CURRICULUM MANAGEMENT AND ASSESSMENT SYSTEM IN BASIC EDUCATION (DIKDAS) ERA OF INDUSTRIAL REVOLUTION 4.0

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Abstract
Introduction/Main Objectives: discusses Curriculum Management and Assessment Systems in the Basic Education Sector (Dikdas) in the Industrial Revolution Era 4.0, including the Implementation of Independent Learning Management in the Era of the Industrial Revolution 4.0, as well as the supporting and inhibiting factors. **Background Problems:** in order to realize the goals of national education with integrity. Where every citizen has the right to a proper education as stipulated in Law 1945 article 31 paragraph (One) so that in the Industrial Revolution Era 4.0 or the Era of Disruption in which Curriculum Management and Assessment Systems in the Basic Education Sector (Dikdas) need to be carried out properly in supporting and synergize like what the Minister of Education Nadiem Makarim programmed. **Novelty:** related to the discussion of Curriculum Management and Assessment Systems in the Basic Education Sector (Dikdas) in the Industrial Revolution Era 4.0, including the Implementation of Independent Learning Management in the Era of the Industrial Revolution 4.0, as well as supporting and inhibiting factors so far no one has researched. **Research Methods:** The research method used is descriptive qualitative research methods, with data sources, books and journals. The data collection technique is done by literature study, data analysis with qualitative data analysis techniques. **Finding/Results:** Curriculum Management and Assessment System in the Basic Education Sector (Dikdas) Industrial Revolution Era 4.0 related to Freedom of Learning is a new breakthrough, but it is necessary to look at the situation and conditions in certain areas (the impact of the Covid-19 Pancemi) with health protolkol with several precautions such as (wearing masks, and hand washing, and keeping distance). **Conclusion :** The supporting factors are related to the policy of "Free Learning" in the Industrial Revolution Era 4.0 in maximizing learning during the Covid-19 pandemic by looking at the situation and conditions in a certain area. As a result, the supporting factors are conditions and situations that can be done by means of Darling (Online and Offline). Related to the inhibiting factors, the results of the problems that arise in the distribution of books, (assessment, teacher administration, time allocation), constraints in the implementation of the curriculum, and learning activities in student books. Another obstacle is the facilities and infrastructure.

Keywords: curriculum management, basic education assessment system (dikdas), industrial revolution era 4.0

Abstrak
Pendahuluan/Tujuan Utama : membahas Manajemen Kurikulum dan Sistem Penilaian Pada Bidang Pendidikan Dasar (Dikdas) Era Revolusi Industri 4.0, meliputi Implementasi Manajemen Merdeka Belajar pada Era Revolusi Industri 4.0, serta Faktor pendukung dan penghambatnya. **Latar belakang :** guna mewujudkan tujuan pendidikan nasional yang berintegritas. Dimana setiap warga negara berhak atas pendidikan yang layak sebagaimana termaktub pada UU 1945 pasal 31 ayat (Satu) sehingga di Era Revolusi Industri 4.0 atau Disrupsi Era dimana Manajemen Kurikulum Dan Sistem Penilaian Pada Bidang Pendidikan Dasar (Dikdas) perlu di jalankan dengan baik dalam mendukung serta bersinergi seperti apa yang di programkan oleh menteri pendidikan Nadiem makarim. **Kebaruan Penelitian :** terkait pembahasan Manajemen Kurikulum

dan Sistem Penilaian Pada Bidang Pendidikan Dasar (Dikdas) Era Revolusi Industri 4.0, meliputi Implementasi Manajemen Merdeka Belajar pada Era Revolusi Industri 4.0, serta Faktor pendukung dan penghambatnya sejauh ini belum ada yang meneliti. **Metode Penelitian :** Metode penelitian yang digunakan yaitu metode penelitian kualitatif deskriptif, dengan Sumber data buku maupun jurnal. Adapun teknik pengumpulan data dilakukan dengan studi pustaka, analisis data dengan teknik analisis data kualitatif. **Hasil Temuan :** Manajemen Kurikulum Dan Sistem Penilaian Pada Bidang Pendidikan Dasar (Dikdas) Era Revolusi Industri 4.0 terkait Merdeka Belajar adalah trobosan baru, tetapi perlu melihat situasi dan kondisi di daerah tertentu (dampak pancemi covid-19) dengan protolkol kesehatan dengan beberapa pencegahan semisal (Memakai masker, dan Mencuci tangan, serta Menjaga tetap jarak). **Kesimpulan:** Faktor pendukungnya terkait kebijakan "Merdeka Belajar" Era Revolusi Industri 4.0 dalam memaksimalkan pembelajaran pada masa pandemi covid-19 dengan melihat situasi dan kondisi di suatu daerah tertentu. Alhasil faktor pendukungnya adalah kondisi dan situasi yang bisa dilakukan dengan cara Darling (Daring dan Luring). Terkait Faktor penghambatnya alhasil kendala yang muncul pendistribusian buku, (penilaian, administrasi guru, alokasi waktu), kendala dalam panduan pelaksanaan kurikulum, dan kegiatan pembelajaran dalam buku siswa. Kendala lain adalah sarana dan prasarana.

Kata Kunci : manajemen kurikulum, sistem penilaian pendidikan dasar (dikdas), Era revolusi industri 4.0

Introduction

The Industrial Revolution Era 4.0 or Era Disruption in which Curriculum Management and Assessment Systems in the Basic Education Sector (Dikdas) need to be carried out well in supporting and synergizing like what was programmed by the minister of education Nadiem Makarim. It is commonplace to experience obstacles and there are also supporters towards an Indonesia that progresses together through the corridor of education (economy and food, and industry) which is also one of the characteristics of a developed country. Therefore, the current breakthrough in curriculum management is unique and interesting to study together in a meaningful way to realize the goals of national education with integrity. Where every citizen has the right to proper education as stipulated in the 1945 Law Article 31 paragraph (One). The development of self-potential in students according to the National Education System Law / 2003 in the realm of having religious spiritual strength as well as skills in society and the state and nation, while related to an adequate curriculum to become a guide for educators in realizing the goals of national education, this is the basis for the researcher. aware in raising the theme of curriculum management and assessment systems in the field of basic education (Dikdas), there is such a disruption nowadays. Added to this is a demanding situation in the context of realizing a national education system that is capable and creative and becomes a human being who believes and is at the same time fearful of God Almighty, and has noble character, aims to be healthy, knowledgeable, competent, and independent, and to become a citizen of Indonesia. that is democratic and able to be responsible, this is as stated in (chapter II of the National Education System Law / 2003 concerning educational goals that are included in the Basic and Function and common goals).

The big influence of the era of disruption 4.0 as it is today, where this is as research by (Yakin 2019: 0) where this challenge needs to be handled in terms of dynamic classroom management with the aim of maximizing the use class as a home or learning container in institutions / schools in Indonesia. It is necessary to have preventive and curative procedures as the competence of teachers / educators, and also produce effective and innovative management to become a pilot as we all know that the era of the industrial revolution 4.0 is like today all activities are replaced by machines. This is similar to scientific research by (Widyanto, Merliana, and Pranata 2020) where in the era of the 4.0 revolution as now it is necessary to have quality humans in graduating and producing high (creative, character, competent and innovative) graduates.

Currently, the related views and assessment systems in the Basic Education Sector (Dikdas) in the era of the Industrial Revolution 4.0, for example, elementary school curriculum management carried out by the

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Harapan Bunda Purwokerto Islamic Elementary School, Banyumas district in implementing the curriculum management process has been carried out through the planning, organizing and implementation and evaluation stages. . This research by (Slamet Nuryanto 2018) brings into the Integrated Islamic Elementary School which incidentally uses the concept of the Hilda Taba model. This integrated school has implemented the Teaching and Learning Activities (KBM) with the center model, where students always switch classes in a neatly scheduled manner. This is similar to the research by (Sasikirana 2020: 0) where the initiative launched by Nadiem Makarim can help students to go through and face this era of disruption 4.0 by providing the use of technology that has its own innovation.

The views (Rosmayati and Maulana 2020) in their research which were found related to curriculum management and the existing assessment system in the Study program (Literature and English) of the Indonesian Education University (UPI), which became one of the successes in terms of an assessment system in the area of students and The teaching staff is none other than the lecturers and other academic strengths that have something to do with the curriculum and the provision of standard results for prospective graduates for students. By using the value conversion method, the Normal Reference Assessment method or PAN, as well as the Benchmark Reference Assessment or PAP.

Research launched by (Mustaghfiroh 2020) also explained that Progressivism is a modern educational philosophy that demands fundamental changes to the implementation of education towards a more advanced and better quality and provides real benefits to students. Where the findings of this study are independent learning which in fact emphasizes the importance of the basics of independence and freedom to students. Students are given the freedom to develop the talents and abilities that are hidden in them without being hampered by formal rules which sometimes stagnate the creativity and thinking power of students to be even better. This means that the concept of independent learning by Nadin Makariem (as minister of education and culture) is in line with the concept of philosophy in education, namely John Dewey's flow of progressivism with the aim of exploring the potential of students maximally in supporting the interests and talents and tendencies of students. Departing from the above problems, researchers are interested in exploring (1) How to Implement Free Learning Management in the Industrial Revolution Era 4.0 ?, (2) What are the supporting and inhibiting factors during the Covid-19 pandemic related to the standard of the learning process for the "Free Learning" Era policy. Industrial Revolution 4.0?

Method

The research method used is descriptive qualitative research methods (Farid and Basri 2020). With data obtained from various literature that discusses curriculum management and assessment systems in the field of basic education (dikdas), the era of the industrial revolution 4.0, which includes the implementation of independent learning management in the era of the industrial revolution 4.0 and supporting and inhibiting factors during the Covid-19 pandemic related to process standards learning about the "Free Learning" policy in the Industrial Revolution Era 4.0. Sources of data in this study are primary and secondary sources in the form of books and journals. The data collection technique is carried out by literature study, the data analysis required in the literature study is obtained from a number of references (books, journals, encyclopedias, documents, etc.) which are considered to be related to the problem to be researched and can support problem solving that occurs. The data obtained were analyzed using qualitative data analysis techniques. In the journal (Muntaha, Suganda, and Hadian 2020) As quoted by (Ahyani, Muharir, and Ulya 2021) that in this study the researcher used the literature study method where the author would read, and take notes, and process material from library sources, both from mass media, as well as the latest relevant research. So that this method also helps researchers in finding solutions to problems found in the field related to curriculum management and assessment systems in the field of basic education (Dikdas) Industrial revolution era 4.0 (Implementation of Independent Learning Management and its supporting and inhibiting factors) (Ahyani, Permana, and Abduloh 2020).

Results and Discussion

Policy National Education Standards (SNP) On Character Strengthening

Basic Concepts of Strengthening Character Education. As stated in the Republic of Indonesia's Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education, article 1 states that "Strengthening Character Education, hereinafter abbreviated as PPK, is an educational movement under the responsibility of an education unit to strengthen the character of students through harmonization of heart, feeling, and cultivation thought, and sports with involvement and cooperation between

educational units, families and communities as part of the National Movement for the Mental Revolution (GNRM). Research by (Raharjo 2014) that the success of learning achievement is determined by other factors, both internal and external, such as motivation, interests, parental background, and the school environment. Of the 8 standards, the standards that have a significant effect on the UN are the standards of educators and education personnel (PTK). The conclusions of this study: 1) four standards that are still low in the acquisition of accreditation figures, namely infrastructure standards, process standards, competency standards and, teaching and education staff standards are still low; 2) the contribution of the eight standards is still relatively small and needs to pay attention to other factors beyond the standard in improving the quality of learning achievement.

The view of Behaviorism and constructivism on education in the era of the Industrial Revolution 4.0. In research conducted by (Setiawan 2016) Behaviorism, it is said that the theory of behavioral development can be measured, observed and generated by students' responses to stimuli. Responses to stimuli can be reinforced by positive or negative feedback on the desired condition behavior. Punishment is sometimes used to eliminate or reduce misconduct, followed by describing the desired action. Behavioristic learning theory emphasizes changes in behavior and as a result of the interaction between stimulus and response. Learning in the discipline of education is used as a process of behavior change as a result of the interaction between stimulus and response. A person is considered to have learned if he can show changes in his behavior. Although the three-behavior learning theory has begun to be abandoned in this century, collaborating this theory with cognitive learning theory and other learning theories is very important to create a suitable and effective learning approach, because basically there is no single learning theory that is really suitable to create a appropriate and effective learning approaches. especially with the constructivism learning model.

The role of lecturers, for example in constructivist learning, really demands mastery of broad and deep material about the material being taught. Extensive and in-depth knowledge enables a lecturer to receive different views and ideas from students and also allows to show whether the idea is the way or not. Mastery of materials allows a lecturer to understand the various ways and models to arrive at a solution to a problem without sticking to one model. These two modalities cannot be separated because several elements complement each other. So that in the author's opinion, if you look at the point of view of behaviorism and constructivism in the era of the industrial revolution 4.0 as it can now be implemented in schools / colleges, this can be done with Darling (Online and Offline), this is as the opinion (Pratama and Mulyati 2020) in his research, but obstacles in its implementation, it can be handled and resolved properly by teachers / lecturers in order to educate the nation's life through Behaviorism and constructivist theories for students. Both online and offline learning systems are expected that teachers / lecturers can be creative in educating students, so that learning success can be achieved properly or effectively. The author provides information that lecturers / teachers actually prefer offline learning where they can interact with students, and also students prefer offline learning with face-to-face while still preparing health protocols.

The Government Policy Concerning "Driver Teachers"

SWOT / TOWS analysis of the "Driving Teacher" policy in Curriculum Management and the Basic Education Assessment System, where the "Independent Learning" Program which incidentally consists of four (4) main programs consisting of a Comprehensive USBN Assessment, National Examination which is replaced with assessment assessments , then an abbreviated RPP and a more flexible PPDB zoning. In order to implement the Merdeka Belajar program, it is necessary to transform the school curriculum and learning; transformation of national education management and transformation of regional education management and also the need for autonomy in schools (Sherly, Dharma, and Sihombing 2020). Furthermore (Nasution 2020) contributed through his scientific articles which found that the concept in Freedom Learning which was proclaimed by the Ministry of Education and Culture became a unique and interesting discussion reference for writers in critically analyzing the "Driving Teacher" who was going to be taken where. where the real Indonesian National education is. This unique and interesting problem is related to the issue of the National Standard School Examination (USBN) and the National Examination or (UN), in addition to the Learning Implementation Plan (RPP), as well as the Regulations for the Admission of New Students or (PPDB) according to certain zoning. From the four problems above, if the author elaborates through the humanism approach in education, three problems emerge that seriously need to be dealt with together from our national education practice. (Nasution 2020) declared related educational goals, then students, and also educators. Therefore, from the recommendation component by the Ministry of Education and Culture, from a humanistic principle point of view this has been in line together in terms of designing our National Education.

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Impact of "Driving Teachers" on Teachers and Principals (Macro, Micro and Meso). As the research proclaimed by (Sugiyarta et al. 2020), it was found that leader teachers were able to move the community. Skilled teachers have quite complete professional competences. Inspirational teachers have experience in various learning activities. The Ministry of Education and Culture program has launched the "Driving Teacher" Education program. The program is a leadership education program for teachers to become learning leaders. The findings in a study conducted by (Sugiyarta et al. 2020: 220), explained that there are teachers who are leader types, in line with government policy, in this case the Ministry of Education and Culture. So the conclusion is that school or madrasa teachers can be categorized into Skilled Teachers, Leader Teachers, and Inspirational Teachers. The driving teacher desired by the government has similar characteristics and is in line with the character of the Leader Teacher. The impact on teachers and school principals related to the "Driving Teacher" program, among others, refers to research conducted by (Wijaya, Mustofa, and Husain 2020) it is explained that in the speech of the Minister of Education and Culture (Mendikbud) Nadiem Makarim at the end of 2019 is a breakthrough that will into a new era in the world of education in Indonesia. Minister of Education and Culture Nadiem Makarim initiated a concept of "independent learning" and "driving teacher". These two concepts have the same goal, namely to provide educational units (schools, teachers, and students) to have freedom to innovate, freedom to learn independently and creatively. So far, education in Indonesia is considered to limit the space for creativity and innovation of students and teachers with various bureaucratic and administrative matters. One of the aspects emphasized in independent learning is the abolition of the National Examination (UN).

The purpose of independent learning in the journal (Wijaya et al. 2020) is that this driving teacher aims to improve the quality of education so that it can compete both in the era of industrial revolution 4.0 and global competition. However, this concept is not yet understood by everyone in educational institutions. This good concept needs to be disseminated throughout Indonesia and in its implementation it needs assistance. This community service program aims to socialize the concept of independent learning and assist teachers to develop self-competence to become driving teachers in their regions. The method of implementation is in the form of socialization and training and the provision of material on independent learning and driving teachers from the Ministry of Education and Culture. The service activities carried out have implications for the acceptance of this national policy and its implementation in learning in schools. Referring to the opinion (Unifah Rosyidi, 2020) in the National Seminar on Post-Graduate UNJ Jakarta, March 10, 2020, with the theme "Freedom of Learning; Its Application in Education & Learning Management in Schools "there are several experiences of developed countries in managing basic education to form a Lifelong Learner, In developed countries, basic education is generally 12 years or more (K-12 in the US; P-12 in Australia) , managed as free & compulsory basic education (UNESCO, 2013). Through free and compulsory basic education, everyone is expected to be able to become lifelong learners as an instrument to gain access and be successful in productive activities (NCLB-US, 2008), in terms of equitable basic education services that have a significant impact on the realization of distribution patterns equitable and equitable development, economy and welfare cake (UNESCO, 2013). Then related to the consequence, basic education curriculum content is general education which is dominant in basic literacy education (plus digital mindset and digital literacy). Basing literacy skills is urgent to spur digital competences and digital transformation that are needed in the future.[1]

In the sociology of education as stated by (Noho and Ohoitenan 2019) in their research results discuss and are applied in solving all problems that exist in education, especially in social interactions between students and the environment, teachers, and others, as well as in view of social phenomena developing in the system. education, so that these sociological aspects can provide a basis in formulating all matters relating to education, in order to achieve progress in the field of education. Meanwhile, the Sociology of macro education, which studies the relationship between education and other institutions in society; for example, the relationship between education and religion, the extent to which educational institutions can influence students in carrying out their religious teachings properly. Education and political relations; the extent to which schools play their role in the process of political socialization. The relationship between education and economics; the extent to which the formal education system plays a role in preparing workers in the formal sector who are ready to use, or the extent to which people who enjoy state-funded formal education facilities are indeed people who pay taxes equally. The relationship between religion and

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[1] Freedom to Learn; Its Application in Education & Learning Management in Schools. Dr. Unifah Rosyidi, M.Pd. Permanent Professor of the State University of Jakarta, Chairperson of the PGRI Jakarta Executive Board, 2020. Accessed from http://fe.unj.ac.id/wp-content/uploads/2020/03/Merdeka-Belajar-Aplikasinya-dalam-Mana Management. pdf. Accessed 03 February 2021, 21.22 WIB

the national education system is clearly stated in the formulation of national education goals. In Law No. 20 of 2003 concerning the National Education System, it is stated that national education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent. , and become a democratic and responsible citizen. So that the impact is very good on this macro scope for teachers and school principals.

Sociology of micro education, (Noho and Ohoitenan 2019: 76) discusses the social interactions that take place in educational institutions, for example the groupings that form among them, interactions in the classroom, both among students and students with teachers. So that the impact is very good on this micro sphere, this is supported by the opinion (Hendri 2020) in his research that independent learning is the absolute freedom that every citizen of learning has in an essential sense. This term departs from many phenomena that occur in our country, such as the functions and duties of teachers and students who are so many that they neglect their main functions because they are no longer focused. There are many other problems that we actually witness and judge that colonialism has occurred in education. For this reason, the government together with stakeholders have agreed to launch the "Free Learning" program. Where is one concrete solution to solve educational problems that are so complete. So that the impact is very positive on teachers and school principals. Meso education sociology in the journal (Noho and Ohoitenan 2019: 73) is the study of relationships in an educational organization. In this Meso educational sociology, the school is seen as an organization that carries out certain rules so that it can achieve a goal. Here discussed the school organizational structure, the roles and functions of school organizations, as well as the relationship between school organizations and other community organizational structures. So that the impact is expected in the scope of this meso to have the same expectations so that the impact is very positive on teachers and school principals.

Constraints Faced When Pandemy Related to Learning Process Standards

Management / strengthening of Character Education, by referring to research (Hartati, Thahir, and Fauzan 2020: 19) related to art as a learning method which is the goal of managing character strengthening education through online and offline learning during the Covid 19 New Normal pandemic which includes various plans, and implementation and evaluation. In the realm of strengthening student character education, it has been carried out well through the preparation of objectives, strategies and policy mapping as well as mapping of procedures and refinement of programs using RPP designs; in relation to the implementation of character education running well through activities of a religious nature, instilling nationalism, social awareness and concern for the environment; third, evaluation of the management of the strengthening of character education of students through monitoring activities on the implementation of activities by doing reflection, analysis and follow-up plans. Regarding the obstacles, among others, "the condition of the parents of students who use the WhatsApps application more (Anugrahana 2020).

Another obstacle is the difficulty in finding internet networks and smart phone devices that are more often brought to work by parents with the WA application it is also easier because children use a lot and can easily use it. Other obstacles are signal difficulties. In the context of the temporary closure of several educational institutions / agencies in Indonesia, especially as an effort to prevent the spread of the Covid-19 pandemic around the world, it generally affects millions of students. Research by (Aji 2020) there are several disturbances in the direct learning process between teachers and students related to "cancellation of learning assessments" which have an impact on the psychology of the student / student and a decrease in the quality of student skills. In addition, this burden is our collective responsibility (education element), especially the state / government in facilitating the continuity of institutions / schools for all educational stakeholders to carry out distance learning. Thus, how should Indonesia plan, prepare, and cope with the recovery of covid 19, the world demands losses in the world of education in the future.

The role of the teacher in learning about the implementation of the curriculum and basic education assessment system, referring to Research Research by (Krissandi and Rusmawan 2015: 20) there are several obstacles experienced by teachers, especially elementary school teachers in implementing the 2013 curriculum. Kanisius Foundation Branch of Central Java and Yogyakarta. Some of the obstacles come from the government itself, institutions / institutions, teachers, and parents, as well as students. Government constraints include the distribution of books, (assessment, teacher administration, time allocation), and socialization, as well as the implementation of thematic learning, then there are also obstacles in the curriculum implementation guidelines, and learning activities in student books. Institutional constraints include facilities and infrastructure, and teacher rotation, both vertical and horizontal. The obstacles from the teacher are related to the making of instructional media, and teacher

understanding, as well as the integration of the subject matter in thematic learning, besides the obstacles in mastering information technology. Meanwhile, related to obstacles from parents and students including report cards and adaptations to lessons with thematic models. In the work article (Sari and Gusmaniarti 2020), it was stated that the content in the curriculum is the composition and material for studies and lessons in order to achieve the goals in the organization of the education unit concerned, in order to achieve national education goals In terms of historical history, there have been several changes since Indonesia's independence from 1945 to 2013, including 2013, 2004, 1944, 1984, 1975, 1968, 1964, 1952 and 1947.

Thus it is necessary to have a standard learning process in dealing with the Covid-19 pandemic, including the role of teachers in implementing the 2013 Curriculum, which can be done by (1) the teacher holding discussions in the RPP preparation process, besides (2) the teacher prepares RPP through steps appropriate and relevant, (3) the teacher carries out learning in detail, (4) the teacher must be able to become a facilitator, (5) besides that the teacher must be able to provide superior character education, (6) the teacher is obliged to guide their students in learning. in accordance with the relevant scientific approach, (7) the teacher must also be able to select and sort out the use of methods and media, as well as learning resources that have their own variations (innovative teachers), (8) the teacher must be able to carry out authentic assessments of students; (9) teachers are good at choosing and using in various assessment techniques and (10) teachers must be able to provide remedial teaching to students (Nurmalasari, et al, 2016). The same thing is also with the Risdet conducted by (Andiyanto 2017) regarding the role of teachers in implementing the 2013 curriculum.

Analysis, Views, Criticisms and Suggestions for the Implementation of Free Learning during the Covid-19 Pandemic, in Analysis: Character education that was built during a pandemic like now, according to the author's opinion, is not a significant obstacle, only technical problems that experience obstacles. As research by (Printina and Sumini 2020) in historical learning, for example, which generally applies distance learning to its full potential, this was revealed by history teachers in high schools in Yogyakarta city through the DESCA approach, these teachers did not lose the character building process. even though the learning is done online because it carries the principle of independent learning. Then the view: with the Free Learning program during the Covid-19 Pandemic, Freedom to Learn is a new breakthrough (the first time) in this world since the last decade, the idea put forward by Nadiem Makarim as the minister of Education and Culture to print Human Resources (HR) who are superior by prioritizing character education. The goal is very fair in the realm of creating critical, creative, collaborative and skilled students. However, learning at this time cannot be implemented optimally because it is constrained as the opinion (Widiyono, Irfana, and Firdausia 2021) in his scientific article where over time, institutions / schools that have implemented the new normal era by implementing learning in schools by using and pay attention to health protocols. This is what made the government hold Teaching Campus activities as new pioneers where students teach during the pandemic. This activity is expected to help institutions / schools to maximize learning during the Covid-19 pandemic.

Criticism: The COVID-19 pandemic which has a significant influence on aspects of people's lives is no exception to the aspect of formal education. The physical implementation policy transferred by the government resulted in the application of online home learning at every level of the education unit. Therefore assistance is needed in several ways, it is proposed that learning follows the assessment, so that educational services remain safe, concentrated on Islamic subjects which are the object of this research. the main principles of the independent learning policy launched by the Minister of Education and Culture of the Republic of Indonesia in 2019 then become fresh education for teachers to open their horizons and answer problems that occur. With the basic idea of internalization that adheres to normative aspects, namely the law and circulation of the education office, as well as the view of teacher subjectivity towards free learning policies, namely the value of flexibility contained therein The internalization is in the form of a learning implementation plan, literacy awareness and social character and assessment patterns (Suntoro and Widoro 2020: 1). This is supported by research by (Sutisno and Nurdiyanti 2020) where the skills of managing virtual classes and enjoyment aspects become actual standards in the face of demands for changes in learning patterns in the midst of a pandemic situation like today. This data shows that learning, which is a human epistemology in accommodating growth and self-development, can be carried out by the academic community in the environment of the Primary School Teacher Education Study Program at Muhammadiyah University of Cirebon even though in the midst of a pandemic situation like now it is a realization of independent learning.

Suggestion: Regarding the implementation of Free Learning during the Covid-19 Pandemic, it is better if the program continues by paying attention to health protolkol with several precautions, such as (Wearing masks, washing hands, and maintaining a distance). And most importantly, also limit the activities outside the house to only essential needs, this is to make togetherness in the realm of reducing the effects of the Covid-19 pandemic as it is today.

Qualification Framework (Magitor and Doctor) Towards SPD (Dikdas Assessment System)

Referring to the Presidential Regulation No. 8/2012 concerning the Indonesian National Qualification Framework as stipulated in article 1 paragraph 4 Qualification, namely the mastery of learning outcomes which states its position in the KKNI. Meanwhile, the Indonesian National Qualifications Framework is further explained in pasa 1 paragraph 1, which is hereinafter abbreviated as KKNI, which is a competency qualification ranking framework that can juxtapose, equalize, and integrate the fields of education and work training as well as work experience in order to recognize work competencies according to with job structures in various sectors.

Furthermore, Article 3 of PP 8/2012 explains that at each qualification level the KKNI is equivalent to the learning outcomes generated through education, job training or work experience. In more detail, the article "5 letter" g "relates to graduates of Applied Masters and Masters that are at least equivalent to level 8. The point is the equalization of learning outcomes generated through job training with qualification levels at KKNI consisting of graduates from expert level job training equivalent to levels 7, 8, and 9 (Article 6 (1) letter c). Article 6 point (2) explains about the equalization of learning outcomes generated through job training with qualification levels at KKNI carried out with competency certification.

Whereas in CHAPTER II concerning levels and equality as stipulated in Article 2 (1) where the KKNI consists of 9 (nine) qualification levels, starting from level 1 (one) as the lowest level up to level 9 (nine) as the highest level. Then in article 1 point (2) the qualification levels of the KKNI as referred to in paragraph (1) consist of levels 1 to 3 which are grouped into operator positions, then levels 4 to 6 are grouped into technician or analyst positions, further 7 levels. up to level 9 are grouped into expert positions. And article 2 point (3) also explains. Each level of qualification at KKNI includes values according to the general description as contained in the attachment to this Presidential Regulation.

As the attachment to Presidential Regulation Number 8 of 2012 which was published on January 17, 2012, the qualification level of the KKNI explains that at the master level one must be able to (1) develop knowledge, technology, and / or art in his scientific field or professional practice through research, until produce innovative and tested work. (2) solving problems in science, technology, and / or art in their scientific fields through an inter or multidisciplinary approach. (3) managing research and development that is beneficial to society and science, as well as being able to get national and international recognition.

Meanwhile, the Doctoral level must (1) be able to develop new knowledge, technology, and / or art in his or her scientific field or professional practice through research, to produce creative, original, and tested work. (2) Able to solve problems in science, technology and / or art in their scientific fields through inter, multi, and transdisciplinary approaches. (3) Able to manage, lead, and develop research and development that is beneficial for the benefit of mankind, and is able to get national and international recognition. As with the problems and discussion of themes regarding Curriculum Management and Assessment Systems in the Basic Education Sector (Dikdas) in the Industrial Revolution Era 4.0, with problem formulations that include (1) How to Implement Independent Learning Management in the Era of the Industrial Revolution 4.0 ?, (2) What are the supporting factors and The barrier during the Covid-19 pandemic is related to the standard of the learning process for the "Free Learning" policy in the Industrial Revolution Era 4.0?.

Implementation in the management of Merdeka Learning during the Covid-19 Pandemic, especially in the Era of the Industrial Revolution 4.0, Merdeka Learning is a new breakthrough (the first time) in this world since the last decade, an idea launched by Nadiem Makarim as the minister of Education and Culture to print Resources Superior Human Resources (HR) by prioritizing character education. This is also a form of criticism of the COVID-19 Pandemic which has a significant influence on aspects in the world of education. Regarding the Implementation of Freedom of Learning during the Covid-19 Pandemic, it is better to continue the program while still paying attention to health protolkol with several precautions, such as (Wearing masks, washing hands, and maintaining distance). And most importantly, also limit the activities outside the house to only essential needs, this is to make togetherness in the realm of reducing the effects of the Covid-19 pandemic as it is today.

Regarding the supporting and inhibiting factors during the Covid-19 pandemic related to the standard of the learning process for the "Free Learning" policy in the Industrial Revolution Era 4.0, the obstacles that arise include the distribution of books, (assessment, teacher administration, time allocation), and socialization, and implementation of learning. thematic, then there are also obstacles in the guidelines for implementing the curriculum, and learning activities in student books. Institutional constraints include facilities and infrastructure, and teacher rotation, both vertical and horizontal. The obstacles from the teacher are related to the making of instructional media, and teacher understanding, as well as the integration of the subject matter in thematic learning, besides the obstacles in mastering information technology. Research conducted by (Suhada 2020) Education is an entry into the realm of the learning process carried out for students so that they have a good understanding and understanding of something and then grow into a person who likes to think critically and become better, both in terms of affective, cognitive and psychomotor. This means that heart education is also needed as research by (Abduloh and Ahyani 2020).

The supporting factors are related to the policy of "Free Learning" in the Industrial Revolution Era 4.0 in maximizing learning during the Covid-19 pandemic by looking at the situation and conditions in a certain area. As a result, the supporting factors are conditions and situations that can be done by means of Darling (Online and Offline) (Ermayulis 2020). The same thing is also true of research (Awaludin et al. 2021) where the COVID-19 Pandemic is a very heartbreaking disaster for all residents on earth. All segments both in human life and on this earth have become disturbed, without exception in the field of education. Lots of countries have decided to close their schools, as well as colleges and universities, both private and public, including in our country Indonesia. The crisis really came suddenly, any government in any part of the world including Indonesia had to make a bitter decision to close its schools in order to massively reduce contact with people and to save lives and still have to open schools in order to survive or the survival of the workers in maintaining the sustainability of this economy which is being hit by the plague.

In research research (Aji 2020) it was found that there were two impacts on the sustainability of the world of education caused by various Covid-19 pandemics. First, the impact on the short term, which is felt by many families in Indonesia, both in the urban and rural sectors. In Indonesia, this homeland is a lot of less familiar families doing school at home. Schooling at home for once Indonesian families think that this is a big surprise especially for the productivity circles of parents who are usually busy with work outside the home, covering, markets, malls, etc. The same thing (Ahyani, et al., 2020) This study discusses how Islamic Education is within the current socio-cultural dimension and how Islamic education responds to the challenges of the Industrial Revolution Era 4.0.

In managing education, there is also a need for comprehensive links or regulations between stakeholders, such as the Scopus Karya Journal (Efendi, Slamet, and Wibowo 2019) and his dissertation (Efendi and Slamet 2019) which states "This result implies the need for a more comprehensive policy in preparing. principals before their position end ". As a result, in implying good management the need for a more comprehensive policy in preparing school principals before their office ends. This means that management related to implementation in the management of Freedom of Learning during the Covid-19 Pandemic, especially in the Industrial Revolution Era 4.0, must also be the same, mutually combining and complementing stakeholders in the world of education.

Conclusion

As with the problems and discussion of themes regarding Curriculum Management and Assessment Systems in the Basic Education Sector (Dikdas) in the Industrial Revolution Era 4.0, with problem formulations that include (1) How to Implement Independent Learning Management in the Era of the Industrial Revolution 4.0 ?, (2) What are the supporting factors and As an obstacle during the Covid-19 pandemic related to the standard of the learning process for the "Free Learning" policy in the Industrial Revolution Era 4.0? some precautions such as (Wearing a mask, and washing hands, and keeping your distance). And the most important thing is to limit your activities outside the house only for essential purposes, this is to make togetherness in the realm of reducing the effects of the Covid-19 pandemic like today.

The supporting factors are related to the policy of "Free Learning" in the Industrial Revolution Era 4.0 in maximizing learning during the Covid-19 pandemic by looking at the situation and conditions in a

certain area. As a result, the supporting factors are conditions and situations that can be done by means of Darling (Online and Offline). Regarding the inhibiting factors during the Covid-19 pandemic related to the standard of the learning process against the "Free Learning" policy in the Industrial Revolution Era 4.0, as a result the obstacles that arise include the distribution of books, (assessment, teacher administration, time allocation), and socialization, as well as the implementation of thematic learning. Then there are also obstacles in the curriculum implementation guidelines, and learning activities in student books. Institutional constraints include facilities and infrastructure, and teacher rotation, both vertical and horizontal. The obstacles from the teacher are related to the making of instructional media, and teacher understanding, as well as the integration of the subject matter in thematic learning, besides the obstacles in mastering information technology.

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