

Analysis of Appraisal Category in 2013 Curriculum and Merdeka Curriculum

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Abstract: This study employed to analyses on a comparison between the 2013 Curriculum and the Merdeka Curriculum using the Appraisal theory. It concentrates on 12th grade in Curriculum 2013 and phase E in Merdeka Curriculum due to the last level of high-class grade. The total amount of the data is 37 sentences. Furthermore, the data is categorized based on appraisal devices and the next step is deciding the appraisal categories and subcategories. The results illustrate that in 2013 curriculum, it tends to deliver to reader how the quality of learning outputs. Meanwhile, in Merdeka, it gives emphasize on the quantity. It means that it delivers to the reader various skill that can be achieved.

Keywords: Merdeka curriculum, 2013 curriculum, appraisal theory, Engagement, Graduation

INTRODUCTION

The changing of curriculum is natural thing to happen. Change means dynamic as something that naturally happens. This means that everything in life will definitely continue to change, including in the world of education (Nugraha, 2022). Curriculum changes are the impact of changing times so that adjustments are needed in order to meet the needs of these changes (Erlistiana et al., 2022). Curriculum changes are intended to improve the quality of the learning process and learning designs that are in accordance with the conditions required by students. Curriculum change is a must in educational institutions in an effort to find a way out of various educational problems towards quality educational outcomes (Masykur, 2019). Therefore, it is only natural that the government continues to make changes to improve the curriculum so that it is in accordance with the times, needs and goals of national education (Fatin, 2017).

In Indonesia, the curriculum has undergone several changes. If seen from the beginning of the establishment of the curriculum in Indonesia in 1947, it is recorded that Indonesia has experienced 11 curriculum changes (Setiawati, 2022). These changes occurred in 1964, 1968, 1973, 1975, 1984, 1994, 1997, 2004, 2006, 2013, and finally 2022 under the name Merdeka Curriculum. Even in the implementation period, there has also been a revision of the contents of the curriculum even though the name of the curriculum has not been changed. This change occurred in the 2013 Curriculum. The 2013 Curriculum has undergone revisions after it was launched in 2013, namely in 2016 (Manshur et al., 2018). These changes were made to make it easier for teachers to implement them. One of these changes is the simplification and integration of attitude assessment content into core competencies related to spiritual and social (Putra et al., 2022). In addition, during the 2013 Curriculum implementation period, the Covid-19 Emergency Curriculum emerged as a result of rapid changes in response to the pandemic which required teaching and learning activities to be carried out online throughout Indonesia for two years (Ramadhan et al., 2022).

In general, the curriculum is defined as a guide in carrying out learning activities. This is in accordance with the contents of Law Number 20 of 2003 which states that the curriculum is a set of plans and regulations

regarding objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve national education goals. The goal of national education itself refers to article 31 paragraph 1 of the 1945 Constitution, namely educating the life of the nation, having faith and piety, having knowledge, attitudes, skills, discipline and responsibility (Masykur, 2019). Thus, even though the curriculum is always changing both in terms of content or process and assessment, the main goal that needs to be achieved is to educate the life of the nation.

When viewed from the goals of each curriculum developed, it can be said that all curricula have good goals. However, no matter how good the goals of a curriculum are, if the implementation is not carried out properly, it will certainly have an impact on poor results as well (Mantra et al., 2022). It may even be that the desired goal is not achieved. Because, the essence of education is the process of maturing through teaching (Wibowo & Farnisa, 2018).

In connection with the implementation, one of the important factors for the success of a curriculum is the teacher. Teacher understanding in understanding the curriculum is an important key in implementing learning activities in class (Baharuddin, 2021). This is in accordance with the function of the curriculum for teachers, namely as a teaching guide for students (W, 2022). The curriculum provides clear benchmarks regarding the teaching process as well as the material that must be given to students (Baderiah, 2018).

The function of the curriculum as a guide for teachers is the function of the curriculum as a document. As a document, the curriculum functions as a guide for teachers and the curriculum as implementation is the realization of the document in the form of learning activities in class (Fatmawati, 2021). This means that if there is a curriculum it means there is learning (Dhani, 2020). As a document which is a written text, of course it must be easily understood by the teacher as the spearhead of implementing the curriculum. A text can be understood in depth if it can be analyzed based on the systematical structure. The systematical structure in appraisal reveals that how the meaning construct (Byrnes, 2009). Therefore, this study scrutinizes the appraisal category in order to find the meaning framework in 2013 curriculum and Merdeka curriculum.

Considering appraisal analysis, it attempts to analysis the relation between meaning and form (Fontaine, 2013). Therefore, in appraisal category, the explicit and implicit meaning can be obviously perceived. It provides analytic framework that is related to textual, cultural, institutional environment (Macken-Horarik, M. & Isaac, 2014). These relation occurs because appraisal framework provide analysis insight the word that the writer use, how reader understand the meaning and how the position of writer which is related to text and writer's intention (McKinley, 2018). Moreover, appraisal is also systematic construction of linguistics device to reflect how the readers and listeners receive the value. It is in line with Marin and Rose. They argue that appraisal purpose is apply in real life in order to know negotiate social relationship in text and how the listeners and readers evaluate things and others (Martin, J. R., & Rose, 2007). Therefore, Hood divided the appraisal category, it consists attitude, graduation and engagement (Hood, 2010). Since this study analyzes how the value of curriculum construct, it is appropriate to analyzes only in graduation and engagement categories. As Hood argues that attitude expresses affect, appreciation which can be positive and negative judgement (Hood, 2019).

Considering appraisal category, mostly previous study deals with how appraisal category applies in media, such as how evaluative power represent in news quotation (Jullian, 2011). However, appraisal category has ever analyzed in education field, for instance how appraisal category applies in doctoral theses examiner's report and how appraisal system understanding teacher's positive affect, judgment and engagement strategies in pedagogical discourse (Starfield et al., 2015; Troyan, 2021). As a result, it still limited research in how appraisal category applies in curriculum. Therefore, this study eager to investigate more the appraisal category in 2013 curriculum and Merdeka curriculum.

Based on the several prior study, this study tries to find the gap in analysis appraisal category in curriculum. This study focused on a comparison between the 2013 Curriculum and the Merdeka Curriculum using the Appraisal theory. A comparison of the two curricula was carried out on the grounds that the two curricula are still used in schools in Indonesia. In addition, by understanding the comparison between the two curricula, teachers will be able to understand the intent behind the curriculum changes as well as their weaknesses and strengths in order to increase the potential of the 2013 curriculum to improve the implementation of the independent curriculum.

In this study, the comparative analysis only focused on class XII in Curriculum 13 and phase E in the Independent Curriculum. The selection is based on the readiness of the curriculum documents and preparing graduates at the final level of high school for tertiary education.

METHOD

A descriptive qualitative method is applied in this research since it analyses in depth the specific phenomena in the context of curriculum text (Creswell, 2012). It complied the data from both 2013 curriculum and Merdeka curriculum outcomes. However, this research is only concentrated in grade XII high school due to the last level of school. The total amount of the data is 37 sentences. Furthermore, the data is categorized based on appraisal devices and the next step is deciding the appraisal categories and sub categories. Based on the categorization, it can be concluded the purpose of both curriculums in depth.

RESULTS AND DISCUSSION

Merdeka Curriculum

Appraisal	Sub-Categories	Total categories	Total subcategories
Engagement	Pronounce	6	6
	Qualities	2	2
	Attribute	1	1
Graduation	Quantification	9	9
Total		18	18

2013 Curriculum

Appraisal	Sub-Categories	Total categories	Total subcategories
Engagement	Pronounce	6	6
	Qualities	11	11
Graduation	Quantification	2	2
Total		19	19

Based on the table 1 and 2, it can be illustrated that the highest number of appraisal categories in Merdeka curriculum is graduation and the subcategories is quantification. The total number of graduation categories and quantification subcategories is 9. Meanwhile, in 2013 curriculum the top rank of appraisal categories is engagement and the subcategories is quantification. In addition, the total number of engagement category and qualities subcategories is 11. Therefore, the difference can be described as the focus values in both curriculums. The analyzing in deciding of appraisal categories is illustrated, as follow:

Merdeka Curriculum

1. Engagement, pronounce

<i>peserta didik</i>	<i>memiliki</i>	<i>kemampuan berbahasa untuk berkomunikasi dan bernalar</i>	<i>sesuai dengan tujuan sosial, akademis, dan dunia kerja.</i>
Participant	Predicate	Engagement	Engagement
		Attribute	Pronounce

Based on the table above, it can be categorized that the sentence belongs to two types of appraisal categories. Directly, after the predicate. The sentence provide complement which describe about *kemampuan berbahasa untuk berkomunikasi dan bernalar* (the ability of communicating and reasoning). This belongs to attribute because it explains regarding acknowledgment. The second appraisal category is engagement category, and the type is pronounce because the sentence describe the purpose of the students ability which is related to *sesuai dengan tujuan sosial, akademis, dan dunia kerja* (the social purpose, academic and field work). Therefore, it can be concluded that the sentence gives emphasize on the fact that the capability which students need in the field work.

2. Engagement, qualities

<i>peserta didik</i>	<i>Mampu menyajikan</i>	<i>gagasan, pikiran, dan kreativitas dalam berbahasa dalam bentuk monolog, dialog, dan gelar wicara</i>	<i>secara logis, sistematis, kritis, dan kreatif;</i>	<i>Mampu menyajikan</i>	<i>karya sastra secara kreatif dan menarik.</i>
Participant	Predicate	Graduation	Engagement	Predicate	Engagement
		quantities	qualities		qualities

This Sentence belong to quantities because it explains about the varieties of capability. It requires the students to have capability in *gagasan, pikiran, dan kreativitas dalam berbahasa dalam bentuk monolog, dialog, dan gelar wicara* (language idea, thought, and creativity in monolog, dialogue, and performance). Moreover, this sentence also describes the about how the quality expresses the ability. In this sentence, it can be found that the student's ability is logic, systematic, critical, and creative (*secara logis, sistematis, kritis, dan kreatif*). The next sentence is similar to the previous. It describes the qualities of sentence. It belongs to the qualities because it describes about the qualities of entity. It explains about *karya sastra secara kreatif dan menarik* (how literary work can be creative and interesting).

3. Graduation, Quantification

<i>peserta didik</i>	<i>Mampu berbicara dan mempresentasikan</i>	<i>teks sastra Nusantara (seperti puisi rakyat, pantun, syair, hikayat, gurindam) dan sastra universal</i>	<i>seperti novel, puisi, prosa, drama, film, dan teks multimedia lisan/cetak, digital online atau dalam bentuk pertunjukan.</i>
Participant	Predicate	Graduation	Graduation
		Quantification	Quantification

This sentence describes about the variety of entity. Therefore, it describes various types of speech performance. The first explanation regarding the types of text, it can be local community poem, poetry, *hikayat gurindam* and universal literature. the next sentence also describes about the type of literary work, *seperti novel, puisi, prosa, drama, film, dan teks multimedia lisan/cetak, digital online atau dalam bentuk pertunjukan* (such as, novel, prose, poetry, drama, film, and verbal/printed multimedia, online digital or performance). Therefore, learning outcome gives emphasizes on the various type of performance, instead of quality.

2013 Curriculum

1. Engagement, pronounce

	<i>Memahami, menerapkan, menganalisis dan mengevaluasi</i>	<i>pengetahuan faktual, konseptual, prosedural, dan metakognitif</i>	<i>berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian,</i>	<i>Serta</i>	<i>menerapkan</i>	<i>pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah</i>
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Participant	Predicate	Complement	Engagement	Conjunction	Predicate	Complement
			pronounce			qualities

The sentence belongs to engagement appraisal type, and the subcategory is pronounce. As a result, the sentence explains about how to relate to the fact of current phenomena. It illustrates that the students have knowledge based on the surrounding fact. the sentence describes *berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian*, (regarding technology, art, insight into humanity, nationality, statehood, and civilization related to the causes of phenomena and events). The next sentence is about qualities because it explains the quality about the knowledge which is specific based on talent and interest for solving the problem.

2. Engagement, qualities

	<i>Mengolah, menalar, menyaji, dan mencipta</i>	<i>dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri</i>	<i>serta</i>	<i>bertindak</i>	<i>secara efektif dan kreatif</i>
Participant	Predicate	Engagement	Conjunction	Predicate	Engagement
		Qualities			qualities

This compound sentence belongs to qualities both in first and second sentence. The first sentence describes about the quality of *dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri* (creating ability in concrete and abstract development which the students learn in school independently). The second sentence describes about the act capability which are efektif dan kreatif (creative and effective). Based on the sentence, it can be concluded that it includes quality subcategory because it describes about the act quality.

3. Graduation, Quantification

	<i>Mengidentifikasi</i>	<i>Informasi</i>	<i>yang mencakup orientasi, rangkaian kejadian</i>	<i>yang saling berkaitan, komplikasi dan resolusi,</i>	<i>dalam cerita sejarah lisan atau tulis</i>
Participant	Predicate	Complement	Engagement	Engagement	Graduation
			Qualities	Qualities	Quantification

Based on the sentence it is graduation appraisal category and the subcategory is quantification. It belongs to quantification because the sentence describes about the type of information *cerita sejarah lisan atau tulis* (both in oral or written history lesson). The type of information also has quality which explains in text. The text qualities should describe orientation and series of events. It also describes *yang saling berkaitan, komplikasi dan resolusi* (the story content which describe interrelationship, complication and resolution). Therefore, in one of skill type there are various quality.

Based on the finding, the curriculum merdeka tend to emphasize on the variety of student's ability. It appears on each sentence which illustrates the type of performance ability such as in (*gagasan, pikiran, dan kreativitas dalam berbahasa dalam bentuk monolog, dialog, dan gelar wicara*) language idea, thought, and creativity in the form of monolog, dialog, and performance. As a result, the appraisal category which is the highest is graduation and the subcategory is quantification. The amount of sentence that are belong to graduation category is 9. and the second highest appraisal category is engagement. Moreover, the subcategory is pronounce.

Regarding the highest appraisal category in the Merdeka curriculum, 2013 curriculum also has the maximum appraisal category. The maximum appraisal category is engagement and the subcategory is qualities. It achieved 11 sentences which belong to engagement, qualities category. This category has big gap compare to other categories because the others only achieved less than 10 gap. The sentence also describes the qualities in detail such as, the example in table 3.

Considering the maximum appraisal category and subcategory, the maximum category in the curriculum merdeka is graduation appraisal category and the sub category is quantification. Therefore, it can be illustrated that the sentences tend to explain regarding the extent of the type (Hood, 2019). It can be seen that the curriculum which frequently emphasizes on how students present the variety of text such as the types of text, it can be local community poem, poetry, *hikayat gurindam* and universal literature. Moreover, it also describes how students perform variety types of literary works such as, novel, prose, poetry, drama, film, and verbal/printed multimedia, online digital or performance. This possibly occurs because the Merdeka curriculum tend to emphasize on how students has the skill to performance variety literary works but the quality depends on the school itself. It is in line with the goal of curriculum merdeka which give the school freedom to construct the outcome which depend on how the students' condition.

Meanwhile in 2013 curriculum, the most frequently appraisal type which appear are engagement, and the subcategory is qualities. This considerably occurs because 2013 curriculum tends to affirm the value (Hood, 2019). It can be obviously seen in the description of how the student create the essay and it also describes how the quality of essay such as *dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri* (creating ability in concrete and abstract development which the students learn in school independently). The second sentence describes about the capability which are efektif dan kreatif (creative and effective). This considerably happen because this curriculum tends to give emphasize on how the quality of student's skill.

CONCLUSION

This study to investigate how appraisal category applies in 2013 curriculum and Merdeka curriculum. The results illustrate that in 2013 curriculum, it tends to deliver to reader how the quality of learning outputs. Meanwhile, in Merdeka curriculum, it gives emphasize on the quantity. It means that it delivers to the reader various skill that can be achieved. Therefore, Merdeka provides flexibility on how the school compose the learning outputs. This study also provides useful implication. First, this study suggests that appraisal analysis, can be analyses not only in how media presents the news, but also in applied linguistics, especially in education. Beyond the practical implication, this study also has limitation on the analysis. It can be analyzed in depth by using mixed method and ANNOVA in order to find out the correlation of teacher perspective on curriculum and how appraisal category represent the evaluative value.

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