



Assessment Of The Outcomes Of Identity In The Merdeka Curriculum At Witri Kindergarten Bengkulu

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Abstract

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Early Childhood Education (ECED), Merdeka Curriculum, Self-Assessment, Project-Based Learning, Creativity Development, Character Values, Teaching Flexibility, Socio-Emotional Development, TK Witri Bengkulu, Qualitative Method, Literature Study, Document Analysis, Self-Awareness Development, Responsibility, Positive Social Interaction. Early childhood education (ECED) plays an important role in the formation of children's character and identity. This article examines the implementation of Merdeka Curriculum in Witri Kindergarten Bengkulu, which emphasizes project-based learning, creativity, and character values. This research aims to explore the process and impact of early childhood identity assessment in the context of Merdeka Curriculum. Using qualitative methods, the research involved a literature study and document analysis, including child development reports and observation notes.

The results show that identity assessment has a positive impact on early childhood learning outcomes. The majority of children show good development in recognizing and expressing emotions, emotional management strategies, initiating and participating in games, resolving conflicts, wanting to try new things, and positive behavior towards the environment. The implementation of Merdeka Curriculum at Witri Kindergarten Bengkulu has succeeded in providing the flexibility needed by teachers to adjust teaching materials and methods to the needs and potential of children, thus supporting the development of their identity optimally.

This research provides valuable insights for educators, researchers, and policy makers in an effort to improve the quality of early childhood education in Indonesia. The findings are expected to serve as a model for other schools in developing character and early childhood social-emotional skills through Merdeka Curriculum.

Keywords:

Early Childhood Education (ECED), Independent Curriculum, Self-Assessment, Project-Based Learning, Creativity Development, Character Values, Teaching Flexibility, Socio-Emotional Development, Witri Kindergarten Bengkulu, Qualitative Method, Literature Study, Document Analysis, Self-Awareness Development, Responsibility, Positive Social Interaction.

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INTRODUCTION

Early childhood education (ECE) has a crucial role in shaping children's character and identity. One of the efforts to achieve this goal is through the implementation of Merdeka Curriculum, which is implemented in several schools in Indonesia, including Witri Kindergarten Bengkulu. This curriculum emphasizes

project-based learning, creativity development, and an emphasis on character values. Designed to provide flexibility in the teaching and learning process, Merdeka Curriculum allows teachers to customize teaching materials and methods according to children's needs and potential. This approach gives teachers and students freedom in the teaching and learning process, which is designed to suit the needs and potential of each student, so that they are able to develop their identity optimally.

Self-identity in early childhood education includes the development of self-awareness, responsibility and the ability to interact positively with others. At this stage, children learn to recognize themselves, understand their emotions and behaviors, and build healthy social relationships with others. Developing a strong sense of identity early on is critical as it lays the foundation for future character development and social skills. Various studies have shown that a more flexible and child-centered approach to learning can improve various aspects of children's development, including identity.

The findings of research conducted by Sudrajat (2018) are that a curriculum approach that focuses on children's independence and creativity can support the development of better character and social skills. This approach allows children to explore and develop their potential in a supportive and pressure-free environment. Children learn to take initiative, solve problems and interact with their peers in a constructive way. In addition, a study by Hidayati (2020) emphasized the importance of early identity development to form a strong character foundation in children. This study emphasizes that well-structured early childhood education can help children develop self-confidence, a sense of responsibility and positive social interaction skills. Education that focuses on identity development helps children understand the values and norms that will guide their behavior in the future.

This is in line with the findings of Wulandari (2021), who stated that a holistic approach in early childhood education can encourage children to be more confident, independent, and able to interact socially well. The holistic approach includes the development of all aspects of the child, including physical, emotional, social and cognitive. By giving balanced attention to all these aspects, children can grow and develop optimally, building a positive and strong identity.

In addition, there are several issues about early childhood identity raised in journals/research from various sources that show that identity problems in early childhood can affect their overall development. The following are some of the main issues identified: Shy children often face difficulties in social interaction and this can hinder their identity development. Research at FKIP Unsyiah Kindergarten in Banda Aceh found that shyness in 5-6 year olds is caused by a variety of factors, including a lack of self-confidence and adequate social support. Shy children tend to experience difficulties in social interaction, which can hinder their identity development. Strong social support and a supportive environment are essential to help children overcome shyness and build their confidence (Oktariana, R., & Nurfajani, 2021). Lack of emotional support from family and neighborhood can cause problems in children's identity formation. Children need a loving and supportive environment to develop a positive identity. Lack of emotional support can also cause children to feel insecure and lack confidence (Aghnaita, Norhikmah, Aida Nur, Rabi'ah, 2022). Lack of independence in early childhood can be a

problem in the formation of their identity. Research shows that children who are not given the opportunity to develop independence tend to have weak identities and depend on others. Independence is an important aspect in the formation of a child's identity. Children who are taught to be independent from an early age will be more confident and able to make their own decisions. (Fitriani Desy Nur, Maryani Kristiana, Atikah Cucu, 2023). In addition, parenting plays an important role in the formation of children's identity. Parenting that is balanced between supervision and freedom helps children develop a sense of responsibility and independence. Research by Safitri Wirda, Sofia Ari, Irzalinda Vivi, 2019 shows that children raised with authoritative parenting that is balanced between supervision and freedom tend to have stronger identities. Children who have good interpersonal intelligence tend to have better self-confidence and identity. Research shows a significant relationship between interpersonal intelligence and self-confidence in early childhood (Ginting Nur Azmy, Harun, Nurmaniah, 2022). This article will discuss how assessments are conducted to assess children's identity attainment at Witri Bengkulu Kindergarten in the context of the Merdeka Curriculum, and the impact on children's development.

RESEARCH METHODS

This article uses qualitative methods to explore the process and impact of early childhood identity assessment in the Merdeka Curriculum. The methods used in this research include

1. Literature Study

Researchers conducted a literature study by reviewing various sources such as books, journals, and curriculum guides to understand the concept of identity assessment and its implementation in early childhood education. The literature reviewed included official guidelines from the Ministry of Education and Culture of the Republic of Indonesia, as well as child development theories from leading experts.

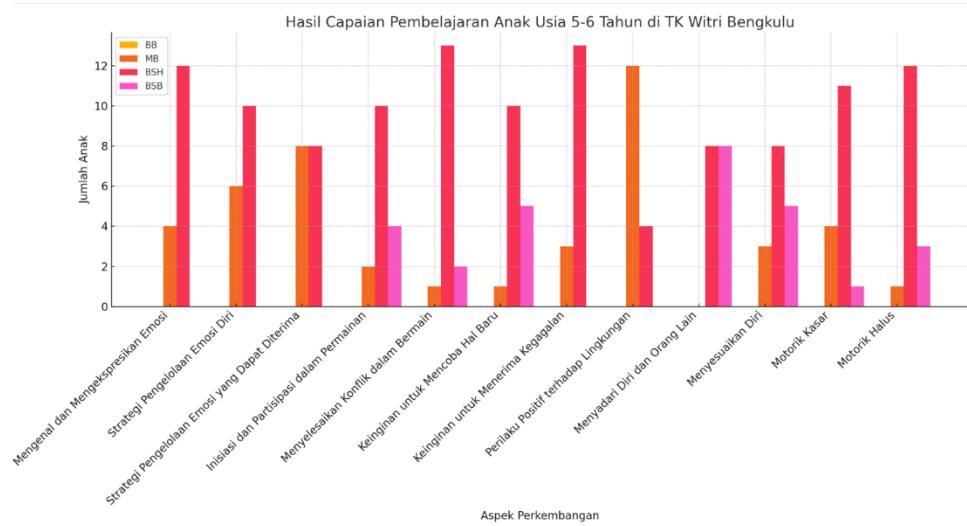
2. Document Analysis

Researchers collected and analyzed relevant documents, such as child development reports, portfolios and observation notes. This document analysis assisted in identifying patterns and themes that emerged from the collected data, as well as providing additional context for the interpretation of the research results. These documents provided empirical evidence that supported findings from observations and interviews.

These methods are applied integratively to provide a comprehensive picture of the implementation and impact of early childhood identity assessment in Merdeka Curriculum. This research is expected to provide useful insights for educators, researchers, and policy makers in an effort to improve the quality of early childhood education in Indonesia.

RESULTS AND DISCUSSION

This study involved 16 early childhood children, consisting of 9 girls and 7 boys. The results showed that the application of identity assessment in the Merdeka Curriculum has a positive impact on early childhood learning outcomes. The following are the results obtained based on the predetermined learning outcomes:



From the above diagram, we can observe the distribution of children's development in different aspects in percentages: Recognizing and Expressing Emotions: The majority of children (75%) are in the BSH (Developing As Expected) category, and 25% of children are in the MB (Beginning to Develop) category. In self-emotion management strategies, there are 62.5% of children in the BSH (Developing As Expected) category and 37.5% of children in the MB (Beginning to Develop) category. For the strategy of managing emotions that can be accepted by the environment, 50% of children are in the BSH (Developing As Expected) category and 50% of children are in the MB (Starting to Develop) category. In initiation and participation in play, 62.5% of children are in BSH (Developing As Expected), 25% in BSB (Developing Very Well), and 12.5% in MB (Starting to Develop). In resolving conflicts in play, 81.25% of children are in BSH (Developing As Expected), 12.5% in BSB (Developing Very Well), and 6.25% in MB (Starting to Develop).

In the Learning Outcome for the desire to try new things, the results are 62.5% of children in BSH (Developing As Expected), 31.25% in BSB (Developing Very Well), and 6.25% in MB (Starting to Develop). As for the desire to accept failure and try again, the results were 81.25% of children in BSH (Developing As Expected) and 18.75% in MB (Starting to Develop). Results for having Positive Behavior towards the Environment: Most children (75%) are in the MB (Starting to Develop) category, with 25% of children in the BSH (Developing as Expected) category. While the results for children starting to realize themselves and others as part of the group: There are 50% of children in the BSH (Developing as Expected) category and 50% of children in BSB (Developing Very Well). For the results of Adjusting to the Environment, Rules, and Norms: There were 50% of children in BSH (Developing as Expected), 31.25% in BSB (Developing Very Well), and 18.75% in MB (Beginning to Develop). For Gross Motor: Most children (68.75%) were at BSH (Developing As Expected), with 25% of children at MB (Starting to Develop), and 6.25% at BSB (Developing Very Well). As for the results of Fine Motor and Tactile: The majority of children (75%) are at BSH (Developing As

Expected), with 18.75% of children at BSB (Developing Very Well), and 6.25% at MB (Starting to Develop).

Thus, the evaluation results show that children at Witri Bengkulu Kindergarten have made significant progress in achieving the goals of identity learning, in accordance with the principles of Merdeka Curriculum which applies a holistic approach. With balanced engagement between girls and boys, this learning provides equal opportunities for all children to develop and grow holistically. From these results, it can also be seen that most children are in the Developing As Expected (BSH) category in various aspects of development. There are also some children who are in the Developing Very Well (BSB) and Starting to Develop (MB) categories depending on the aspects measured. These results provide an overview of child development in various areas and can be used as a basis for planning appropriate interventions or activities to support further child development.

CONCLUSION

Early childhood education has an important role in shaping children's character and identity. The Merdeka Curriculum, which emphasizes project-based learning, creativity, and character values, provides the flexibility teachers need to adapt teaching materials and methods to children's needs and potential. The Merdeka Curriculum supports the development of children's identity, which includes self-awareness, responsibility, and the ability to interact socially. The results show that the application of identity assessment in Merdeka Curriculum has a positive impact on children's learning outcomes. The majority of children show good development in recognizing and expressing emotions, emotion management strategies, initiation and participation in games, resolving conflicts in play, the desire to try new things, and positive behavior towards the environment.

Overall, this research provides valuable insights for educators, researchers, and policy makers in an effort to improve the quality of early childhood education in Indonesia, especially in the context of developing children's identity through Merdeka Curriculum. With a focus on developing identity from an early age, children can grow into individuals who are confident, responsible, and able to interact well in society. This research makes a valuable contribution to understanding and improving the quality of early childhood identity learning in Indonesia. The implementation of Merdeka Curriculum and effective identity assessment can serve as a model for other schools in an effort to develop character and social-emotional skills in early childhood. Thus, it is hoped that the results of this study can provide insights for educators, researchers, and policy makers in optimizing early childhood education.

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