hearing Association show that the learning outcomes set by the government in listening skills are appropriate. For mastery so that students are able to act as attentive listeners, the teacher's expertise in teaching is needed. Because according to Piaget in(Baber, 2016)the concentration power of children aged 7 and 8 years is only 35 minutes, so the teacher must prepare the lesson as well as possible so that it can attract children's attention during teaching time. In the learning achievements above, there has been an increase in the level of each phase. (Lefa, 2014) (Mu'min, 2013)stated that according to Piaget, elementary school age children ranged from 7-11 years. This includes concrete operational cognitive development.

Table 6. Mapping of A-C Phase Reading/Viewing Ability

Phase	Learning Outcomes Listening
Phase A	Students are able to act as readers and viewers who show interest in the text that is read or viewed. Students are able to read words that they recognize everyday fluently. Students are able to understand information from reading and viewing viewed about themselves and their environment, imaginative narratives, and children's poetry. Students are able to interpret new vocabulary from the text they read or the shows they watch with the help of illustrations.
Phase B	Students are able to understand messages and information about everyday life, narrative texts, and children's poetry in printed or electronic form. Students are able to read new words with a pattern of letter combinations that they have recognized fluently. Students are able to understand the main ideas and supporting ideas in informative texts. Students are able to explain the things faced by the characters in the narrative text. Learners are able to interpret new vocabulary from the text they read or shows they watch according to the topic.
Phase C	Students are able to read words with various patterns of letter combinations fluently and beautifully and understand new information and vocabulary that has denotative, literal, connotative, and figurative meanings to identify objects, phenomena, and characters. Students are able to identify the main ideas of descriptive, narrative and exposition texts, as well as the values contained in literary texts (prose and rhymes, poetry) from texts and/or audiovisuals.

Table 6 shows the learning achievement in reading ability. In phase A, new students are asked to have an interest in reading texts. In phase B students understand the message in narrative texts and can mention the characters and characteristics of each character in the text. In Phase C students have entered the understanding of lexical meaning and word morphology. (Nippold, 2006)states that children under 12 years of age will master a vocabulary of approximately 60,000 words maximum. For mastery of life skills in the present era and preparation for the future, the learning achievements listed have fulfilled critical and

communicative thinking. In mastering other abilities, the teacher must work extra to be able to formulate basic competencies so that the learning objectives are achieved.

Table 7. Mapping of Phase A-C Speaking / Presenting Skills

Phase	Learning Outcomes Listening
Phase A	Students are able to speak politely about various recognized topics using the right volume and intonation according to context. Students are able to respond by asking about something, answering, and responding to other people's comments (friends, teachers, and adults) in a good and polite manner in a conversation. Students are able to express ideas orally with or without the help of pictures/illustrations. Students are able to retell an information content that is read or heard; and retelling the narrative text that was read or read on the topic of self and environment.
Phase B	Learners are able to speak with choice of words and polite gestures/gestures, using the right volume and intonation according to the context. Students ask and respond to questions, answers, statements, explanations in an active conversation and discussion. Students are able to express ideas in a conversation and discussion by complying with the procedures. Students are able to retell an information that is read or heard from a narrative text with a variety of topics.
Phase C	Students are able to convey information orally for the purpose of entertaining and convincing the interlocutor according to the rules and context. Using new vocabulary that has denotative, connotative, and figurative meanings; the right choice of words according to cultural norms; convey information fluently and politely. Students convey feelings based on facts, imagination (from themselves and others) in a beautiful and interesting way in the form of prose and poetry with the use of vocabulary creatively. Students present ideas, observations, and experiences logically, systematically, effectively, creatively, and critically; present imagination creatively.

In table 7, it shows the scope of learning achievement in the realm of speaking. This skill is the first aspect of productive language skills. Seen in phase A language politeness has emerged.(Brown, 2015)argues that politeness is the rule of society. This politeness of language is also one of the necessities of life in the 21st century, namely character.(Sukarno, 2020)state that Strengthening of character education also needs to be realized, this aims to form character traits that make morality a distinctive value. (Mansoor, 2018)states that politeness in language is important in people's lives. This also encourages the achievement of Citizenship skills in one of the 21st century life skills. In phases B and C communication skills, citizenship and character are strengthened in this phase.

For the achievement of learning to speak / present in phases A and B in accordance with the stages of cognitive development in the concrete operational stage. And for phase C corresponds to the formal operational stage. This stage the individual has begun to think about concrete experiences, and think about them in a more abstract, idealistic and logical manner. The abstract quality of formal operational thinking is evident in verbal problem solving (Mu'min, 2013). In addition to having abstraction skills, formal operational thinkers also have the ability to idealize and imagine possibilities. At this stage, children begin to speculate about the ideal qualities they want in themselves and in others. The formal operational concept also states that children can develop deductive hypotheses about how to solve problems and reach conclusions systematically(Arnianti, 2019).

Table 8. Mapping of AC Phase Writing Ability

Phase	Learning Outcomes Listening
Phase A	Learners are able to demonstrate initial writing skills correctly (how to hold writing instruments, eye distance from books, thicken lines/letters, etc.) on paper and/or through digital media. Students develop better handwriting. Students are able to write descriptive texts with a few simple sentences, write recount texts about self-experiences, rewrite narratives based on fictional texts read or heard, write procedural texts about everyday life, and write expository texts about everyday life.
Phase B	Students are able to write narrative texts, descriptive texts, recount texts, procedural texts, and exposition texts with a variety of sentences, detailed and accurate information on various topics. Students are skilled at writing cursive.
Phase C	Students are able to write explanatory texts, reports, and persuasive expositions from ideas, observations, experiences, and imaginations; explain the causal relationship, and express the results of observations to convince the reader. Students are able to use linguistic and literary rules to write texts according to the context and cultural norms; using new vocabulary that has denotative, connotative, and figurative meanings. Students convey feelings based on facts, imagination (from themselves and others) in a beautiful and interesting way in the form of prose and poetry with the use of vocabulary creatively.

Table 8 shows the learning achievement in writing language skills. The ability to write is the second productive ability. It can be seen in phase A starting with being introduced to how to use a pencil to write letters, form words and then simple sentences. According to(Latae et al., 2015)that this initial writing ability is the basis for students to be able to follow the next subject matter. In phase A, they were asked to write down things related to the students themselves. This is right at the stage of child development, which is still in the concrete operational stage. Phase B begins to enter the activity of writing texts with varied genres such as narrative, procedure, description. Although stage B is still in the concrete operational stage, students are expected to be able to write about what is outside of themselves. This is done as a preparation for phase C, students must be able to write explanatory texts, reports, and exposition texts whose source ideas can come from personal experience or imagination. This is in accordance with the statement(Ahmad, 2016)that there is a significant difference in the concept of language acquisition at this stage. At this stage the child is able to think abstractly so that the level of learning achievement rises to the level of ability to write explanatory texts, reports, and persuasive expositions of ideas, observations, experiences, and imaginations. And the ability to use linguistic and literary rules to write texts according to the context and cultural norms is one of the critical literacy skills. Because critical literacy is an ability that helps information seekers in understanding the text, namely by changing the perspective that is usually used, reading the text from various points of view, focusing on gender, cultural, sociopolitical issues, and taking action on the text that has been read.(Rahman & Atjalau, 2019).

Conclusion

Learning outcomes of Indonesian subjects at the elementary school education level have included a stimulus for mastering 21st Century life skills (communication, collaboration, critical thinking, citizenship, character, creativity). It's just that not all of them are included in the learning outcomes. What is not explicitly raised is collaboration and creativity. The hope is that teachers can develop basic competencies that can bring up collaboration and creativity

abilities. In terms of learning achievements from phase A to phase C, it has also fulfilled the theory of language development. In phase A, the learning objectives are in the concrete operational area. And in phase C, it has entered the formal operational stage.

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