

**ANALYSIS OF ASSESSMENT FOR K13 CURRICULUM AND  
MERDEKA CURRICULUM AT SENIOR HIGH SCHOOL  
POLEWALI MANDAR**



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**A THESIS**

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Stated declare that the best of my knowledge and belief, this thesis is the result of my own work. To the best of my knowledge, this thesis has not been previously submitted for any academic degree in any university, nor has it been written or published by others, except for those which have been ethically cited and referenced in this manuscript. The authenticity check report of this thesis is attached.

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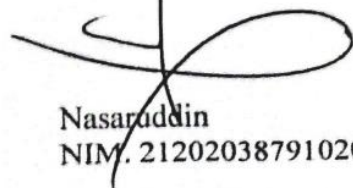
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## ABSTRACT

Name : Nasaruddin  
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K13 Curriculum applies authentic assessment to assess students' learning progress which includes attitudes, knowledge and skills, while the Merdeka Curriculum introduces a comprehensive assessment approach which aims to improve the quality of learning and student learning outcomes. The Merdeka Curriculum emphasizes diagnostic, formative and summative assessments throughout the learning process. This research aims to describe the assessment of the K13 Curriculum and the Merdeka Curriculum.

This research uses a qualitative approach with a case study approach using primary data sources and secondary data with four English teachers as informants at Polewali Mandar High School. The analysis techniques used include data reduction, data presentation and conclusions.

The results of this research are as follows: 1) In the K13 Curriculum assessment, the English Teachers assess students' learning outcomes using authentic assessment which refers to knowledge assessment and skills assessment. Teachers use several assessment techniques including project assessments and written exams. Teachers use authentic assessments to evaluate students' academic knowledge, social-emotional development, and practical skills focused on student-centered learning and real-world applications to prepare students with the skills and competencies necessary for classroom activities. 2) In the Merdeka Curriculum assessment, the English Teacher emphasizes several assessments including: a) diagnostic assessment which is carried out to determine the characteristics and learning models of students, by asking students about daily activities that are related to their interests in learning. So, learning can be designed according to the participants' competencies and conditions. b) Formative assessment is carried out as evaluation material in learning on the unit or chapter being studied at that time, by providing short quizzes or short questions to assess understanding of the concepts. c) Summative assessment is carried out as a final assessment of learning outcomes, at this stage the English Teacher applies a written test, both multiple choice and essay form.

**Keywords:** Assessment, K13 Curriculum, Merdeka Curriculum

## ABSTRAK

Name : Nasaruddin  
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Title : Analisis Penilaian Pada Kurikulum K13 dan Kurikulum Merdeka di SMA Polewali Mandar

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Kurikulum 2013 menerapkan penilaian autentik untuk menilai kemajuan belajar peserta didik yang meliputi sikap, pengetahuan, dan keterampilan, sedangkan Kurikulum Merdeka memperkenalkan pendekatan penilaian komprehensif yang bertujuan untuk meningkatkan kualitas pembelajaran dan hasil belajar siswa. Kurikulum Merdeka menekankan penilaian diagnostik, formatif, dan sumatif sepanjang proses pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan penilaian Kurikulum K13 dan Kurikulum Merdeka.

Penelitian ini menggunakan pendekatan kualitatif dengan pendekatan studi kasus menggunakan sumber data primer dan data sekunder dengan empat guru Bahasa Inggris sebagai informan di SMA Polewali Mandar. Teknik analisis yang digunakan meliputi reduksi data, penyajian data, dan kesimpulan.

Hasil penelitian ini adalah sebagai berikut: 1) Pada penilaian Kurikulum K13, Guru Bahasa Inggris menilai hasil pembelajaran siswa dengan menggunakan penilaian autentik yang mengacu pada penilaian pengetahuan dan penilaian keterampilan. Guru menggunakan beberapa teknik penilaian di antaranya penilaian proyek, dan ujian tertulis. Guru menggunakan penilaian otentik untuk mengevaluasi pengetahuan akademis, perkembangan sosial-emosional, dan keterampilan praktis siswa yang difokuskan pada pembelajaran berpusat pada siswa dan aplikasi dunia nyata untuk mempersiapkan siswa dengan keterampilan dan kompetensi yang diperlukan dalam kegiatan kelas. 2) Pada penilaian Kurikulum Merdeka, Guru Bahasa Inggris menekankan beberapa penilaian diantaranya: a) penilaian diagnostik yang dilakukan untuk mengetahui karakteristik dan model belajar peserta didik, dengan menanya siswa perihal keseharian yang dikaitkan dengan minat belajar. Sehingga, pembelajaran dapat dirancang sesuai dengan kompetensi dan kondisi peserta. b) Penilaian formatif dilakukan sebagai bahan evaluasi dalam pembelajaran pada unit atau bab yang dipelajari pada saat pembelajaran berlangsung, dengan memberikan kuis singkat atau pertanyaan singkat untuk menilai pemahaman pada unit tersebut. c) Penilaian sumatif dilakukan sebagai penilaian akhir dari hasil pembelajaran, pada tahapan ini Guru Bahasa Inggris menerapkan ujian tes tertulis, baik itu pilihan ganda maupun dalam bentuk essay.

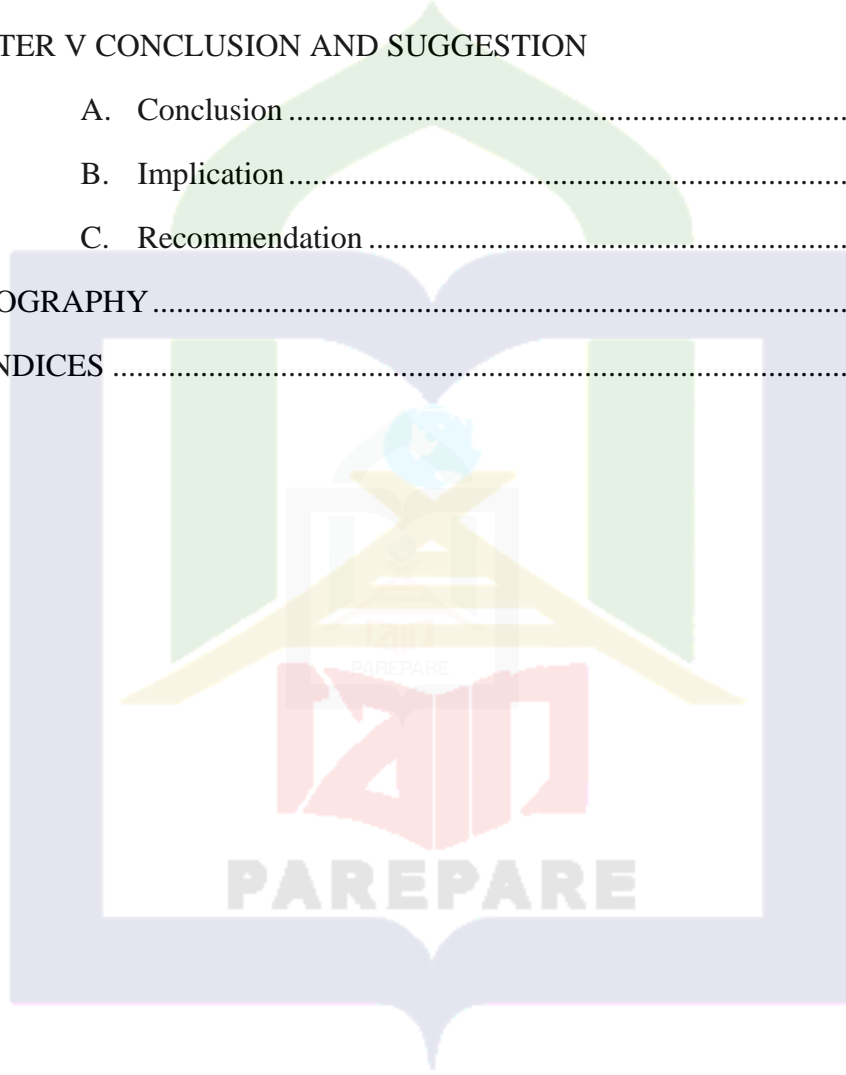
**Kata Kunci:** Penilaian, Kurikulum K13, Kurikulum Merdeka

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# CHAPTER I

## INTRODUCTION

### ***A. Background of the Research***

Assessment is a thing that conducted in tandem as a cohesive, integrated set of learning activities. It places a strong emphasis on the learning process and stipulates that the information gathered must come from actual learning activities. Effective assessment at the beginning of the lesson will indicate to the class whether or not there has been progress.

Assessment is considered as the foundation of a learning activity, it is an integral part of the learning process. The government uses assessments to inform education policy because they are intended to review and track procedures, student learning outcomes, and ongoing enhancements to student learning.<sup>1</sup>

There are steps to make good assessment as basic to asses students' achievement in the class. In order to ensure that the findings of assessments are objective, an instrument, or tool, must be used in order to measure students' learning outcomes accurately. According to Minister of Education and Culture Number 23 of 2016, educational assessment standards are standards that relate to the scope, objectives, benefits, principles, mechanisms, procedures, and instruments that are used as the basis for measuring student learning

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<sup>1</sup> Wilson, M. "Making Measurement Important for Education: The Crucial Role of Classroom Assessment. *Educational Measurement: Issues and Practice Spring*, no. 37 (2018). p. 5–20.



accomplishment in primary and secondary education.<sup>2</sup>

The process of evaluating that transpires during educational or school activities is known as evaluation in education. School needs to evaluate every single activity that is done in the school's environment, moreover in the class as the main activity in school. The process uses all information to meet a good conclusion at the end of the class learning. Assessment is a systematic process that contains information gathering, analyzing and interpreting the information to make decisions.

There is a public view of changing the curriculum and the changing of ministers, but it's not bad reality in education. The curriculum will undergo an assessment, modifications, and enhancements in compliance with the legal provisions pertaining to the national education system. Indonesia is now utilizing both the Merdeka and the 2013 curriculum. The Ministry of Education and Culture's suggestions for improvements and assessments of Indonesia's educational system are contained in K13 Curriculum. This curriculum used as a government measure against the system used in 2006 which is known as KTSP. Meanwhile, a newly designed program from the government, namely Merdeka Curriculum. The most important element in the policy must start from the teacher, before they teach in class. Teacher competency at any level, to translate the basic competencies mandated in the curriculum are very important as in the order of knowledge up to going on. In today's teaching and learning practice, the classroom has no walls, it will beyond the classroom walls. Students can learn

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<sup>2</sup> Permendikbud, Permendikbud RI No. 23 Tahun 2016 *Tentang Standar Penilaian Pendidikan*. (2016).

well simultaneously or not simultaneously. Besides, this curriculum can be done anywhere and anytime.<sup>3</sup>

The K13 Curriculum mandates the use of authentic assessment, in which students are evaluated based on their overall learning results, process, and preparation. The ability and acquisition of student learning will be demonstrated by the combination of the three components' assessments. The K13 Curriculum mandates that emotive, cognitive, and psychomotor assessments be balanced. The prior curriculum assessment simply looked at the students' final learning outcomes. Acquisition student learning outcomes are defined as learning outcomes achieved while participation in the learning process without offering an evaluation of the learning process.

K13 Curriculum places a strong emphasis on a number of learning processes, such as the cognitive, psychomotor, and effective processes. When these processes are combined, the authenticity assessment procedure will adhere to the required requirements. The K13 Curriculum was developed in response to both internal and external difficulties. Challenges within the education system pertaining to the eight National Education Standards and the elements influencing the development of the Indonesian populace. External obstacles include those related to the future, competencies required in the future, community perspectives, advances in knowledge and pedagogy, and a variety of unfavorable events.<sup>4</sup>

The curriculum formed by the Merdeka Learning policy will be flexible, competency-based, focused on developing character and soft skills and

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<sup>3</sup> Santosa, M. H. Learning Approaches of Indonesian EFL Gen Z Students in a Flipped Learning Context. *Journal on English as a Foreign Language*, no. 7 (2017), p. 183.

<sup>4</sup> Kemendikbud. *Keaslian Penilaian Sesuai Standar Kurikulum 2013*. (2014).

accommodating to the needs of the world. Merdeka Curriculum is a curriculum that will be implemented in accordance with the needs, environmental conditions, and competency achievements which are the main goals. To encourage the transformation, the Ministry of Education, Culture, Research and Technology has planned a “Program Sekolah Penggerak” that will later support the implementation of this Merdeka Curriculum.<sup>5</sup>

The changing of the curriculum from K13 Curriculum to Merdeka Curriculum must take time to adjust, because when changing the curriculum, there also changing, such as preparation for teaching in class, implementation of teaching activity plans, assessment, etc. Every teacher must understand the new curriculum as the basic of the education in the school.

The changing of the curriculum is not easy for teachers at school. Apart from having to adapt to the new policy, they also have to study the contents of the curriculum. Each curriculum has similarities and differences. Almost ten times, education in Indonesia has changed the curriculum. Currently, the K13 curriculum has been replaced with Merdeka Curriculum. From the planning of learning to the implementation of learning in the classroom, every curriculum compares itself with the previous curriculum before being replaced with the current one. The K13 Curriculum and the Merdeka Curriculum are similar in many ways. These include basic frameworks, competences, learning, assessments, and curriculum tools.

Based on the problems mentioned above, researcher more focused on analyzing the assessment in the K13 Curriculum and the Merdeka Curriculum. So,

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<sup>5</sup> Kholisdinuka, A. *Lebih dari Guru Biasa, Guru Penggerak Kemendikbud Bakal Punya Tugas Ini*. <https://news.detik.com>. (2022, Oktober Kamis)

the background of this study highlights the importance of teacher assessment in the education system. This study provides valuable insights into the teacher assessment system and the findings of the study can be used to improve the quality of education in Indonesia.

### ***B. The Research Question***

Based on problem mentioned on the background, the researcher formulates the problem into research question as follows:

1. How is the teachers' model in assessing students in K13 Curriculum?
2. How is the teachers' model in assessing students in Merdeka Curriculum?

### ***C. The Research Objectives***

Based on the research problem above, the main purpose as follow:

1. To describe the teachers' model in assessing students in K13 Curriculum
2. To describe the teachers' model in assessing students in Merdeka Curriculum.

### ***D. The Significant of the Research***

The result of this research expected to share some benefits to the reader.

The significances of the research are as follows:

1. It provides valuable insights into the current teacher assessment systems in Indonesia, and highlights the importance of teacher assessment.
2. The findings of this study can be used to improve the teacher assessment process in the K13 and Merdeka Curriculum Curriculum, and to ensure that it is effective in evaluating teachers and improving the quality of education.
3. The study can serve as reference for the future studies about assessment and curriculum in Indonesia.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter consists of some previous related findings, some pertinent ideas and conceptual framework.

#### *A. Previous Related Research findings*

In this part, the researcher provides previous related research findings and theories about assessment, K13 Curriculum, and Merdeka Curriculum. There are some researchers who have conducted research about those variables, they are:

1. Robby Shadri, focused on the teachers' perception and understanding of how to carry out assessments in the Merdeka Curriculum. The preparation, data collecting, data analysis, and conclusions phases make up the four steps of the qualitative descriptive survey research method used in this work. Interviews are used as a method of data gathering. According to the findings, teachers carry out the diagnostic, formative, and summative assessment tasks included in the Merdeka Curriculum after the students have finished their learning. During learning activities, students' knowledge, attitudes, and skills are used to determine their learning outcomes. A school report built on the Merdeka Curriculum school report application presents the students' learning outcomes. As a result, most teachers are aware of and have completed the examinations mandated by the Merdeka Curriculum.<sup>6</sup>
2. Venny Eka Meidasari, conducted study focusing on assessment and evaluation of English as a foreign language learning (EFL). These are

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<sup>6</sup> Robby Shadri et al., "Assessment in the Merdeka Curriculum: How Are the Teachers' Perspectives on It?", *Jurnal PAJAR* (Pendidikan dan Pengajaran) Vol. 7 No. 1 (2023) : 2580 – 8435

crucial elements of English language arts instruction and learning. Effective literacy development requires both assessment and evaluation, thus it's crucial that classroom teachers understand how to gauge the progress of English language learners. This study demonstrated that curriculum and instructional strategies that are sensitive to the needs of students may be developed using the requirements of the assessment and evaluation process. It includes both what students already know and are capable of doing as well as what they wish to learn and develop. Students require chances to assess how well they are doing in reaching the objectives they have set for themselves when it comes to learning English.

3. Arif Bulan, The objectives of this study are to share about: (1) how the K13 Curriculum is implemented in teacher assessments of English learning; (2) how the K13 Curriculum is implemented in terms of national examination results; and (3) how the K13 Curriculum is implemented in terms of teacher stratum. This study is a survey that combines a qualitative approach with a quantitative methodology. The study's findings show that: (1) the K13 Curriculum's implementation in learning assessments receives an average score of 3.5 (very good).<sup>7</sup>
4. Afiful Ikhwan, his study was focused on assessment in the learning process that has a goal to identify different growth and reciprocity-related concerns, with the expectation that learning will be focused on creating an evaluation of the caliber of education received in schools. The teacher can modify the learning activities based on the assessment findings. In this instance, the assessment has to be viewed as a crucial tool that might

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<sup>7</sup> Arif Bulan, Maman Suryaman, and Enung Nurhasanah, "Assessment of English Language Learning in 2013 Curriculum" 2, no. 1 (2020): 91–97.

provide the instructor with ideas for carrying out more instruction. The assessment method used is a competency-based assessment system, which is consistent with the traits of the competency-based curriculum, which is focused on competency mastery. As a result, a standard assessment system that is focused on the degree of mastery of the competencies targeted in the curriculum serves as the benchmark for educational assessment for competency-based curricula.<sup>8</sup>

5. Angga, The objectives of this research are to: (1) identify the differences between the 2013 and Merdeka curricula; (2) compare the curricula in elementary schools; and (3) assess the challenges associated with implementing the curricula in Garut's elementary schools. The study's findings suggest that the K13 Curriculum offers sound ideas for the teaching and learning process. Nevertheless, field implementation did not proceed according to plan. In the meantime, the Merdeka Curriculum was implemented in a number of Sekolah Penggerak rather successfully in the first year, leading to the development of numerous schools that year. There are still some schools that are not using the correct formula while adopting the Merdeka Curriculum.<sup>9</sup>

The researcher discovered the differences between the other studies and this research based on the previously mentioned findings. The previous studies examined assessment in the context of teaching English, and this study focused primarily on examining assessment in the K-13 and Merdeka Curriculums. Although it has similarity but still different.

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<sup>8</sup> Afiful Ikhwan, "Management of Learning Assessment Using Curriculum 2013 (Case Study In Islamic Primary School (MI) Muhammadiyah 5 Wonoasri Ponorogo - East Java - Indonesia)", *MUADDIB: Studi Kependidikan dan Keislaman*. Vol. 08 No. 02 (2018)

<sup>9</sup> Angga et al, "Komparasi Implementasi Kurikulum 2013 dan Kurikulum Merdeka di Sekolah Dasar", *Jurnal Basicedu* Vol. 6 No. 4 (2022) :5877-5889

Additionally, some researchers have studied the Instrument of Assessment., they are:

6. Komang Trisna Dewi, This article is a part of bigger research which aimed at identifying and analyzing the most appropriate methods for teaching Microteaching course based K-13. The Sugiyono model, which has ten steps, served as the basis for the research strategy used in this study. The need analysis's outcome detailed the kinds of evaluation tools that have to be created in order to teach the Ganesha University of Education's Microteaching course to students in the English Education Department. After careful deliberation, the three types of assessment instruments that would be required for this research were determined to be: (1) written assessment instrument; (2) simulation 8 basic skills of Microteaching assessment instrument; and (3) writing lesson plan and performance 8 skills of Microteaching assessment instrument.<sup>10</sup>
7. Laili Rahmawati, Her research was aim to develop instruments assessment skills on the subjects of culture arts and the workshops in Primary School based mobile valid, reliable, and effective. The R&D paradigm of ADDIE, which has the phases Analyze, Design, Develop, Implement, and Evaluate, is used in this research methodology. Seventy-five pupils made up the study's sample. The findings demonstrate the validity and efficacy of the skill assessment tool for workshops and cultural arts, particularly with regard to collage materials, in mobile-based primary schools. The advantages of the research on the evaluation tool created can be applied to support primary school teachers in

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<sup>10</sup> Komang Trisna Dewi, "Developing Assessment Instrument Based Curriculum 2013 for Teaching Micro Teaching in English Education Department of Undiksha", *International Journal of Social Sciences and Humanities*, Vol. 2 No. 3 (2018): 95-106.



evaluating students' proficiency in cultural arts and workshops.<sup>11</sup>

8. Surya Damayanti, Her research aimed to create an authentic assessment tool to gauge students' critical thinking abilities in learning about global warming and to characterize the applicability, simplicity, and utility of tools created based on teachers' perspectives. The findings demonstrate the genuine evaluation methods that quantify and foster critical thinking abilities through written examinations, performances, portfolios, projects, and attitudes. The evaluation model that has been designed satisfies both content and construct validity, efficiently enhances students' critical thinking abilities, and exhibits a high degree of appropriateness, ease of use, and utility.<sup>12</sup>
9. Debi Shinta Dewi, Her research attempted to create a performance evaluation tool based on the 7E learning cycle model and measure students' scientific attitudes using the tool to determine the results. The research methodology of Borg and Gall was modified for the study. The results indicate that the performance assessment tool that was developed is both valid and reliable, making it a viable tool for assessing scientific attitudes. All three data collection tools had equally good measurement results.<sup>13</sup>
10. Meidasari, The assessment and evaluation of learning English as a foreign language (EFL) is the main topic of this article. These are crucial elements of English language arts instruction and learning. Effective

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<sup>11</sup> Laili Rahmawati, Udi Utomo, and Farid Ahmadi, "The Development of Assessment Instruments Skills of Cultural Lesson Arts and Workshops in Primary School Based on Mobile," *Journal of Research and Educational Research Evaluation* 7, no. 1 (2018): 60–69.

<sup>12</sup> R. Surya Damayanti et al., "Development of Authentic Assessment Instruments for Critical Thinking Skills in Global Warming with a Scientific Approach," *International Journal of Science and Applied Science: Conference Series* 2, no. 1 (2017): 289.

<sup>13</sup> Shinta Dewi Debi, "Pengembangan Instrumen Penilaian. Kinerja untuk Mengukur Sikap Ilmiah" 11, no. 1 (2017): 92–105.

literacy development requires both assessment and evaluation, thus it's crucial that classroom teachers understand how to gauge the progress of English language learners. It is impossible to determine whether or not students have learnt, whether or not teaching has been effective, or how best to meet the needs of individual students for learning without an efficient evaluation procedure. Enhancing student learning is assessment's overarching objective. Every assessment should be seen as a source of knowledge to raise student performance. Assessment and evaluation can be viewed as two different things: the journey (assessment) and the snapshot (evaluation). An educational program's assessment and evaluation of the learners' literacy demands is another crucial component. The needs of the assessment and evaluation process can serve as the foundation for creating classroom practices and curricula that are sensitive to the needs of students. It includes both what students already know and are capable of doing as well as what they wish to learn and develop. Students require chances to assess how well they are doing in achieving the objectives they have set for themselves in terms of learning English.<sup>14</sup>

These earlier research findings above discuss the research's instrument. These studies completely diverge from the researcher's analysis of assessment in the curriculum in the current study. due to the fact that the researcher's research in this study focused on the use of assessments in the K13 Curriculum and the Merdeka Curriculum. Even though the aforementioned studies were conducted on completely different topics, they served as useful references for the next research.

There were some researchers who have conducted research about K13

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<sup>14</sup> Meidasari, V. E. "The Assessment and Evaluation in Teaching English as a Foreign Language", *Indonesian EFL Journal*, 1(2), (2015) : 224-231.

Curriculum and Merdeka Curriculum, they are :

Marnis Susanti, The purpose of this study was to elucidate the disparities in evaluation between the curriculums for independence and K13 Curriculum. The Indonesian curriculum should be updated or modified at least once every ten years. There's a chance that things like science and technology will alter throughout this period. This writing approach is based on a literature review. The advantages or contributions of this article include providing government agencies, instructors, and students with more information.<sup>15</sup>

Imas Masruroh, The aims of this study were to ascertain the learning objectives in Islamic Religious Education subjects that are included in both the K13 Curriculum and the Merdeka Curriculum, and to compare and contrast these learning objectives. This research is a literature study. Sources of data used in this research are the Regulations on Education and Culture Regulations and Regulations on Education and Culture, as well as other literature related to the topic of discussion. The results of this study are that the learning objectives in the K13 Curriculum teachers must understand KD, learning objectives, and teachers must develop a syllabus that becomes a reference for learning.<sup>16</sup>

Fitriyani Kosasih, Her research had three main objectives: (1) to compare the 2013 and Merdeka curricula in elementary schools; (2) to compare the two curricula; and (3) to examine the challenges associated with implementing the curricula in elementary schools, Cianjur. This kind of study is qualitative in nature and use qualitative techniques like document review, interviewing, and observation. The study's findings suggest that the K13 Curriculum offers sound

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<sup>15</sup> Marnis Susanti, et al. "Perbedaan Penilaian Kurikulum 2013 dengan Kurikulum Merdeka" *Jurnal Basicedu Volume 7 No. 1* (2023) : 339 – 350.1

<sup>16</sup> Imas Masruroh, et al, "Perbandingan Efektivitas Kurikulum 2013 dan Kurikulum Merdeka pada Mata Pelajaran Pendidikan Agama Islam" *Jurnal Pendidikan Islam Ta'dibuna*. Vol. X, No. X, (2023)

ideas for the teaching and learning process. Nevertheless, field implementation did not proceed according to plan. In the meantime, the first year of the Merdeka Curriculum's implementation in a number of Driving Schools went quite smoothly, leading to the development of numerous schools that year. There are still some schools that are not using the correct formula while adopting the Merdeka Curriculum.<sup>17</sup>

This article tries to explain the curriculum's shape and how educators have defined educators' independence of thought, which means that educators are the primary force behind students' academic progress. The notion of the KBK, KBM, KTSP, K13, and Merdeka curricular innovation models is intended to be explained in this paper. This kind of study is a review of the literature, and it makes use of journal papers that have been gathered between 2018 and 2022. The following conclusions are drawn from the journal articles that were used: (a) Putting the community front and center and utilizing the community or textbooks as learning resources. Maintaining classroom discipline is a collaborative duty that is not predicated on force. The primary goal of the teaching approach is to find solutions to issues in order to satisfy everyone's different demands. Field visits and resource people from the community survey are important learning initiatives. (b) The application of life skills learning and self-development in terms of traits and other demands are among the novel aspects of KTSP. (c) Lesson planning and the syllabus are just two aspects of learning administration that study preparation is crucial for. Once lesson plans are prepared, proceed to the execution of learning, which focuses on three areas: case-based studies, plans-based evaluation, and a scientific approach where learning is done in the classroom. The K13

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<sup>17</sup> Fitriyani Kosasih, et al, "The Influence of Changing the Educational Curriculum on Students at SD Negeri Ibu Jenab 1 Cianjur" *Edumaspul-Jurnal Pendidikan*. Vol. 6 – No. 2, (2022) : 2769-2779.



Curriculum makes use of authentic assessment and a variety of exam modalities, including portfolio and observation; (d) The adoption of national assessments, competency evaluations, and character surveys the assessment of which places a strong emphasis on student reading and numeracy is the primary policy. Second, assessment centers that utilize artificial intelligence, augmented reality, and the internet of things.<sup>18</sup>

Yanti Puspita, This study emphasizes modifications to evaluation techniques, streamlining of lesson plans, and looser zoning laws with a particular focus on the Merdeka Curriculum. The method employed in this study was literature research. Using notes, books, scientific publications, and other pertinent sources, information about the research topic was sought after as part of the data gathering technique. A list of research resources selected according to the study's objectives and themes served as the researcher's research tool. The results of this study are: Switching out the National Final Examination (USBN) with student competency evaluations. Written exams, portfolios, and group projects like essays make up this evaluation; 2) doing away with the National Examination in favor of a school-developed Character Survey and Minimum Competency Assessment; 3) streamlining the curriculum; 4) more accommodating zoning laws for the entrance of new students; 5) helping with instruction in educational units so that students can gain real-world experience. The community, parents, and other educational stakeholders must all work together to promote the Merdeka Curriculum in order to realize its lofty aims.<sup>19</sup>

The before mentioned related findings from three other studies have been deemed relevant to this one because they mostly address K–13 curricula and

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<sup>18</sup> Agus Setiawan, Shofi Syifa'ul Fuadiyah Ahla, "Innovating for the Future: A Critical Analysis of Curriculum Development Models KBK, KBM, KTSP, K13, and Merdeka Curriculum", *Jurnal Ilmiah Keagamaan dan Kemasyarakatan*, (2023), Vol. 17, No. 3.

<sup>19</sup> Yanti Puspita, "Analysis of Educational Policy Changes from the 2013 Curriculum to the Independent Curriculum", *Jurnal Pengelolaan Pendidikan*, Vol. 4 (1) (2023) : 09-21.

independent curricula. This study differs from the other stated studies in that it examines assessment for K13 curriculum as well as Merdeka curriculum.

## **B. Some Pertinent Ideas**

### 1. Assessment

The term "assessment" describes the continuous procedure encompassing an extensive domain. It is not just the instructor who is leading; it is also the students. Additionally, a perfect teacher would constantly evaluate their pupils, whether on purpose or accidentally.<sup>20</sup> That sentences lead one to the conclusion that assessment is a continuous series of classroom activities that teachers can carry out, whether on purpose or not, and that students can also do the same.

The methodical process of gathering and applying empirical facts to represent knowledge, abilities, attitudes, and beliefs is called assessment. Through assessment, teachers aim to enhance students' educational journeys. Assessment is an up-to-date learning assessment instrument. The cognitive domain and signs of critical thinking are the requirements that need to be met by the evaluation.<sup>21</sup>

Assessment is an extremely important in language teaching and learning.<sup>22</sup> It concludes that, in view of the fact that assessment may not separate from language learning and teaching activities, teacher evaluation should be carried out.

The process of informal information gathering regarding students' current state of knowledge through a variety of methods at different times and in diverse circumstances is called assessment. On the other hand, testing is a systematic and

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<sup>20</sup> H. Douglas Brown. *Language Assessment Principles and Classroom Practice*. White Plains, NY: Pearson Education, (2003). p. 4.

<sup>21</sup> Akib, E., & Muhsin, M. A. Critical Thinking in Cognitive Domain: Exploring Assessment of English Teaching at Pandemic Period of Covid-19. *JEES (Journal of English Educators Society)*, 5 (2). (2020), p. 178-184.

<sup>22</sup> Liying Cheng and Janna Fox, *Assessment in the Language Classroom: Teachers Supporting Student Learning*, (United Kingdom: Palgrave, 2017), 1.

standardized procedure where pupils are assessed based on the work they complete. Testing is a one-time, timed activity that is thought to be the only way to gauge how well students are learning. As a result, testing is considered to be only one part of the larger idea of assessment.<sup>23</sup> Simply put, the test is a component of the assessment that the instructor can administer, but the assessment's reach is wider than its domain.

Assessment is a continuous and comprehensive process that encompasses a broad spectrum of activities within the classroom environment. It involves not only intentional actions by teachers but also includes the contributions and assessments made by students themselves. Teachers are constantly evaluating their students, whether consciously or incidentally, highlighting the ongoing nature of assessment in educational settings.

The systematic gathering and application of empirical data to assess knowledge, skills, attitudes, and beliefs is the essence of assessment. Its purpose is to enhance students' educational journeys by providing timely and relevant feedback. Assessment serves as a contemporary tool for evaluating learning, focusing on cognitive domains and indicators of critical thinking.

In language teaching and learning, assessment holds significant importance as it is integral to understanding student progress and achievement. Given its inseparability from language activities, teacher evaluation through assessment becomes essential. Assessment includes informal methods of gathering information about students' current knowledge across various contexts and times.

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<sup>23</sup> Dikli, S. Assessment at A distance: Traditional Vs Alternative Assessment. *Journal of Educational Technology*, 2 (3). (2003) 13-19.

In contrast, testing refers to a structured and standardized process where students are evaluated based on specific tasks within a set timeframe. While testing is a component of assessment, it is important to recognize that assessment encompasses a broader scope than just testing alone.

In summary, assessment is a dynamic part of the teaching and learning process in language education, involving continuous activities that encompass a wide range of domains. It directly impacts the learning process and can be conducted by both teachers and students in systematic or organic ways.

Assessment is the development of the regular activities related to teaching and learning languages that have a dominant domain. The process of learning is directly linked to assessment. Both the teacher and the pupils can accomplish it in a methodical or organic way.

## 2. The Role of Assessment

An essential part of schooling is assessment. It influences how students approach learning, dictates a large portion of the work they complete, and, one could say, shows which parts of the course are most important.<sup>24</sup> For an instructor or a teacher, the assessment may be one of the most difficult and essential parts of their job.

The first issue that most teachers, even EFL teachers, deal with is their own pedagogical competency. Teachers must be proficient in conducting assessments since they are an essential part of the teaching and learning process.<sup>25</sup> This is consistent with the idea that teachers' comprehension of how to evaluate students' understanding depends on their cognitive capacity as per learning

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<sup>24</sup> Rust, C, *Purposes and Principles of Assessment*. (2002). p. 2

<sup>25</sup> Webb, N, *Assessment Literacy in a Standards-Based Urban Education Setting*, in Annual Meeting of the American Educational Research Association (2000).

theories. It is crucial that teachers comprehend formative assessment well in order to decide what needs to be done next. Students can use the feedback they receive on their learning to determine what they have learned thus far and what they still need to learn in order to improve.

Teachers should remember to incorporate a variety of tools so that students know what their progress is and measure the effectiveness of methodology and teaching materials, as there are no single procedures which will be able to meet all learners' needs and situations.

Assessment plays a crucial role in education, influencing students' learning approaches, shaping their workload, and indicating the essential aspects of a course. For teachers, assessment is both challenging and essential, impacting how they gauge students' understanding and progress.

Pedagogical competency is fundamental for teachers, especially in conducting effective assessments. Understanding assessment aligns with cognitive learning theories, where teachers' comprehension influences how they evaluate students' grasp of concepts. Formative assessment is particularly important as it guides teachers in determining the next steps for instruction based on students' current learning and feedback.

Teachers should utilize a variety of assessment tools. This diversity allows students to understand their progress and enables teachers to evaluate the effectiveness of their methods and materials. Recognizing that no single assessment method suits all learners or situations underscores the importance of employing multiple approaches tailored to diverse learning needs and contexts.

The following are the functions of assessment:



- a. To ascertain whether the course's planned learning objectives are being met.
- b. To provide pupils feedback on what they have learned so they can perform better.
- c. To inspire pupils to do relevant assignments.
- d. To aid in and direct learning.
- e. To characterize student achievement in order to guide choices about advancement and prizes.
- f. To show that the proper standards are being upheld.
- g. To assess how well a lesson is taught.<sup>26</sup>

Assessment serves a multifaceted role in education, playing a pivotal role in ensuring the effectiveness of teaching and learning processes. Firstly, it acts as a tool to ascertain whether the intended learning objectives of a course are being met. By systematically evaluating students' progress against these objectives, educators can gauge the efficacy of their instructional methods and curriculum design. This feedback loop not only informs teachers about areas where students excel but also identifies specific areas needing improvement, thereby guiding targeted interventions to support student learning.

Moreover, assessments provide valuable feedback to students themselves, serving as a means to understand their strengths and weaknesses. This feedback is crucial as it empowers students to take ownership of their learning journey, guiding them in adjusting their study strategies and efforts to enhance their

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<sup>26</sup> O'farrel, C. *Enhancing Student Learning Through Assessment*. Dublin: Irlandia, Dublin Institute of Technology. (2002). p.3.

academic performance. It fosters a cycle of continuous improvement where students are motivated to engage more deeply with course materials and assignments, recognizing their relevance in achieving broader learning goals.

Assessment also plays a pivotal role in maintaining educational standards. By evaluating student achievement against established benchmarks of knowledge and skills, assessments ensure that these standards are upheld consistently across educational institutions. This aspect is essential not only for maintaining the quality and rigor of education but also for making informed decisions about students' academic progression and recognizing their achievements with appropriate rewards or advancements.

assessments serve as a reflective tool for educators to assess the effectiveness of their teaching methods. By analyzing assessment outcomes, teachers gain insights into which instructional approaches are most effective and where adjustments may be necessary. This ongoing process of evaluation and adjustment contributes to the continuous improvement of teaching practices, ultimately benefiting student learning outcomes.

Assessment in education is not merely about measuring student performance but encompasses a comprehensive approach to enhancing learning, maintaining standards, and refining teaching practices. It supports a dynamic educational environment where both students and educators are empowered to strive for continuous growth and excellence.

### 3. Methods of Assessment

Assessment methods in education encompass a variety of approaches

designed to evaluate students' knowledge, skills, and abilities across different domains. These methods serve as essential tools for educators to gauge student learning and provide feedback for continuous improvement. Selected-response assessments involve students choosing answers from a set of options, such as multiple-choice, true/false, or matching questions. These assessments are efficient for quickly evaluating knowledge of factual information and specific details. They provide clear correct answers, making scoring straightforward. However, they may not capture deeper understanding or application of knowledge beyond recognition.

a. Formative Assessment

The formative assessment is completed as the lesson is being taught and learned. This kind of evaluation could be used by the instructor to gauge the development of the pupils, offer comments, and decide what more educational activities to do.<sup>27</sup> To assess student progress, as well as to make feedback and decide on learning and teaching activities in summary: formative assessment by the teacher.

On the other side, formative assessments are used to examine how well students are developing their abilities and competences in the classroom. Formative assessment's goal is to support students as they continue their learning process.<sup>28</sup> This means that formative assessment constitutes a process of developing students' skills and competences, which is the objective of assessing in order to help them progress.

Formative assessment means assessment for learning.<sup>29</sup> The assessment

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<sup>27</sup> James H. McMillan, *Classroom Assessment: Principles and Practice that Enhance Student Learning and Motivation* Seventh Edition, (New York: Pearson, 2018), p. 15.

<sup>28</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (San Francisco: Longman, 2003), p. 6.

<sup>29</sup> Liying Cheng and Janna Fox, *Assessment in the Language Classroom: Teachers Supporting Student Learning*, (United Kingdom: Palgrave, 2017), 1.

procedure involves teamwork. In the end, assessment findings assist educators in determining the course of instruction and learning. Stated differently, formative assessment aids educators in making judgments on upcoming instructional and learning activities.

Based on the above statements about the definition of formative assessment, we can conclude that formative assessment is the assessment of a student's learning progress. When educators do this kind of evaluation, their goals are to give a summary of how well the learning process went and to recommend the best course of action for the ensuing instructional and learning activities.

Formative assessment is a dynamic process integral to the learning journey, focused on providing ongoing feedback to both students and teachers during the instructional process. Unlike summative assessments that occur at the end of a learning period to evaluate student mastery, formative assessments are conducted throughout teaching to monitor learning progress and identify areas for improvement in real-time.

The primary purpose of formative assessment is twofold: to enhance learning and to inform teaching. For students, it serves as a checkpoint to gauge their understanding of concepts as they are being taught. This immediate feedback helps students identify their strengths and areas needing improvement, enabling them to adjust their learning strategies accordingly. By engaging with formative assessments, students actively participate in their own learning process, fostering a deeper understanding of the subject matter.

For teachers, formative assessment provides invaluable insights into the effectiveness of their instructional methods. It helps them identify which concepts

students grasp well and where misunderstandings persist. Armed with this information, teachers can tailor their teaching strategies, re-teach specific topics if necessary, or provide additional support to ensure all students achieve learning objectives.

Formative assessments come in various forms, including quizzes, class discussions, peer reviews, and even informal observations. These assessments are not graded in a traditional sense but focus instead on providing constructive feedback aimed at improving learning outcomes. By integrating formative assessment into daily classroom practices, educators create a supportive environment where learning is continuous, adaptive, and responsive to the evolving needs of students.

Formative assessment is a proactive approach that empowers both students and teachers in the learning process. It emphasizes growth, reflection, and continuous improvement, making it an essential component of effective teaching and learning strategies.

#### b. Summative Assessment

Summative assessments are typically conducted at the conclusion of a class session with the goal of quantifying and summarizing the knowledge that students have acquired. The one example of summative assessment is the final exam.<sup>30</sup> Therefore, summative assessment helps teachers to know the learning outcomes of their students.

Summative assessment is a tool used to evaluate students' academic performance, skill development, and learning success. Typically, this is done in a

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<sup>30</sup> H. Douglas Brown. *Language Assessment Principles and Classroom Practice*. White Plains, NY: Pearson Education, (2003). P. 6.

scheduled fashion at the conclusion of the lesson, or at the completion of a unit, project, course, program, semester, or academic year.<sup>31</sup> So technically, summative assessment can be performed to measure student learning outcomes at the end of the study period.

Summative assessment refers to the process of gathering information on what students already know, comprehend, and are capable of. Summative evaluation also seeks to lead subsequent learning activities and offer feedback.<sup>32</sup> The purpose of summative assessments is to gather data regarding a student's academic achievement and to offer pertinent advice and comments.

There are some arguments about the definition of summative assessment. More specifically, summative assessment refers to activities that provide students with data on their academic performance. This should be done systematically by the teacher. Summative assessments are typically conducted at the end of a teaching and learning period such as a program, grade, or semester.

Summative assessment plays a crucial role in evaluating student learning outcomes at the culmination of a learning period, such as the end of a unit, semester, or academic year. Unlike formative assessments, which are ongoing and focus on monitoring progress and providing feedback during instruction, summative assessments are typically administered after students have completed a segment of learning to measure their overall achievement and mastery of specific learning objectives.

The primary purpose of summative assessment is to make judgments about student learning and to assign grades or determine levels of proficiency. These

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<sup>31</sup> Liying Cheng and Janna Fox, *Assessment in the Language Classroom: Teachers Supporting Student Learning*, (United Kingdom: Palgrave, 2017), 5.

<sup>32</sup> James H. McMillan, *Classroom Assessment: Principles and Practice that Enhance Student Learning and Motivation* Seventh Edition, (New York: Pearson, 2018), p. 15.



assessments are often more formalized and standardized compared to formative assessments, aiming to provide a comprehensive overview of what students have learned and retained over a specified period.

Summative assessments can take various forms depending on the educational context and subject area. Common examples include final exams, end-of-term projects, standardized tests, and performance assessments. These assessments are designed to be objective and measure student achievement against predetermined criteria or standards, ensuring consistency and fairness in evaluation across all students.

For educators, summative assessment provides valuable data to gauge the effectiveness of instructional practices, curriculum design, and overall learning outcomes. By analyzing summative assessment results, teachers can identify areas of strength and weakness in their teaching methods and adjust future instruction accordingly. This feedback loop supports continuous improvement in teaching and enhances educational quality over time.

While summative assessment focuses primarily on evaluating outcomes, it also serves an important secondary function in providing feedback to educational stakeholders, including students, parents, and administrators. Clear and transparent reporting of summative assessment results helps communicate student progress, inform educational decision-making, and support accountability in educational settings.

Summative assessment serves as a critical benchmark for assessing student achievement at specific points in the learning process. It provides a snapshot of

student proficiency, informs instructional decisions, and contributes to overall educational quality by ensuring that learning goals are met and students are adequately prepared for future academic challenges.

#### 4. Types of Assessment

Different types of assessments into four major categories based on the nature and characteristics of each method. These methods of assessment are selected-response, constructed-response, teacher observation, and student self-assessment.<sup>33</sup>

##### a. Selected-Response

When students choose their response from a list of options, they are indicating that they have selected their response.<sup>34</sup> Selective answer items are typically true/false, multiple-choice, and matching. Each item has a single right or best response designated, thus all that's needed to score is to verify that the selection was made correctly.<sup>35</sup>

##### b. Constructed-Response

When responding to a question or assignment, students must create or construct their own answer using the constructed-response format.<sup>36</sup> The constructed responses divided into three types of assessment:

##### 1) Performance

A formal product or performance is required of students as a means of demonstrating their knowledge and skills.<sup>37</sup> This type of assessment is referred to

<sup>33</sup> McMillan, Classroom Assessment, 74.

<sup>34</sup> W. James Popham, Classroom Assessment: *What Teachers Need to Know*. Eighth Edition, (Los Angeles: Pearson, 2018), p. 43.

<sup>35</sup> James H. McMillan, Classroom Assessment: *Principles and Practice that Enhance Student Learning and Motivation*. Seventh Edition, (New York: Pearson, 2018), p. 74.

<sup>36</sup> James H. McMillan, Classroom Assessment: *Principles and Practice that Enhance Student Learning and Motivation*. Seventh Edition, (New York: Pearson, 2018), p. 74.

<sup>37</sup> Michael K. Russel and Peter W. Airasian, *Classroom Assessment: Concepts and Applications*, (New York: McGraw-Hill, 2012), 201.

as performance assessment. A product, like a painting, portfolio, paper, or exhibition, or a performance, like a speech, athletic feat, musical recital, or reading, could be the outcome of the assessment.<sup>38</sup>

## 2) Essay

Students must integrate, control, and articulate their grasp of a subject in the essay.<sup>39</sup> Students can create multi-sentence responses to essay questions (restricted-response) to many paragraphs or pages in length (extended-response).<sup>40</sup>

## 3) Oral

Oral questioning is used continually in an informal way during instruction to monitor student understanding. In a more formalized format, oral questions can be used as a way to test or determine student understanding through interviews or conferences.<sup>41</sup>

### c. Teacher Observations

Since teachers are always observing, naturalistic observations are a significant and suitable approach for them to gather the data they need to make judgments.<sup>42</sup>

On the other hand, teacher constantly observes students informally to assess student understanding and progress (formative assessment).<sup>43</sup>

### d. Student Self-Assessment

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<sup>38</sup> James H. McMillan, *Classroom Assessment: Principles and Practice that Enhance Student Learning and Motivation*. Seventh Edition, (New York: Pearson, 2018), p. 74.

<sup>39</sup> Douglas Fisher and Nancy Frey, *Checking for Understanding: Formative Assessment Techniques for Your Classroom*, (Alexandria: Association for Supervision and Curriculum Development, 2007) 113.

<sup>40</sup> James H. McMillan, *Classroom Assessment: Principles and Practice that Enhance Student Learning and Motivation*. Seventh Edition, (New York: Pearson, 2018), p. 74.

<sup>41</sup> James H. McMillan, *Classroom Assessment: Principles and Practice that Enhance Student Learning and Motivation*. Seventh Edition, (New York: Pearson, 2018), p. 74.

<sup>42</sup> Lorin W. Anderson, *Classroom Assessment: Enhancing the Quality of Teacher Decision Making*, (London: Lawrence Erlbaum Associates Publishers, 2003), 7.

<sup>43</sup> James H. McMillan, *Classroom Assessment: Principles and Practice that Enhance Student Learning and Motivation*. Seventh Edition, (New York: Pearson, 2018), p. 74.

Student self-assessment refers to students' reporting on or evaluating themselves. In self-report inventories, students are asked to complete a form or answer questions that reveal their attitudes and beliefs about themselves or other students.<sup>44</sup>

#### 5. Problem of Assessment

Every form of assessment has flaws, and there isn't a single assessment method that produces flawless results. Selecting the appropriate evaluation technique relies on the specific goals you have in mind for the test taker's abilities, comprehension, and knowledge

Assessment methods, such as selected-response, constructed-response, teacher observations, and student self-assessment, each serve distinct purposes in evaluating student learning and understanding. Selected-response assessments, including true/false, multiple-choice, and matching questions, offer efficient ways to gauge factual knowledge and comprehension by requiring students to choose correct answers from provided options. These assessments are straightforward in scoring but may not capture deeper conceptual understanding or critical thinking skills.

Constructed-response assessments, which encompass performance tasks, essays, and oral responses, offer a more nuanced view of student learning. Performance tasks require students to produce tangible outcomes like projects or presentations, demonstrating their practical application of knowledge and skills. Essays and oral responses allow students to articulate their understanding in written or spoken form, showcasing their ability to analyze, synthesize, and communicate ideas effectively.

Teacher observations provide valuable insights into student behavior,

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<sup>44</sup> James H. McMillan, *Classroom Assessment: Principles and Practice that Enhance Student Learning and Motivation*. Seventh Edition, (New York: Pearson, 2018), p. 74.

engagement, and understanding in real-time classroom settings. Informal observations inform ongoing formative assessments, helping teachers adjust instruction to meet students' immediate learning needs. Formalized observations through structured interviews or conferences offer deeper insights into individual student progress and comprehension over time.

Student self-assessment empowers students to reflect on their own learning progress and capabilities. By self-evaluating their strengths, weaknesses, and learning strategies, students develop metacognitive skills and take ownership of their learning journey. Self-assessment activities, such as self-report inventories or reflective journals, encourage students to identify areas for improvement and set learning goals, fostering a more independent and proactive approach to learning.

However, despite the diversity and benefits of these assessment methods, each approach has its limitations and challenges. No single assessment method is flawless or universally applicable to all educational contexts. The choice of assessment method should align with specific educational objectives, the complexity of learning outcomes, and the developmental stages of students. Educators must carefully consider the strengths and weaknesses of each assessment method to ensure a balanced and comprehensive evaluation of student learning, promoting continuous improvement in teaching and learning practices. By leveraging a combination of assessment methods thoughtfully, educators can effectively support student growth, achievement, and lifelong learning skills in diverse educational settings

The primary issue with assessment procedures in higher education courses is the discrepancy between the defined learning objectives and the standards and procedures teachers employ to evaluate and assign grades to their pupils. Higher-order thinking skills are typically part of the learning objectives, but the most

common evaluation methods concentrate on basic information knowledge and recall.<sup>45</sup>

Teachers and professionals in the industry have debated the assessment's complex idea and attempts to come to a consensus definition, in addition to the assessment's goal and conclusion. There is currently no agreement on the optimum way to create and carry out assessments. Policies pertaining to curriculum design become unclear as a result. Without diverse techniques to link assessment with learning outcomes, it cannot be balanced.

Taking it into consideration, no one assessment technique is adequate because they all have advantages and disadvantages. It is important to remember that fairness is a cornerstone of all forms of assessment. A approach is more likely to be guaranteed in terms of validity and reliability if it is fair.<sup>46</sup>

## 6. Alternative Assessment

### a. The Definition of Alternative Assessment

The term alternative assessment also refers to “almost” any type of assessment other than standardized tests.<sup>47</sup> Alternative assessment, on the other hand, is essentially an assessment practice or tool that differs from traditional practice, especially from paper-and-pencil testing.

Alternative assessment refers to a diverse approach in education that expands beyond traditional methods like standardized tests to evaluate student learning and progress. Unlike typical exams that rely heavily on memorization and short-answer questions, alternative assessments prioritize authenticity and meaningful application of knowledge. They include a wide range of activities

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<sup>45</sup> Mikre, F (as cited in Mikre,). The Roles of Assessment in Curriculum Practice and Enhancement of Learning. *Ethiop. J. Educ. & Sc*, 5 (2), (2010) 101-114.

<sup>46</sup> Nasab, G., F. Alternative Versus Traditional Assessment. *Journal of Applied Linguistics and Language Research*, 1 (1), (2015), p. 168

<sup>47</sup> Brawley, N. Authentic Assessment Vs. Traditional Assessment: a Comparative Study. *Journal of Education*. (2009).



such as projects, portfolios, presentations, performances, and simulations, allowing students to demonstrate their understanding in real-world contexts. This approach not only assesses what students know but also how well they can apply their knowledge, think critically, solve problems, and work collaboratively. Alternative assessments often involve students in self-assessment or peer assessment, promoting a deeper understanding of their strengths and areas needing improvement. By emphasizing diverse formats and active student involvement, alternative assessments cater to different learning styles and abilities, providing educators with a more comprehensive view of student achievement and fostering a more engaging and inclusive learning environment.

Because of the nature of proficiency-oriented language acquisition, many assessment alternatives that take into account the various teaching pedagogies employed in the classroom are necessary. This category includes portfolios, performance-based assessments, and authentic assessments. With the visualization of the impact of testing on curriculum and instruction, alternative assessment methods gained popularity.

Alternative assessments offer fresh approaches to encouraging and pushing students to investigate and take advantage of aspects of both their surroundings and themselves. Learning scientists claim that while recall of subject matter is easily tested, creativity and critical thinking are more challenging to evaluate.<sup>48</sup> In their opinion, the long-term preservation and dissemination of knowledge and information should be a priority. Alternative assessment provides teachers with the opportunity to identify students' weaknesses and strengths in different situations.

#### b. The Type of Alternative Assessment

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<sup>48</sup> Nasab, G., F. Alternative Versus Traditional Assessment. *Journal of Applied Linguistics and Language Research*, 1 (1), (2015), p. 169

### 1) Computer-Based test

With computer-assisted assessment, you may quickly and effectively give the student feedback right away and reduce the time needed for tutor marking. Through computer-assisted assessment, students can determine whether they have learned the material that was meant for them. The use of computers to evaluate student learning is referred to as "computer assisted assessment" in general.

There are other versions as well, like computer-based testing, computer-aided testing, computerized testing, and computer-based assessment (CBA). Multiple-Choice Questions (MCQs) have long been a staple of online computer-based assessments. Computer Based Assessment is "commonly directly made via a computer, whereas Computer Assisted Assessment is used to manage or support the assessment process".<sup>49</sup>

### 2) Portfolio

Another benefit of the portfolio assignment is that it is a genuine learning opportunity in and of itself. Portfolios can be in the form of an electronic text, a digital recording, an artistic work, a clinical journal, or any number of other suitable media formats, depending on the educational setting and task needs.<sup>50</sup>

This is the body of information demonstrating a person's proficiency, especially with regard to learning standards, and it includes samples of portfolio assignments from students (which typically comprise projects, journals, tests, essays, presentations, recordings of speeches, and so on). and efficacy. Put another way, the goal of portfolio allocation as a crucial component of formative assessment is to increase knowledge for the finished product by using the right channels.

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<sup>49</sup> O'farrel, C. *Enhancing Student Learning through Assessment*. Dublin: Irelandia, Dublin Institute of Technology. (2002). p .14

<sup>50</sup> Lombardi, M. M *Making the Grade: the Role of Assessment in Authentic Learning*. Educause Learning Initiative, (2008). P. 1-16.

Portfolios are useful because, in addition to providing an authentic experience, they simulate procedures that call for analytical thinking. More accountability from the pupils and more dedication from the teachers are required for this type of assessment.<sup>51</sup>

### 3) Project

Projects might be developed collectively or individually. They may be authentic, contain ideas that are relevant to real-life situations, and draw on the learners' past experiences. A project is any form of method—such as the creation of plans, artwork, research proposals, or multimedia presentations—that demonstrates what a student knows about a certain subject. They use a variety of presenting formats, including textual reports, role-plays, and multimedia presentations.<sup>52</sup>

#### c. The Usage of Alternative Assessment

Alternative assessment has become a significant part of the evaluation system, providing students and teachers with fresh experiences as test takers and assessors. Alternative modes of assessment have received a lot of attention in recent years. Getting data that shows how well our students have understood the material we have attempted to teach them should always be our main goal, regardless of whether we choose to incorporate web-based assessment or student portfolios into our curricula.

By giving teachers the chance to document a curriculum's successes and failures, alternative assessment presents a more effective framework for arranging students' learning. Furthermore, it is asserted that alternative assessment lists

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<sup>51</sup> Nasab, G., F. Alternative Versus Traditional Assessment. *Journal of Applied Linguistics and Language Research*, 1 (1), (2015), p. 169

<sup>52</sup> Dikli, S. Assessment at Adistance: Traditional Vs Alternative Assessment. *Journal of Educational Technology*, 2 (3), (2003). p. 13-19.

several benefits for this methodology.<sup>53</sup> Among its benefits are:

- 1) Evaluating the process and the product of learning besides other important learning behaviors.
- 2) Evaluating and scrutinizing instruction.
- 3) Producing momentous results to various stakeholders.
- 4) Providing a connection to cognitive psychology and other related fields.
- 5) Adopting a collaborative approach to learning.
- 6) Providing support for students' psychology.
- 7) Endorsing autonomous learning.

#### d. The Problem on Alternative Assessment

Several issues are brought up regarding certain aspects of alternative evaluation. First of all, it is said that this type of evaluation requires more time and money from professors in order to carefully analyze the exams and give the students correct feedback. Second, educators need to possess the necessary expertise to successfully integrate several alternative assessment methodologies.<sup>54</sup>

Third, students who are used to traditional assessment methods may not understand how much guidance and supervision they actually need. Fourth, there have been complaints about the psychometric validity, reliability, and feasibility of this type of evaluation.<sup>55</sup>

Practitioners, in particular, have questioned the practical applicability of this type of assessment to large courses. Authentic judgment is realized mainly in terms of the conflict between production and reproduction. Assessment is not seen as an end, but as a means to achieve meaningful outcomes for learners.

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<sup>53</sup> Nasab, G., F. Alternative Versus Traditional Assessment. *Journal of Applied Linguistics and Language Research*, 1 (1), (2015), p. 173.

<sup>54</sup> Nasab, G., F. Alternative Versus Traditional Assessment. *Journal of Applied Linguistics and Language Research*, 1 (1), (2015), p. 174.

<sup>55</sup> Nasab, G., F. Alternative Versus Traditional Assessment. *Journal of Applied Linguistics and Language Research*, 1 (1), (2015), p. 174.

Put another way, without proper consideration for the learning process, accurate assessment becomes meaningless. There are numerous ways to use authentic assessment tools, including: a) idea maps; b) group work; c) role plays; d) reflective diaries; and e) portfolios. A measure of academic progress that is measured throughout time to capture the depth of student learning is provided by authentic assessment.<sup>56</sup>

## 7. Curriculum

The word curriculum was first used in the context of sports and is derived from the terms *curir*, which means runner, and *curere*, which means racing location. Back then, the distance a runner had to cover from beginning to end in order to receive a medal was the syllabus. Then, this knowledge is put to use in the field of education to create a variety of subjects (subjects) that students must take from the start of their study program to the finish in order to receive a diploma.<sup>57</sup> According to the view given above, there are two basic components to the curriculum: subjects that students are required to take and the primary objective of earning a diploma.

It is possible to refer to the curriculum as a guide for the process of implementing education in Indonesia because it is a tool used to attain educational goals.<sup>58</sup> Accordingly, the curriculum should not be undervalued in its document-based form; rather, it should be viewed as a set of tools and resources that help educators carry out the best possible teaching practices in order to meet national education goals. If those who implement education lack a basic understanding of the curriculum, how can education be effectively carried out?

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<sup>56</sup> Nasab, G., F. Alternative Versus Traditional Assessment. *Journal of Applied Linguistics and Language Research*, 1 (1), (2015), p. 175.

<sup>57</sup> Tim Pengembang MKDP, *kurikulum dan pembelajaran* (Jakarta : PT Graja Grafindo Persada , 2011). p.2

<sup>58</sup> Wahyuni, dkk. 2019. "JMSP (Jurnal Manajemen dan Supervisi Pendidikan)." *Jurnal Manajemen Dan Supervisi pendidikan* 3 (2000): p.130–37.

In other words, the curriculum serves as a roadmap for carrying out instruction. This is claimed because the curriculum serves as the foundation for carrying out the educational process in classrooms. Naturally, a learning process would not exist without a curriculum. If there is no curriculum for education in Indonesia, where do we want it to go?

a. Assesment in K13 Curriculum

The K13 Curriculum is a follow-up to the competency-based curriculum that was tested in 2014. The KBK is used as a reference for various educational domains (knowledge, skills, and attitudes) at all levels of education, especially in the school education pathway.<sup>59</sup> In another opinion, it is stated that the K13 Curriculum is an integrated curriculum, meaning that it is a curriculum model that can integrate skills, themes, concepts, and topics both in the form of within single disciplines, across multiple disciplines and within and across learners.<sup>60</sup>

The learning assessment tasks in the K13 Curriculum are designed to gauge students' mastery of attitude, knowledge, and skill areas. From this, it is clear that the evaluation of students' learning is thorough and considers not just information but also attitude and skill development. Students can therefore fully grow.

Assessment in the K13 Curriculum refers to Minister of Education and Culture Regulation Number 66 of 2013 concerning educational assessment standards. Education assessment standards, according to the Minister of Education and Culture's Regulation, include criteria related to mechanisms, procedures and instruments for assessing student learning outcomes. An important point in the

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<sup>59</sup> Mulyasa, E. *Pengembangan dan Implementasi Kurikulum 2013*. PT Remaja Rosdakarya. (2015).

<sup>60</sup> Poerwanti, L. E., & Amri, S, *Panduan Memahami Kurikulum 2013*. PT Prestasi Pustakarya. . (2013).



K13 Curriculum is the emphasis on authentic assessment.

Assessment is a process of collecting and processing information to measure the achievement of student learning outcomes. Includes various forms of assessment, such as authentic assessment, self-assessment, portfolio-based assessment, daily tests, mid-term tests, final semester tests, competency level tests, competency level quality tests, national tests, and school/madrasah tests.<sup>61</sup>

In Permendikbud 66 and 81 of 2013, it is explained that authentic assessment is an evaluation that considers students' abilities according to their potential, involving a comprehensive assessment starting from input, process, to learning output.<sup>62</sup> The emphasis on authentic assessment in the K13 Curriculum refers to Minister of Education and Culture Regulation Number 66 of 2013 concerning educational assessment standards.

The assessment domains in the K13 Curriculum include spiritual aspects, social attitudes, knowledge and skills, which can generally be classified into three main domains, namely cognitive (knowledge), affective (social and spiritual attitudes), and psychomotor (skills). The cognitive domain includes knowledge, understanding and thinking skills, while the affective domain includes feelings and interests, and the psychomotor domain includes individual skills and actions. In assessing the Attitude domain, the technique used involves observation (directly or indirectly), Self-Assessment, Peer Assessment, and Journal. Knowledge Domains are evaluated using Written Tests, Oral Tests and Assignment techniques. Meanwhile, for the skills domain, the assessment techniques applied include Practice Tests, Projects and Portfolios.<sup>63</sup>

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<sup>61</sup> Mustopa, A., dkk. (2021). Analisis Standar Penilaian Pendidikan. *Jurnal Manajemen Pendidikan*, 9(1), 24-29.

<sup>62</sup> Wildan, W. (2017). Pelaksanaan Penilaian Autentik Aspek Pengetahuan, Sikap dan Keterampilan di Sekolah atau Madrasah. *Jurnal Tatsqif*, 15(2), 131-153.

<sup>63</sup> Setiadi, H. (2016). Pelaksanaan Penilaian Pada Kurikulum 2013. *Jurnal Penelitian dan Evaluasi Pendidikan*, 20(2), 166-178.

Authentic assessment aims to evaluate student readiness, as well as overall learning processes and outcomes. The integrity of the assessment of these three components will reflect the capacity, style and learning outcomes of students, and can even produce instructional impacts and accompanying impacts on learning. In this context, authentic assessment does not only measure students' knowledge, but also emphasizes students' ability to apply this knowledge.<sup>64</sup>

The aspects assessed depend on Graduate Competency Standards (SKL), Core Competencies (KI), and Basic Competencies (KD). SKL involves attitudes, knowledge and skills. Core Competencies (KI) have a formulation that includes spiritual attitudes, social attitudes, knowledge and skills. Each KI has a different KD formulation, which includes aspects of attitude, knowledge and skills.<sup>65</sup>

The K13 Curriculum as a competency-based curriculum sets KD as the minimum competency that students must achieve. To assess KD achievement, competency achievement indicators (GPA) are needed. GPA is used as a reference for assessment, and educators or educational units also need to determine minimum completeness criteria (KKM) as a guide in evaluating student learning outcomes.<sup>66</sup>

Another opinion also states that the K13 Curriculum is a curriculum based on developing student competencies. Competency-based curriculum (outcomes-based curriculum) is curriculum development that is directed at achieving competence as formulated in the Graduate Competency Standards.<sup>67</sup>

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<sup>64</sup> Ine, M. E. (2015). Penerapan Pendekatan Scientific Untuk Meningkatkan Prestasi Belajar Siswa pada Mata Pelajaran Ekonomi Pokok Bahasan Pasar. *In Prosiding Seminar Nasional* (Vol. 9, pp. 269-285).

<sup>65</sup> Purnamasari, Y. *Pelaksanaan Penyusunan Laporan Hasil Belajar Peserta Didik pada Kurikulum 2013 di SD Negeri 3 Banteran* (Doctoral Dissertation, Universitas Muhammadiyah Purwokerto). (2019).

<sup>66</sup> Febriana, R. *Evaluasi Pembelajaran*. Bumi Aksara. (2021).

<sup>67</sup> Tjahjono, A. *Petunjuk Teknis Persiapan Implementasi Kurikulum 2013 pada Minggu Pertama di Sekolah*. Direktorat Jendral Pendidikan Menengah Kementerian Pendidikan dan Kebudayaan. (2013).

In the implementation of K13 Curriculum, teachers are strongly encouraged to prioritize performance appraisal.<sup>68</sup> Students are observed and assessed in socializing, socializing in the community and in applying real-life learning. When the time is limited, performance appraisal can be done during the learning process, either classical or individual.

The success of student learning in meeting the designated competency requirements, which include attitudes, abilities, and knowledge, is the main focus of assessment in the K13 Curriculum. Since the attainment of student competence is empirically based and highly measurable, a precise formula defining the competent criteria is required.

b. Assesment in Merdeka Curriculum

The curriculum brings significant changes in learning, including materials, planning, implementation and assessment. The Merdeka Curriculum, as a new paradigm compared to the K13 Curriculum, displays differences in the emphasis on assessment aspects. While the K13 Curriculum emphasizes authentic assessment integrated into the learning process, the Merdeka Curriculum emphasizes diagnostic, formative and summative assessments, with a focus on the project of strengthening the Pancasila student profile, or known as P5.

In Sekolah Penggerak Module, there are 5 principles in the assessment, namely:

- 1) Assessment is an integrated part of the learning process, facilitating learning, providing information as feedback for teachers, students, and parents. Assessment is guided by five foundational principles that underscore its integral role in the learning process and its importance in facilitating

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<sup>68</sup> Mulyasa, E. *Pengembangan dan Implementasi Kurikulum 2013*. PT Remaja Rosdakarya. (2015).

educational outcomes. Firstly, assessment is viewed as inseparable from learning itself, serving not only to evaluate but also to enhance learning by providing timely feedback to teachers, students, and parents. This feedback loop supports continuous improvement and adjustment of teaching methods and learning strategies to better meet educational goals.

- 2) Assessment needs to be designed and carried out in accordance with the objectives. Assessments within this framework are meticulously aligned with specific learning objectives. This alignment ensures that assessments accurately measure the intended outcomes of instruction, guiding educators in assessing whether students have achieved the desired competencies and knowledge.
- 3) Assessment is designed in a fair, valid and reliable manner, providing rich information for teachers, students and parents regarding learning progress and achievements, as well as decisions about next steps. Assessments are designed to uphold principles of fairness, validity, and reliability. This means that assessments are crafted to be unbiased and equitable for all students, providing valid insights into student learning that can be relied upon to make informed decisions about educational progress and next steps. Rich information derived from these assessments informs educators, students, and parents alike about learning progress and achievements, contributing to a comprehensive understanding of student development.
- 4) Assessment should include various forms of assignments, instruments, and techniques in accordance with the targeted learning objectives. The module

emphasizes the importance of diversity in assessment methods. It advocates for the inclusion of a variety of assignments, instruments, and techniques tailored to the specific learning objectives being targeted. This diversity ensures that assessments are comprehensive and reflective of the range of skills and competencies students are expected to demonstrate.

- 5) Reports on learning progress and student achievement are simple and informative, provide useful information for students and parents, and useful data for assuring and improving the quality of learning. Reports on learning progress and student achievement are designed to be straightforward yet informative. They serve the dual purpose of providing useful feedback to students and parents about individual progress while also supplying data that supports efforts to maintain and enhance the quality of learning within the educational institution. This approach not only supports accountability but also encourages continuous improvement in educational practices<sup>69</sup>

Merdeka Belajar is one of the projects of Mr. Nadiem Makarim, Minister of Education and Culture, whose goal is to foster a positive learning environment. A comfortable environment for parents, teachers, and students is the aim of autonomous learning. Independent learning necessitates a welcoming environment in the classroom. Joyful for whom? Happy for everyone—teachers, students, parents, and everyone else.<sup>70</sup>

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<sup>69</sup> Setyawan, F. A., & Masduki, L. R. Desain Math E-Learning Berbasis Moodle pada Sekolah Penggerak. *In Prosiding Seminar Nasional Matematika dan Pendidikan Matematika*, Vol. 6, (2021). p. 346-353

<sup>70</sup> Saleh, M. Merdeka Belajar di Tengah Pandemi Covid-19. *Prosiding Seminar Nasional Hardiknas*. (2020).

The Merdeka Curriculum emphasizes a balanced use of diagnostic, formative, and summative assessments to enhance the quality of learning and student outcomes. Diagnostic assessments play a crucial role by initially identifying students' baseline understanding and emotional readiness, enabling educators to tailor learning experiences to individual needs right from the start. This early assessment phase helps in setting a personalized educational path that supports diverse learning styles and interests.

Formative assessments are integrated throughout the learning process, providing continuous feedback to both teachers and students. These assessments foster ongoing improvements in teaching strategies and allow for timely interventions to address any learning gaps that may arise. Meanwhile, summative assessments, conducted at specific intervals, evaluate overall student development and readiness to progress academically. They serve as checkpoints to gauge mastery of curriculum content and inform decisions on student advancement to the next level.

The Merdeka Curriculum's approach to assessment is characterized by flexibility and autonomy, aligning with its broader goal of promoting a liberating learning environment for students. Unlike more rigid assessment structures, the Merdeka Curriculum's assessments are designed to be less restrictive, accommodating students' individual paces and interests. This flexibility is reflected in how assessments are perceived as easier, not due to lowered standards but because they allow students greater freedom to demonstrate their learning in diverse and meaningful ways.



The implementation of the Pancasila Profile within the Merdeka Curriculum underscores its commitment to holistic education. The Profile integrates moral, cognitive, affective, and psychomotoric dimensions, emphasizing values such as belief in God Almighty, global diversity, tolerance, mutual cooperation, creativity, critical reasoning, and independence. These values are embedded into classroom practices to nurture well-rounded individuals who contribute positively to society.

The Merdeka Curriculum's assessment framework supports a comprehensive and student-centered approach to education. By embracing diagnostic precision, continuous formative feedback, and balanced summative evaluations, it strives to foster not only academic excellence but also personal growth and ethical development among students, preparing them for active engagement in a globalized world. This approach underscores the curriculum's commitment to quality education that values both academic achievement and the cultivation of essential life skills and values.

The implementation of the Merdeka Curriculum's assessment practices is integral to fostering a dynamic and inclusive learning environment. The curriculum emphasizes a multifaceted approach to assessment, comprising diagnostic, formative, and summative assessments. Diagnostic assessments are utilized to gauge students' initial understanding and emotional readiness, allowing educators to tailor learning experiences to individual needs from the outset. This personalized approach ensures that students receive targeted support and guidance based on their unique learning profiles.

Formative assessments play a pivotal role in ongoing learning processes by providing continuous feedback to both students and teachers. These assessments enable educators to monitor student progress closely, identify learning gaps promptly, and adjust instructional strategies to optimize learning outcomes. They also encourage active student participation and reflection, fostering a collaborative learning environment where students are empowered to take ownership of their educational journey.

Summative assessments conducted at predetermined intervals evaluate students' overall mastery of curriculum content and readiness to progress academically. These assessments serve as benchmarks to measure student achievement and inform decisions on academic advancement. By integrating diagnostic, formative, and summative assessments cohesively, the Merdeka Curriculum aims to cultivate not only academic excellence but also holistic development encompassing moral, cognitive, affective, and psychomotoric dimensions.

The curriculum's emphasis on the Pancasila Profile underscores its commitment to instilling national values and fostering a sense of civic responsibility among students. The Profile integrates principles such as belief in God Almighty, global diversity, tolerance, mutual cooperation, creativity, critical reasoning, and independence into daily classroom practices. These values are integral to shaping students into well-rounded individuals capable of contributing positively to society.

The relevance lies in how the Merdeka Curriculum integrates progressive assessment practices that not only evaluate academic progress but also nurture students' personal growth, independence, and adaptability. By emphasizing comprehensive assessment strategies and promoting a supportive learning environment, the curriculum aligns with the vision of preparing students to succeed in a rapidly changing world while fostering their well-being and holistic development.

Diagnostic assessment in the Merdeka Curriculum is focused on diagnosing students' basic abilities, both in terms of talents and competencies, to help teachers design learning that suits students' abilities. There are two types of diagnostic assessments, namely cognitive diagnostic assessments which assess students' initial understanding, and non-cognitive diagnostic assessments which assess students' emotional and psychological readiness for learning.<sup>71</sup>

Formative assessment, in the Merdeka Curriculum paradigm, aims to provide feedback to teachers and students to improve learning. The function of formative assessment is to monitor and improve the learning process and assess the achievement of learning objectives. The formative assessment is carried out to improve the quality of learning and learning outcomes students by monitoring student learning progress, identifying weaknesses in learning that need to be corrected, and providing feedback.<sup>72</sup>

Summative assessment in the Merdeka Curriculum is used to evaluate and measure student development and learning outcomes after completing a particular

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<sup>71</sup> Supriyadi, S., dkk. (2022). Penyusunan Instrumen Asesmen Diagnostik untuk Persiapan Kurikulum Merdeka. *Journal of Community Empowerment*, 2(2), 67-73.

<sup>72</sup> Hamdi, S., dkk. (2022). Kurikulum Merdeka dalam Perspektif Pedagogik. *SAP (Susunan Artikel Pendidikan)*, 7(1), 10-17.

curriculum. This assessment can be in the form of a test or project as a final assignment, and its implementation is carried out at the end of learning, at the end of the semester or year. Summative assessment has a significant impact on whether or not students advance to the next level and describes whether students graduate to a higher level.<sup>73</sup>

So, it can be concluded that the assessment approach in the Merdeka Curriculum emphasizes diagnostic, formative and summative aspects with a focus on the P5 project. This shows a paradigm shift that reflects efforts to improve the quality of learning and evaluate student learning outcomes.

The focus of assessment in the Merdeka Curriculum is starting to make the students are happy to study, so the achievement can be reach easily. Freedom to learn can be understood as freedom to think, freedom to work, and respect or respond to changes that occur (having adaptability).

The teaching system will also shift in the upcoming year, moving from being subtle in the classroom to being outside of it. The subtleties of learning will be more comfortable because students can study outside of class, have more discussions with the teacher, and develop their character instead of just listening to the teacher's explanations.

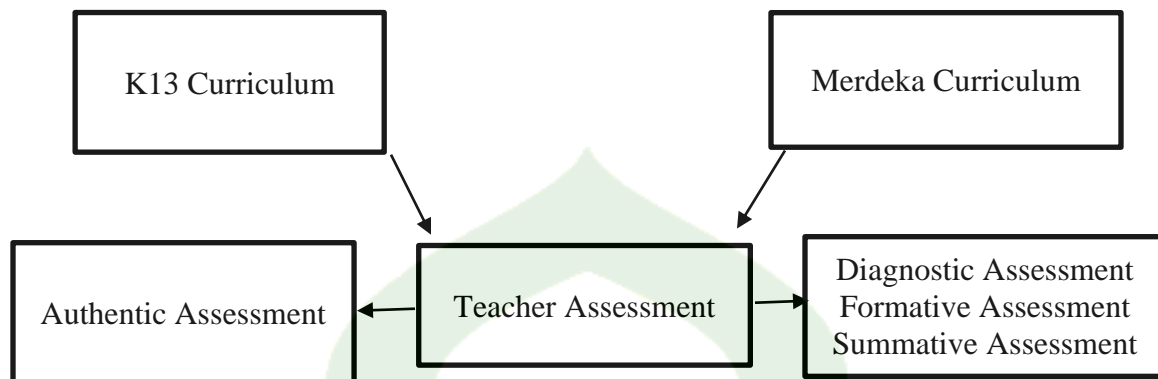
This will help students become brave, independent, intelligent socializers, civilized, polite, and competent individuals rather than relying solely on a ranking system that, according to numerous surveys, only causes anxiety in kids and adults.<sup>74</sup>

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<sup>73</sup> Ardianti, Y., & Amalia, N. (2022). Kurikulum Merdeka: Pemaknaan Merdeka dalam Perencanaan Pembelajaran di Sekolah Dasar. *Jurnal Penelitian dan Pengembangan Pendidikan*, 6(3).

<sup>74</sup> Mulyasa, E. *Pengembangan dan Implementasi Kurikulum 2013*. PT Remaja Rosdakarya. (2015).

### c. Conceptual Framework



Teachers' assessment is a basic thing to know the education improvement that started with the curriculum which given starting point to make a good assessment for the students. A good curriculum will influence the education whether it will be good or just follow the conclusion of the government rule that emphasize the teacher only to teach.

Teachers' assessment that based on K13 Curriculum or Merdeka Curriculum is only to change the education's experience that situated with the situation of the students now days. All subjects need to be conditioned based on the psychological of the students. Which, the government try to make the best way of teaching to something happy for students. Teaching implementation based on teacher's assessment is a way to make them happy to study. So, as the teachers' contribution is not just to finish the aim of the basic competences but moreover, to make the students understand the lesson and can apply the main point of the lesson as the main competences mentioned in curriculum.

## CHAPTER III

### METHODOLOGY OF THE RESEARCH

This research method explains about the description of the steps that is taken to conduct this study.

#### ***A. Design of the Research***

This study used qualitative research. Qualitative research can be understood as a set of tasks associated with socially examining conditions, events, or occurrences.

A study known as qualitative research used verbal data expression and analysis without the use of statistical methods.<sup>75</sup> Drawing from a few of the aforementioned definitions, one can deduce that qualitative research is any study in which the data is verbally expressed, without the use of numbers, and without statistical procedures for analysis.

The reason researcher used this method, because in this research, the researcher will describe and interpret object according to the obtained data. The goal of this study is to determine how the K-13 and Independence curricula handle analysis and assessment. Ultimately, descriptive data based on observables will be produced using qualitative procedures in both written and spoken forms.<sup>76</sup> Simply put, the final data generated in qualitative research was clearly presented or descriptively.

#### ***B. Subject of the Research***

In this study, the subjects were 4 English Teachers at Senior High School

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<sup>75</sup> Arifudin, O. *Pengaruh Pelatihan dan Motivasi terhadap Produktivitas Kerja Tenaga Kependidikan STIT Rakeyan Santang Karawang*. MEA (Manajemen, Ekonomi, & Akuntansi), (2018), p. 209.

<sup>76</sup> Steven J. Taylor, Robert Bogdan, and Marjorie L. DeVault, *Introduction to Qualitative Research Methods*. A Guidebook and Resource. Fourth Edition, (New Jersey: John Wiley & Sons, Inc., 2016).

in Polewali Mandar : SMKN 1 Tapango, SMK YPP Wonomulyo in the Academic Year 2023/2024. The total subject of this study are 4 teachers.

### ***C. Instrument of Data Collection***

In collecting the data, the researcher divided the research instrument into two main categories, they are:

#### **1. Primary Instrument**

- a. The researcher himself was the main tool in this qualitative study. Because they can adjust to the conditions of the field, researchers can be used as tools for data collecting. The ability of the researcher to comprehend, evaluate, and be aware of every fact that exists in the field. The researcher was crucial to this study's success since she serves as both an interviewer and an observer, helping to gather reliable data.
- b. A protocol interview was necessary to assist the researcher in later developing her interview questions. The interview questions that may need to be asked to the responders subsequently are outlined in this advice. Despite the fact that this interview protocol serves as the main framework for the researcher's directions when conducting the interview session.

#### **2. Secondary Instrument**

The hand phone or smart phone, field notes, and any other item that can facilitate data collection are supplementary instruments in this study. It was especially useful when the researcher collects the data.

### ***D. Procedure of Data Collection***

Interviews and documentation were appropriate methods for qualitative research. In addition, written sources on the research topic are frequently used



to round out the data. It's referred to as documentation. These methods were employed by the researcher in this study to gather the necessary data. Interviews and documentation were those. The following succinct summary of the processes used by the researcher to acquire systematic and reliable data

The following procedures were used by the researcher to obtain data:

#### 1. Interview

Interviews were a form of data collection techniques in qualitative research orally in a meeting.<sup>77</sup> An interview is a dialogue in which information is obtained by asking questions. Interviews are a method of gathering data in which participants are asked questions and their responses are noted.

Interviews can be conducted directly or indirectly.<sup>78</sup> This means that an interview was a personal meeting between people where questions are asked and answered. Using the interview method has many advantages. First body language and facial expressions are clearly identified to allow for deeper information gathering and broader understanding. The interviewer can probe for clarification of answers.

In this research, the researcher were 4 teachers based on the need to gather data regarding the evaluation methods they used in their instruction. The open interview methodology used in this study, and the researcher asked numerous questions concerning the kind of assessment that was used and how it was administered in the classroom.

#### 2. Documentation based

Documents are records of past events. Documents can be in the form of writing, pictures or documents in the form of writing, for example

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<sup>77</sup> Mahmud, *Metode Penelitian Pendidikan* (Bandung: Pustaka Setia, 2011), p. 173.

<sup>78</sup> Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: Remaja Rosdakarya, 2009), p. 216.

biographies.<sup>79</sup> This documentation technique is used to obtain data about school establishment, school profiles and additional data that needed to complete the research result. Documentation can be in the form of important data or photos of activities. However, the researcher used this technique as a supporting technique of the interview to strengthen the information that given by the teachers and school officials in interview.

### **E. Data Analysis**

Analyzing all of the data gather in order to determine the research's suggested solution is known as data analysis. The researcher uses the Miles and Huberman paradigm of qualitative data analysis in this procedure. The procedure is broken down into three steps: (1) data reduction, where the researcher merely used pertinent information from the interview regarding the assessment; (2) data display, where the researcher presented the information from the interview in an ordered and condensed manner; and (3) data verification, where the researcher drew conclusions from the interview results to be discussed.<sup>80</sup>

However, data analysis was the process of obtaining and organizing structured data from connected data and documents so that findings can be easily identified and shared with others. Data analysis is done by organizing the data into sections describing it arranging patterns selecting the important ones and informing the students and the reader about the results. Qualitative analysis is characterized by inductive nature of analysis based on the data obtained to further develop some relationships or hypotheses.

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<sup>79</sup> Mahmud, *Metode Penelitian Pendidikan* (Bandung: Pustaka Setia, 2011), p 173.

<sup>80</sup> Miles, M.B., and Huberman, A.M. *Qualitative data analysis*, 2nd Ed. Newbury Park: Sage. (1994).

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

This research findings explained about the result of the study entitled Analysis of Assessment for K13 Curriculum and Merdeka Curriculum at Senior Highr School Polewali mandar.

The research conducted the instrument from 19th May 2024 to 19th June 2024 at SMKN 1 Tapango and SMK Muhammadiyah Wonomulyo Polewali Mandar. The subjects of the study were 4 English teachers and the data was collected through interview. The results of the interview have been transcribed and will be displayed in the appendices section. The ways they explained about Assessment for K13 Curriculum and Merdeka Curriculum are as table follows :

Table 4.1 teacher assessment in K13 Curriculum and Merdeka Curriculum

Teacher	K13 Curriculum	Merdeka Curriculum
1	Authentic Assessment	Authentic Assessment
2	Authentic Assessment	Diagnostic Assessment
3	Authentic Assessment	Formative Assessment Summative Assessment
4	Authentic Assessment	Formative Assessment Summative Assessment

#### 1. Teachers' Assessment in K13 Curriculum

In the K13 Curriculum assessment, the English Teachers assess students' learning outcomes using authentic assessment which refers to knowledge assessment and skills assessment. Teachers use several assessment techniques

including project assessments and written exams.

English Teachers at SMKN 1 Tapango and SMK Muhammadiyah Wonomulyo Polewali Mandar applied a variety of authentic assessment methods such as project-based assessments, portfolios, and real-world simulations to assess students' abilities to apply knowledge in practical contexts. Under the K13 Curriculum assessment, teachers focus on a comprehensive evaluation of students' learning encompassing cognitive, affective, and psychomotor domains.

According to the observation above, the researcher asked several questions which regarding to the focused of the research, the question asked about how is the assessment for K13 Curriculum implemented in the classroom, the informant of English teacher from SMK Muhammadiyah Wonomulyo stated that:

there is a cognitive assessment, which means evaluating whether there is an increase in what he learned in a semester or mid-semester. We still provide a cognitive evaluation so that it can be measured, whether he can absorb it or not at all, by giving him a written test. So that's the instrument we use<sup>81</sup>

Based on the interviewed with an English teacher from SMK Muhammadiyah Wonomulyo, the researcher inquired about the implementation of assessment of the K13 Curriculum in the classroom. The teacher explained that cognitive assessment is an aspect of the K13 Curriculum is done by giving a written test as the instrument of measurement. Another teacher also stated that:

It is same sir, I used to give them also projects.<sup>82</sup>

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<sup>81</sup> Andi Taqrim, *English teacher at SMK Muhammadiyah Wonomulyo*, interviewed 20<sup>th</sup> Mei 2024

<sup>82</sup> Rahmianti, *English teacher at SMK Muhammadiyah Wonomulyo*, interviewed 20<sup>th</sup> Mei

The teacher more specific, give the students project to see the skills of the student as the result of cognitive in authentic assessment. In the K13 Curriculum, students must meet specific standards and pass certain assessments to advance. Therefore, the teachers directly give them direct project after learning. More specific English teacher explained that:

in the K13 curriculum the student assessment format is only divided into two categories, namely knowledge and skills for final results.<sup>83</sup>

According to the informant that the assessment in K13 Curriculum divided into two assessments, as she applied authentic assessment to measure students' academic result by using both, they are knowledge assessment and skill assessment. This means that the process focuses on assessing what students have learned in terms of factual knowledge and their ability to apply acquired skills. The assessment criteria are designed to measure these specific aspects comprehensively, aiming to provide a clear understanding of students' academic proficiency and practical competencies by the end of the course. This approach helps ensure that students meet the required learning outcomes effectively within the framework of the K13 Curriculum. She added:

Daily tests, semester exams, etc.<sup>84</sup>

Several ways to get the measurements from the assessment, they are by giving students daily test, semester exams, and other task. This approach is done to make clear for the teacher with the number that will be given at the end

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<sup>83</sup> Dian Wulandari, *English teacher at SMKN 1 Tapango*, interviewed 10<sup>th</sup> Juni 2024

<sup>84</sup> Rahmianti, *English teacher at SMK Muhammadiyah Wonomulyo*, interviewed 20<sup>th</sup> Mei 2024

of learning.

Another English teacher explained about assessment for K13 Curriculum that he used:

especially English Lesson focuses on cognitive abilities and skills even though it also monitors the condition of students in terms of character and emotions in the form of values.<sup>85</sup>

According to the explanation above that the informan applied authentic assessment based on knowledge assessment and skill assessment. But not only that, he added the assessment by seeing the students' behaviour which refers to the assessment of attitudes.

the researcher also asked several questions which regarding to the K13 Curriculum assessment, the informant of English teacher from SMK Muhammadiyah Wonomulyo stated that:

Assessment is assessing student skills, attendance, attitudes, behavior and knowledge. The K13 curriculum tends to be specific, sir, sometimes some things have to be assessed<sup>86</sup>

Based on the interviewed with an English teacher from SMK Muhammadiyah Wonomulyo, the researcher inquired about the implementation of the K13 Curriculum in the classroom. The teacher explained that assessment under the K13 Curriculum is comprehensive, encompassing student skills, attendance, attitudes, behavior, and knowledge. The curriculum tends to be very specific, requiring detailed evaluations of various aspects of student performance. The teacher highlighted that certain elements must be assessed meticulously to ensure a thorough understanding of each student's

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<sup>85</sup> Miarno, *English teacher at SMKN 1 Tapango*, interviewed 10<sup>th</sup> Juni 2024

<sup>86</sup> Rahmianti, *English teacher at SMK Muhammadiyah Wonomulyo*, interviewed 20<sup>th</sup> Mei 2024

progress and development. This specificity aims to provide a holistic view of student achievement, reflecting not only their academic abilities but also their behavior and participation in the learning process. It also stated that:

If the Merdeka curriculum doesn't exist, it's said that students don't go to a grade, they still go to a different class from K13, and so they automatically get a standard grade if they're in the Merdeka curriculum.<sup>87</sup>

The teacher further elaborated that, unlike the K13 Curriculum, the Merdeka Curriculum ensures that students progress to the next grade automatically. In the K13 Curriculum, students must meet specific standards and pass certain assessments to advance. However, in the Merdeka Curriculum, students are not held back a grade if they do not meet all the requirements; instead, they move to the next grade and receive additional support to meet the learning standards. This approach aims to reduce the stress and pressure associated with traditional grading systems, promoting a more inclusive and supportive educational environment. More specific English teacher explained that:

K13 there is something like cognitive affective psychomotor actually it's almost the same, it's just simpler if the curriculum is independent.<sup>88</sup>

According to the informant that English teacher specifically noted that while the K13 Curriculum involves detailed assessments across cognitive, affective, and psychomotor domains, the Merdeka Curriculum simplifies this process. Although both curricula aim to evaluate similar aspects of student development such as knowledge, attitudes, and skills. the Merdeka Curriculum

<sup>87</sup> Rahmianti, *English teacher at SMK Muhammadiyah Wonomulyo*, interviewed 20<sup>th</sup> Mei 2024

<sup>88</sup> Rahmianti, *English teacher at SMK Muhammadiyah Wonomulyo*, interviewed 20<sup>th</sup> Mei 2024



streamlines the assessment procedures, making it easier and more straightforward for teachers to implement. This simplification is intended to reduce the complexity and administrative burden on educators, allowing them to focus more on facilitating student learning and development. According to the materials for K13, English teacher stated that:

In the K13 curriculum it provides more specific material. Whereas in the Merdeka Curriculum it is more about letting students like him choose their own teams.<sup>89</sup>

The English teacher explained that the K13 Curriculum provides more specific and structured material for students. In contrast, the Merdeka Curriculum, also known as the Merdeka Curriculum, offers greater flexibility by allowing students to choose their own learning paths and work in teams that they select themselves. This approach encourages student autonomy and fosters a more personalized learning experience, enabling students to engage with the material in ways that best suit their interests and learning styles.

English teacher explained more about the implementation of Materials at class which stated that:

In K13, like an introduction, it is more specific, for example in K13, if we give directions to students, such as telling them to say their family name and so on, this is something specific, whereas in the Merdeka Curriculum, it is more about allowing students to be free, such as Saying what students know will liberate students.<sup>90</sup>

According to the explanation above that English teacher elaborated on the implementation of materials in the classroom, highlighting the differences

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<sup>89</sup> Rahmianti, *English teacher at SMK Muhammadiyah Wonomulyo*, interviewed 20<sup>th</sup> Mei 2024

<sup>90</sup> Rahmianti, *English teacher at SMK Muhammadiyah Wonomulyo*, interviewed 20<sup>th</sup> Mei 2024

between the K13 Curriculum and the Merdeka Curriculum. In the K13 Curriculum, instructions and materials are more specific and structured. For example, teachers might direct students to introduce themselves by stating specific details such as their family names. This approach ensures that students follow a clear, guided format in their responses. On the other hand, Informant stated also that:

The K13 curriculum is almost the same as the Merdeka Curriculum, but it is easier for students in the Merdeka Curriculum, if the teacher is the same, everything has advantages and disadvantages.<sup>91</sup>

The informant also noted that the K13 Curriculum and the Merdeka Curriculum are quite similar in many aspects, but the Merdeka Curriculum is generally easier for students. However, from the teacher's perspective, both curriculums have their own set of advantages and disadvantages. The K13 Curriculum's structured approach can help ensure that specific learning objectives are met, while the Merdeka Curriculum's flexibility can enhance student engagement and independence. Another English teacher from SMK Muhammadiyah Wonomulyo stated that:

So, actually it is based on learning that is carried out on students based on interest, so how interest arises from each student, we give a different approach.<sup>92</sup>

Another English teacher from SMK Muhammadiyah Wonomulyo highlighted that the implementation of the K13 Curriculum is centered on catering to students' individual interests. The curriculum is designed to adapt to

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<sup>91</sup> Rahmianti, *English teacher at SMK Muhammadiyah Wonomulyo*, interviewed 20<sup>th</sup> Mei 2024

<sup>92</sup> Andi Taqrim, *English teacher at SMK Muhammadiyah Wonomulyo*, interviewed 20<sup>th</sup> Mei 2024

and nurture students' unique interests by employing varied teaching approaches adapted to each student. This approach ensures that students are engaged and motivated in their learning process, as their personal interests serve as a guiding factor in how they receive and interact with educational content. Thus, the K13 Curriculum aims to foster a supportive and inclusive learning environment that respects and leverages students' diverse interests and learning styles. It also stated that:

In K13 Cognitively, yes, there can be an evaluation as written, but you have to consider things related to the specialization in which he is developing. So the orientation of interest can be a self-assessment for K13.<sup>93</sup>

The English teacher further elaborated that in the K13 Curriculum, cognitive evaluation often involves written assessments, but it's crucial to consider the specialization or specific areas in which students are developing. This means that assessments are adapted to the particular interests and focus areas of each student. English teacher stated that:

Actually, the start can be the same according to the CP that was discussed earlier, but if something happens that we think has not been achieved, we can continue and review it again, or it may be in the nature of stability or we consider that the CP can be rescheduled.<sup>94</sup>

According to informant that English teacher emphasized a personalized approach to teaching within the K13 Curriculum, particularly focusing on differentiation based on students' interests and abilities. The teacher described how they start with a common curriculum plan, but are flexible to adjust and

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<sup>93</sup> Andi Taqrim, *English teacher at SMK Muhammadiyah Wonomulyo*, interviewed 20<sup>th</sup> Mei 2024

<sup>94</sup> Andi Taqrim, *English teacher at SMK Muhammadiyah Wonomulyo*, interviewed 20<sup>th</sup> Mei 2024

review based on students' progress and needs. If students haven't achieved expected outcomes, the teacher may reconsider the curriculum plan or reschedule learning activities to ensure mastery.

Informant also stated that:

The fundamental difference between the K13 and Merdeka Curriculum is related to assessment where in the Merdeka Curriculum it is carried out in 3 situations, namely before, during and after learning, whereas in K13 it is generally known as during and after learning without considering the level of development of students.<sup>95</sup>

According to informant that English teacher highlighted a fundamental difference between the K13 Curriculum and the Merdeka Curriculum regarding assessment practices. They emphasized that in the Merdeka Curriculum, assessment is structured to occur in three key phases: before, during, and after learning activities. This comprehensive approach ensures that assessment is integrated throughout the entire learning process, allowing teachers to gauge students' readiness, monitor their progress in real-time, and evaluate their achievements at the conclusion of the learning experience.

The informant noted that the K13 Curriculum traditionally focuses on assessments primarily conducted during and after learning sessions, with less emphasis on continuous assessment throughout various stages of student development. Informant stated that:

the K13 assessment pattern tends to be more structured as stated in Permendikbud number 66 of 2013 which is detailed for students' academics and is more complex.<sup>96</sup>

According to the informant that the assessment patterns of both the K13

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<sup>95</sup> Miarno, *English teacher at SMKN 1 Tapango*, interviewed 10<sup>th</sup> Juni 2024

<sup>96</sup> Miarno, *English teacher at SMKN 1 Tapango*, interviewed 10<sup>th</sup> Juni 2024

Curriculum and the Merdeka Curriculum. They noted that the K13 assessment pattern, as detailed in Permendikbud Number 66 of 2013, is structured and comprehensive, primarily focusing on students' academic achievements across various subjects.

## **2. The Assessment for Merdeka Curriculum**

In the Merdeka Curriculum assessment, English Teachers at SMKN 1 Tapango and SMK Muhammadiyah Wonomulyo Polewali Mandar emphasizes several assessments including diagnostic assessment which is carried out to determine the characteristics and learning models of students, by asking students or give them questionnaire about daily activities that are related to their interests in learning. So, learning can be designed according to the students' competencies and conditions. Formative assessment is carried out as evaluation material in learning on the unit or chapter being studied at that time, by providing short questions to assess understanding of the concepts. Summative assessment is carried out as a final assessment of learning outcomes, whether multiple choice or essay form.

### **a. Diagnostic Assessment**

According to the observation above, the researcher asked several questions which regarding to the focused of the research, the question asked about how is the assessment for Merdeka Curriculum implemented in the classroom.

Informant stated that:

As usual, sir, at the beginning of the semester, I give a diagnostic assessment, so we give an initial assessment. Actually, the aim is not to measure goals or abilities, but we also see where the children are interested so that there is specialization. So, if in the new semester we look at the

children's specializations.

There are some questions I usually ask that are just general in nature at the beginning of learning to make it easier.<sup>97</sup>

According to interview that English teacher described their approach to implementing diagnostic assessments at the beginning of each semester in the context of the Merdeka Curriculum. The purpose of these assessments is not only to gauge students' current knowledge and skills but also to identify their interests and specializations. By understanding students' preferences, such as their involvement in extracurricular activities, teachers can accommodate their teaching methods and allocate learning time accordingly.

Also, can be expanded that the diagnostic assessment is a Merdeka Curriculum assessment which is carried out specifically with the aim of identifying or knowing the characteristics, competency conditions, strengths and weaknesses of students' learning models, so that learning can be designed according to the students' competencies and conditions.

#### **b. Formative Assessment**

According to the observation above, beside the diagnostic assessment Merdeka Curriculum emphasizes formative assessment. As the informant stated that:

I apply 2 types of assessment, namely formative & summative.<sup>98</sup>

The informant describes applying two primary types of assessment

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<sup>97</sup> Andi Taqrim, *English teacher at SMK Muhammadiyah Wonomulyo*, interviewed 20<sup>th</sup> Mei 2024

<sup>98</sup> Rahmianti, *English teacher at SMK Muhammadiyah Wonomulyo*, interviewed 20<sup>th</sup> Mei 2024

formative and summative regularly throughout their teaching sessions. Formative assessments are utilized to measure ongoing student progress and understanding during the learning process.

These assessments are typically informal and may include quizzes that allows students to answer questions about vocabulary, grammar, or reading comprehension in real-time. Teachers can see immediate results and provide immediate feedback to students. And discussions where students are divided into small groups to discuss certain topics in English. The teacher observes and records active participation and students' ability to use relevant vocabulary and sentence structures observations, or other interactive activities that provide immediate feedback to both students and the teacher. Informant also stated that:

Almost the same in the learning process, but at the beginning of the Merdeka Curriculum we are advised to carry out initial diagnostics to determine students' learning styles.<sup>99</sup>

The informant highlights a similarity in the learning process between the Merdeka Curriculum and other approaches, emphasizing a key difference in initial diagnostics at the beginning of the Merdeka Curriculum. This diagnostic phase aims to identify students' individual learning styles and preferences early on. By understanding how students best absorb and process information, teachers can accommodate their instructional strategies more effectively.

Informant said that:

whereas in the Merdeka Curriculum I emphasis on knowledge, skills and focuses on assessing Pancasila students' profile criteria, formative assessment.<sup>100</sup>

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<sup>99</sup> Miarno, *English teacher at SMKN 1 Tapango*, interviewed 10<sup>th</sup> Juni 2024

<sup>100</sup> Andi Taqrim, *English teacher at SMK Muhammadiyah Wonomulyo*, interviewed 10<sup>th</sup> Juni 2024



The statement from the English Teacher highlighted the importance of focusing on knowledge and skills in an educational context that is very relevant. Knowledge includes students' understanding of subject matter, including Pancasila values as a moral and social foundation in national and state life. Meanwhile, skills development involves students' ability to apply the knowledge they have acquired, such as critical thinking, collaborating, and communicating effectively in various situations.

Formative assessment plays an important role in evaluating student achievement during the learning process, in order to know the understanding of the students. Formative assessment allows teachers to continue to monitor student progress periodically during the learning process and to make sure the next unit can be continued. Also, the formative assessment has a role in informing responsive teaching and supporting students' holistic growth.

### **c. Summative Assessment**

According to the observation above, beside the diagnostic assessment and formative assessment, Merdeka Curriculum also emphasizes summative assessment. As the informant stated that:

Summative and implementation of the Merdeka Curriculum in the classroom can be done by monitoring the stages of student development.<sup>101</sup>

The informant discussed the summative assessment in English learning is a type of evaluation carried out at the end of a learning period to assess students' final achievements. In contrast to formative assessment which is continuous and

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<sup>101</sup> Miarno, *English teacher at SMKN Tapango*, interviewed 10<sup>th</sup> Juni 2024

continuous, summative assessment provides a comprehensive picture of the extent to which students have achieved the learning objectives that have been set.

Summative assessment in English learning is often carried out after finishing teaching a topic or learning unit. The aim is to evaluate students' understanding and mastery of vocabulary, grammar, listening, speaking, reading and writing skills in English. The results of this summative assessment are used to provide final grades or provide an overview to students, teachers and parents about student learning achievements.

The English Teacher usually used written exam, which students are given a written exam that includes various types of questions such as multiple choice, matching, gap filling, or making correct sentences based on the structures they have learned. Example questions may include reading comprehension, vocabulary, grammar, and correct word usage. Sometimes teachers also used presentation project which students are asked to create a presentation project that includes research, slide creation, and an oral presentation in English on a specific topic. After that, teachers evaluate students' ability to organize information, use appropriate vocabulary, and the ability to speak clearly and structured.

Informant also stated that:

The Merdeka Curriculum learning process is characterized by differentiated learning, therefore in my learning I do it using a differentiation method, both in content and process.<sup>102</sup>

Informant stated that the Merdeka Curriculum's learning process prioritizes

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<sup>102</sup> Dian Wulandari, English teacher at SMKN 1 Tapango, interviewed 10th Juni 2024

differentiated learning methods, focusing on both content and process adaptation. This approach underscores an adapted educational experience where teaching strategies are adjusted to meet individual student needs and learning styles effectively. By employing differentiation, the teacher ensures that educational content is accessible and relevant to diverse student abilities and interests. This method not only promotes a deeper understanding of the subject matter but also encourages active engagement and personalized growth among students. Ultimately, through differentiated learning strategies, the informant seeks to optimize learning outcomes within the framework of the Merdeka Curriculum, fostering a supportive and inclusive classroom environment.

## ***B. Discussion***

### **1. The Assessment for K13 Curriculum**

According to the findings which referred to the assessment for K13 Curriculum which explained that in The K13 curriculum emphasizes structured evaluation at critical moments to measure academic achievement. The approach aims to foster meaningful learning experiences but use different strategies to achieve educational goals that are in line with educational reform in Indonesia. This approach, while effective for measuring academic proficiency, may not always take student learning dynamics or developmental progress over time.

Assessment in the K13 Curriculum, as articulated by teachers interviewed, is designed to comprehensively evaluate student learning across multiple dimensions. This curriculum framework emphasizes a balanced approach to assessment that encompasses various aspects of student development beyond mere academic achievement. K13 Curriculum integrates assessments that go beyond traditional academic measures. It includes evaluations of students' cognitive

(knowledge), affective (attitudes and values), and psychomotor (skills) domains. This holistic approach aims to provide a well-rounded understanding of students' capabilities and progress.

The implementation of the K13 Curriculum among Senior High Schools in Polewali Mandar reflects a structured approach to assessment that aligns with its educational objectives and student needs, the principles of formative and summative assessments, focused on learning outcomes, personalized and inclusive approaches, and continuous improvement are applied within this context.

Teachers in Polewali Mandar's Senior High Schools utilize assessments consistently throughout the learning process. These assessments, which include methods such as observations, discussions, quizzes, and portfolios, allow teachers to monitor student progress closely. By providing timely feedback and adjusting teaching strategies accordingly, teachers aim to enhance learning outcomes continuously.

Assessment practices in the K13 Curriculum are intricately tied to predefined learning outcomes and competencies. This ensures that assessments measure not only the depth of students' knowledge but also their ability to apply this knowledge effectively across various contexts. By aligning assessments with curriculum goals, educators in Polewali Mandar ensure that students' achievements are evaluated in a manner that reflects their progress towards intended learning outcomes.

Recognizing the diversity of learning styles and interests among students, the K13 Curriculum in Polewali Mandar incorporates personalized and inclusive assessment strategies. These strategies accommodate individual differences, fostering an environment where every student's unique strength and challenge are acknowledged and supported. This inclusive approach not only enhances student

engagement but also promotes their academic growth and personal development.

Assessment practices within the K13 Curriculum emphasize ongoing improvement in teaching and learning. Educators in Polewali Mandar collect and analyze assessment data to identify areas for enhancement. By tailoring instructional strategies based on these insights, teachers can provide targeted support to meet the diverse needs of all students effectively. This continuous improvement cycle ensures that the educational experience remains responsive to evolving student needs and educational standards.

This research relevant to the theory that assessment is an extremely important in language teaching and learning.<sup>103</sup> It concludes that, in view of the fact that assessment may not separate from language learning and teaching activities, teacher evaluation should be carried out. The process of informal information gathering regarding students' current state of knowledge through a variety of methods at different times and in diverse circumstances is called assessment. On the other hand, testing is a systematic and standardized procedure where pupils are assessed based on the work they complete. Testing is a one-time, timed activity that is thought to be the only way to gauge how well students are learning. As a result, testing is considered to be only one part of the larger idea of assessment.<sup>104</sup> Simply put, the test is a component of the assessment that the instructor can administer, but the assessment's reach is wider than its domain.<sup>105</sup>

The K13 Curriculum's implementation in Polewali Mandar illustrates how assessment practices align with theoretical principles in language teaching and learning. By emphasizing continuous assessment, integrating assessments with

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<sup>103</sup> Liying Cheng and Janna Fox, *Assessment in the Language Classroom: Teachers Supporting Student Learning*, (United Kingdom: Palgrave, 2017), 1.

<sup>104</sup> Dikli, S. Assessment at Adistance: Traditional Vs Alternative Assessment. *Journal of Educational Technology*, 2 (3). (2003) p. 13-19.

<sup>105</sup> Rust, C, *Purposes and Principles of Assessment*. (2002). p. 2

teaching activities, differentiating between assessment and testing, and adopting a holistic approach to student evaluation, educators facilitate effective language learning experiences that support students' overall development and proficiency in language skills.

K13 Curriculum in Polewali Mandar emphasizes both formative and summative assessments, which are integral to monitoring student progress and learning outcomes. This approach reflects the understanding that assessment is not just about testing students at the end of a unit or semester (summative assessment), but also about continuously gathering information throughout the learning process (formative assessment). This continuous assessment process allows educators to adapt their teaching strategies, provide timely feedback, and support students in achieving language learning goals effectively.<sup>106</sup>

Language teaching contexts, assessments within the K13 Curriculum are designed to be integrated seamlessly with teaching activities. They serve not only to measure language proficiency but also to facilitate language acquisition and development. By assessing students' language skills through diverse methods such as discussions, portfolios, and projects, educators in Polewali Mandar ensure that assessments are meaningful and aligned with the communicative goals of language learning.

According to the research, the comparing between research from Robby Shadri, focused on the teachers' perception and understanding of how to carry out assessments in the Merdeka Curriculum. The preparation, data collecting, data analysis, and conclusions phases make up the four steps of the qualitative descriptive survey research method used in this work. Interviews are used as a method of data gathering. According to the findings, teachers carry out the

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<sup>106</sup> Webb, N, Assessment literacy in a standards-based urban education setting, *In annual meeting of the American Educational Research Association* (2000).

diagnostic, formative, and summative assessment tasks included in the Merdeka Curriculum after the students have finished their learning. During learning activities, students' knowledge, attitudes, and skills are used to determine their learning outcomes. A school report built on the Merdeka Curriculum school report application presents the students' learning outcomes. As a result, most teachers are aware of and have completed the examinations mandated by the Merdeka Curriculum.<sup>107</sup> Relevant that prioritize a thorough evaluation of student learning across multiple dimensions. While the K13 Curriculum focuses on holistic student assessment through authentic methods, the Merdeka Curriculum integrates diagnostic, formative, and summative assessments to ensure a well-rounded evaluation of cognitive, affective, and psychomotor skills. Both approaches aim to improve the quality of education by tailoring assessments to students' individual needs and fostering a conducive learning environment that prepares students for broader academic and personal challenges.

K13 Curriculum emphasizes a holistic approach to student assessment, integrating cognitive, affective, and psychomotor domains. Teachers employ authentic assessment methods to evaluate students' academic knowledge, social-emotional development, and practical skills. This approach is centered around student learning and application in real-world contexts, aiming to equip students with the necessary competencies for various classroom activities.

Also research from Komang that identifying and analyzing the most appropriate methods for teaching Microteaching course based K-13. The Sugiyono model, which has ten steps, served as the basis for the research strategy used in this study. The need analysis's outcome detailed the kinds of evaluation

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<sup>107</sup> Robby Shadri et al., Assessment in the Merdeka Curriculum: How Are the Teachers' Perspectives on It?, *Jurnal PAJAR (Pendidikan dan Pengajaran)* Vol. 7 No. 1 (2023) : 2580 – 8435



tools that have to be created in order to teach the Ganesha University of Education's Microteaching course to students in the English Education Department. After careful deliberation, the three types of assessment instruments that would be required for this research were determined to be: (1) written assessment instrument; (2) simulation 8 basic skills of Microteaching assessment instrument; and (3) writing lesson plan and performance 8 skills of Microteaching assessment instrument.<sup>108</sup>

It relevant with holistic approach to assessment that encompasses cognitive, affective, and psychomotor domains. In Komang's study, the assessment instruments designed for teaching Microteaching cover various skills and competencies essential for effective teaching, reflecting a comprehensive evaluation similar to the K13 Curriculum's emphasis on evaluating students' academic knowledge, social-emotional development, and practical skills.

The use of authentic assessment in the K13 Curriculum parallels Komang's approach, where assessment instruments like simulation of basic Microteaching skills and writing lesson plans are employed. These methods aim to evaluate students' abilities in real-world contexts, aligning with the K13 Curriculum's focus on preparing students with practical competencies necessary for classroom activities.

The importance of student centered learning and application of knowledge. Komang's research highlights the need to prepare students in the English Education Department through practical assessments that simulate teaching scenarios, similar to how the K13 Curriculum prepares students with skills applicable in real-life situations with Komang's research and the Assessment for

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<sup>108</sup> Komang Trisna Dewi, "Developing Assessment Instrument Based Curriculum 2013 for Teaching Micro Teaching in English Education Department of Undiksha", *International Journal of Social Sciences and Humanities*, Vol. 2 No. 3 (2018): 95-106

K13 Curriculum share a common goal of preparing students with comprehensive skills and competencies through authentic, student-centered assessment methods. They both recognize the importance of evaluating not only cognitive knowledge but also affective and practical skills, thereby enhancing students' readiness for professional practice and real-world challenges in their respective fields of education.<sup>109</sup>

The distinction between assessment and testing is recognized within the theoretical framework. While testing refers to formal, timed activities that provide a snapshot of student performance at a specific moment (such as exams or standardized tests), assessment encompasses a broader range of activities that include informal observations, discussions, and ongoing feedback. The K13 Curriculum's approach to assessment reflects this broader understanding, emphasizing the importance of varied assessment methods to capture different aspects of student learning beyond just test scores.

According to the expert that K13 Curriculum offers several advantages that significantly enhance the educational experience for students. One of its primary strengths lies in its holistic approach to student assessment, which goes beyond traditional academic evaluations to include cognitive, affective, and psychomotor domains.<sup>110</sup> This comprehensive assessment framework provides a well rounded understanding of students' capabilities, promoting balanced development across intellectual, emotional, and practical skills. Furthermore, the curriculum's emphasis on continuous assessment through formative methods, such as observations, discussions, and portfolios, allows educators to monitor student

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<sup>109</sup> Ahmad, D. Understanding the 2013 Curriculum of english teaching through the teachers " and Policymakers " Perspectives. *International Journal of Enhanced Research in Educational Development (IJERED)*, 2(4), p. 6–15. (2014).

<sup>110</sup> Idi, *Pengembangan kurikulum teori dan praktik*. (Jakarta: Grafindo Persada. 2021)

progress closely and provide timely feedback.<sup>111</sup> This continuous feedback helps in identifying and addressing learning gaps but also supports personalized learning strategies tailored to individual student needs.<sup>112</sup>

According to the expert that the integration of summative assessments at key intervals ensures a thorough evaluation of student mastery and understanding of curriculum content. By aligning assessments with predefined learning outcomes and competencies, the K13 Curriculum ensures that educational goals are met effectively.<sup>113</sup> The K13 Curriculum's focus on continuous improvement through the collection and analysis of assessment data helps educators refine their teaching methods, ensuring that the educational experience remains responsive to evolving student needs and educational standards. These combined advantages make the K13 Curriculum a robust and adaptive educational framework that supports comprehensive student development.

## **2. The Assessment for Merdeka Curriculum**

According to the findings related to Assessment for Merdeka Curriculum which explained that several key aspects emerge that highlight its distinctive approach compared to traditional educational frameworks. The Merdeka Curriculum emphasizes a balanced use of diagnostic, formative, and summative assessments to enhance the quality of learning and student outcomes. Diagnostic assessments play a crucial role by initially identifying students' baseline understanding and emotional readiness, thereby enabling educators to tailor learning experiences to individual needs right from the start. This early

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<sup>111</sup> Carey, *Chapter 1: Introduction to instructional design. In The Systematic Design of Instruction (6th ed.)*. New York: Pearson. 2021.

<sup>112</sup> Azwar, S. *Reliabilitas dan Validitas Edisi 4*. Yogyakarta: Pustaka Pelajar. 2015.

<sup>113</sup> Snyder, *Handbook of Hope: Theory, Measures and Application*. San Diego: Academic Press. 2020.

assessment phase helps in setting a personalized educational path that supports diverse learning styles and interests.

Formative assessments are integrated throughout the learning process, providing continuous feedback to both teachers and students. These assessments foster ongoing improvements in teaching strategies and allow for timely interventions to address any learning gaps that may arise. Meanwhile, summative assessments, conducted at specific intervals, evaluate overall student development and readiness to progress academically. They serve as checkpoints to gauge mastery of curriculum content and inform decisions on student advancement to the next level.

The Merdeka Curriculum's approach to assessment is characterized by flexibility and autonomy, aligning with its broader goal of promoting a liberating learning environment for students. Unlike more rigid assessment structures, the Merdeka Curriculum's assessments are designed to be less restrictive, accommodating students' individual paces and interests. This flexibility is reflected in how assessments are perceived as easier, not due to lowered standards but because they allow students greater freedom to demonstrate their learning in diverse and meaningful ways.

The implementation of the Pancasila Profile within the Merdeka Curriculum underscores its commitment to holistic education. The Profile integrates moral, cognitive, affective, and psychomotoric dimensions, emphasizing values such as belief in God Almighty, global diversity, tolerance, mutual cooperation, creativity, critical reasoning, and independence. These values are embedded into classroom practices to nurture well-rounded individuals who contribute positively to society.

The Merdeka Curriculum's assessment framework supports a comprehensive and student-centered approach to education. By embracing diagnostic precision,

continuous formative feedback, and balanced summative evaluations, it strives to foster not only academic excellence but also personal growth and ethical development among students, preparing them for active engagement in a globalized world. This approach underscores the curriculum's commitment to quality education that values both academic achievement and the cultivation of essential life skills and values.

The implementation of the Merdeka Curriculum's assessment practices is integral to fostering a dynamic and inclusive learning environment. The curriculum emphasizes a multifaceted approach to assessment, comprising diagnostic, formative, and summative assessments. Diagnostic assessments are utilized to gauge students' initial understanding and emotional readiness, allowing educators to tailor learning experiences to individual needs from the outset.<sup>114</sup> This personalized approach ensures that students receive targeted support and guidance based on their unique learning profiles.

Formative assessments play a pivotal role in ongoing learning processes by providing continuous feedback to both students and teachers. These assessments enable educators to monitor student progress closely, identify learning gaps promptly, and adjust instructional strategies to optimize learning outcomes. They also encourage active student participation and reflection, fostering a collaborative learning environment where students are empowered to take ownership of their educational journey.

Summative assessments conducted at predetermined intervals, evaluate students' overall mastery of curriculum content and readiness to progress

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<sup>114</sup> Febriana, R. *Evaluasi pembelajaran*. Bumi Aksara. 2021.

academically.<sup>115</sup> These assessments serve as benchmarks to measure student achievement and inform decisions on academic advancement. By integrating diagnostic, formative, and summative assessments cohesively, the Merdeka Curriculum at Senior High School Polewali Mandar aims to cultivate not only academic excellence but also holistic development encompassing moral, cognitive, affective, and psychomotoric dimensions.

The curriculum's emphasis on the Pancasila Profile underscores its commitment to instilling national values and fostering a sense of civic responsibility among students. The Profile integrates principles such as belief in God Almighty, global diversity, tolerance, mutual cooperation, creativity, critical reasoning, and independence into daily classroom practices. These values are integral to shaping students into well rounded individuals capable of contributing positively to society.

The relevant between this assessment with the theory that Merdeka Curriculum is focused on diagnosing students' basic abilities, both in terms of talents and competencies, to help teachers design learning that suits students' abilities. There are two types of diagnostic assessments, namely cognitive diagnostic assessments which assess students' initial understanding, and non-cognitive diagnostic assessments which assess students' emotional and psychological readiness for learning.<sup>116</sup>

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<sup>115</sup> Saleh, M. Merdeka Belajar di Tengah Pandemi Covid-19. *Prosiding Seminar Nasional Hardiknas*. 2020.

<sup>116</sup> Supriyadi, S., dkk. Penyusunan Instrumen Asesmen Diagnostik untuk Persiapan Kurikulum Merdeka. *Journal of Community Empowerment*, 2(2), 67-73. 2022.

Merdeka Curriculum at Senior High School Polewali Mandar adopts a comprehensive assessment framework that supports personalized learning, continuous improvement, and the cultivation of essential life skills and values. By aligning assessment practices with its educational goals, the curriculum aims to prepare students for future challenges while nurturing their potential to become active, engaged citizens in a diverse and interconnected world implemented at Senior High School Polewali Mandar.

The relevance lies in how the Merdeka Curriculum at Senior High School Polewali Mandar integrates progressive assessment practices that not only evaluate academic progress but also nurture students' personal growth, independence, and adaptability.<sup>117</sup> By emphasizing comprehensive assessment strategies and promoting a supportive learning environment, the curriculum aligns with the vision of preparing students to succeed in a rapidly changing world while fostering their well-being and holistic development implemented at Senior High School Polewali Mandar.

Diagnostic assessments play a crucial role in the Merdeka Curriculum by initially assessing students' baseline understanding and emotional readiness before learning activities commence. This early assessment helps teachers tailor their instructional strategies to address individual learning needs effectively from the outset, promoting personalized learning paths implemented at Senior High School Polewali Mandar.

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<sup>117</sup> Ardianti, Y., & Amalia, N. Kurikulum Merdeka: Pemaknaan Merdeka dalam Perencanaan Pembelajaran di Sekolah Dasar. *Jurnal Penelitian dan Pengembangan Pendidikan*, 6(3). 2022.



Formative assessments are integrated throughout the learning process, providing continuous feedback to both students and teachers. These assessments enable educators to monitor student progress closely, identify any learning gaps promptly, and adjust teaching strategies accordingly.<sup>118</sup> By fostering a dynamic feedback loop, formative assessments support ongoing improvement in student learning outcomes and enhance the quality of classroom instruction.

Supported by the expert that summative assessments conducted at specific intervals, evaluate overall student development and readiness to progress academically. They serve as benchmarks to measure mastery of curriculum content and inform decisions regarding student advancement to the next level. These assessments not only assess academic achievements but also contribute to fostering a supportive learning environment where students are encouraged to take ownership of their learning journey.<sup>119</sup> Merdeka Curriculum's assessment framework aims to enhance the quality of learning experiences by providing continuous feedback, identifying learning gaps, and promoting student autonomy and engagement in classroom activities. By considering cognitive, affective, and psychomotor dimensions of student learning, this approach supports holistic development and prepares students to succeed in diverse educational and real-world contexts implemented at Senior High School Polewali Mandar.

According to the expert that merdeka Curriculum adopts a comprehensive approach encompassing diagnostic, formative, and summative assessments,

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<sup>118</sup> Joyce, H. *Text-Based Syllabus Design*. (Sydney: National Centre for English Language Teaching and Research. 2021).

<sup>119</sup> Junaedi dkk. *Kurikulum Tingkat Satuan Pendidikan, Konsep dan Implementasi di Madrasah*. Yogyakarta: Nusa Aksara. 2017.

reflecting a multifaceted evaluation framework. This approach ensures that student assessment goes beyond measuring cognitive achievements to encompass affective and psychomotor aspects of learning.<sup>120</sup>

The Merdeka Curriculum's approach to assessment is distinct and multifaceted, emphasizing a balanced use of diagnostic, formative, and summative assessments to enhance the quality of learning and student outcomes. Diagnostic assessments play a crucial role by identifying students' baseline understanding and emotional readiness at the outset, enabling educators to tailor learning experiences to individual needs right from the start of the class.

This personalized approach ensures that each student's unique learning style and interests are accommodated, setting a customized educational path. Throughout the learning process, formative assessments provide continuous feedback to both teachers and students, fostering ongoing improvements in teaching strategies and allowing for timely interventions to address learning gaps.

According to the expert that these assessments encourage active student participation and reflection, creating a collaborative learning environment where students are empowered to take ownership of their educational journey. Summative assessments, conducted at specific intervals, evaluate overall student development and readiness to progress academically, serving as checkpoints to gauge mastery of curriculum content and inform decisions on student advancement.<sup>121</sup>

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<sup>120</sup> Nasution. *Asas-Asas Kurikulum*. Jakarta: PT. Bumi Aksara. 2015.

<sup>121</sup> Wina. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana Prenada Media. 2021.

The Merdeka Curriculum is characterized by its flexibility and autonomy, promoting a liberating learning environment that accommodates individual paces and interests. This flexible approach is reflected in how assessments are perceived as easier, not because of lowered standards, but because they allow students greater freedom to demonstrate their learning in diverse and meaningful ways.<sup>122</sup> The curriculum's implementation of the Pancasila Profile underscores its commitment to holistic education, integrating moral, cognitive, affective, and psychomotor dimensions. This profile emphasizes values such as belief in God Almighty, global diversity, tolerance, mutual cooperation, creativity, critical reasoning, and independence, embedding these values into classroom practices to nurture well-rounded individuals who contribute positively to society.

The Merdeka Curriculum's comprehensive and student-centered assessment framework supports not only academic excellence but also personal growth and ethical development, preparing students for active engagement in a globalized world. By embracing diagnostic precision, continuous formative feedback, and balanced summative evaluations, it strives to cultivate essential life skills and values alongside academic achievements. The curriculum's emphasis on the Pancasila Profile ensures that national values and civic responsibility are integral to the educational experience, shaping students into capable and responsible citizens.

Diagnostic assessments in the Merdeka Curriculum are designed to gauge students' initial understanding and emotional readiness, allowing teachers to tailor

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<sup>122</sup> James D. *Instructional Technology and Media for Learning*. New Jersey: Pearson Merrill Prentice Hall, Upper Saddle River. 2015.

their instructional strategies effectively from the beginning. Formative assessments provide ongoing feedback, enabling educators to monitor progress, identify learning gaps, and adjust teaching methods dynamically, thus enhancing the quality of classroom instruction. Summative assessments serve as benchmarks for measuring student achievement and informing decisions on academic advancement, contributing to a supportive learning environment where students are encouraged to take charge of their learning journey.

Formative, and summative assessments cohesively, the Merdeka Curriculum at Senior High School Polewali Mandar aims to foster holistic development encompassing moral, cognitive, affective, and psychomotor dimensions. This approach aligns with the curriculum's vision of preparing students for future challenges while nurturing their potential to become active, engaged citizens in a diverse and interconnected world. The curriculum's progressive assessment practices not only evaluate academic progress but also support personal growth, independence, and adaptability, ensuring students are well-equipped to succeed in a rapidly changing environment.

Merdeka Curriculum's assessment framework emphasizes comprehensive evaluation methods that support personalized learning, continuous improvement, and the cultivation of essential life skills and values. By aligning assessment practices with educational goals, the curriculum prepares students for broader academic and personal challenges, promoting their well-being and holistic development. This multifaceted approach ensures that assessment goes beyond measuring cognitive achievements to include affective and psychomotor aspects

of learning, thereby supporting students' overall development and readiness for real-world contexts.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. *Conclusion*

According to the findings, the conclusion of this research can be described below:

1. The Assessment for K13 Curriculum emphasizes a holistic approach to student assessment encompassing cognitive, affective, and psychomotor domains which teachers utilize *authentic assessment* to evaluate students' academic knowledge, social-emotional development, and practical skills which focused on student centered learning and real-world application underscores to preparing students with the skills and competencies necessary at classroom activities.
2. The Assessment for Merdeka Curriculum emphasizing *diagnostic, formative, and summative assessments* which teachers implement assessments that not only measure cognitive achievements but also consider affective and psychomotor aspects of student learning while comprehensive approach aims to enhance the quality of learning experiences by providing continuous feedback, identifying learning gaps, and ensuring students' readiness to progress academically by fostering a supportive learning environment and encouraging student autonomy learning during classroom activities.

#### B. *Implication*

1. The holistic approach to assessment in the K13 Curriculum implies towards a

more comprehensive evaluation of student learning that goes beyond academic achievement.

2. The implementation of diagnostic, formative, and summative assessments in the Merdeka Curriculum signifies a commitment to continuous improvement and personalized learning experiences.

### **C. Recommendation**

1. For SMKN 1 Tapango, to development programs for teachers focused on enhancing skills in authentic assessment methods across cognitive, affective, and psychomotor domains.
2. For SMK YPP Wonomulyo, to continuous improvement in assessment practices by integrating diagnostic, formative, and summative assessments effectively within the Merdeka.
3. For Further Researcher, to improve more research from another variabel to Curriculum assessment.

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# APPENDICES

**TEACHERS' INTERVIEW QUESTIONS**  
**ANALYSIS OF ASSESSMENT FOR K13 CURRICULUM AND**  
**MERDEKA CURRICULUM AT SENIOR HIGH SCHOOL POLEWALI**  
**MANDAR**

Name : Mrs. Rahmianti  
 Day/date : 20<sup>th</sup> Mei 2024  
 Time : 10:26 AM  
 Location : SMK Muhammadiyah Wonomulyo

**Questions**

1. How is the K13 Curriculum implemented in the classroom?
2. How is the Merdeka Curriculum implemented in the classroom?

**Interviewed transcription:**

**Peneliti** : Siapa namata bu ?

**Mrs. R** : ya rahmianti

**Peneliti** : Kita mengajar di ?

**Mrs. R** : Smk Muhammadiyah Wonomulyo

**Peneliti** : Kelas berapa kita ajar?

**Mrs. R** : Kelas 1, 2, dan 3

**Peneliti** : Baik Karena Penelitian saya tentang menganalisis penilaian pada kurikulum K13 dan Kurikulum Merdeka. Selama mengajar Apa yang kita ketahui tentang penilaian ?

**Mrs. R** : Penilaian itu Menilai dari keterampilan siswa, kehadiran, sikap, tingkah laku ,dan pengetahuan.

**Peneliti** : Penilaian yang kita terapkan pada kurikulum K13 dan Kurikulum Merdeka apa tedapat perbedaan?

**Mrs. R:** Iya ada!

**Peneliti** : Perbedaannya apa?

**Mrs. R** : Kurikulum K13 Cenderung spesifik pak, kadang beberapa yang mesti di nilai, sedangkan kurikulum Merdeka lebih memudahkan siswa, lebih memerdekakan siswa, jadi otomatis penilaiannya pun lebih mudah

**Peneliti :** Apa perbedaan yang paling mendasar dalam penilaian di kurikulum K13 dengan kurikulum Merdeka?

**Mrs. R :** Kalau di kurikulum Merdeka ada Namanya CP pak, kalau sudah sampai capaian pembelajaran siswa sudah bisa lulus , kalau di cp pak biar tidak mencapai target , cp sekarang pak biar tidak naik di kelas 2 bisa tidak tercapai bisa di lanjut di kelas 3, kan kalau kurikulum Merdeka itu tidak ada dibilang siswa tidak naik kelas , tetap naik kelas beda dengan K13 , jadi otomatis dikasih nilai yang standar kalau di kurikulum Merdeka

**Peneliti :** Apa perbedaan aspek aspek penilaian di kurikulum K13 dengan kurikulum Merdeka?

**Mrs. R :** Sebenarnya hampir sama ji pak cuman kalau kurikulum Merdeka lebih memerdekakan siswa lebih membiarkan siswa , sehingga gurunya lebih nyaman pak gurunya lebih simple mengajarnya karena memerdekakan siswa jadi otomatis penilaiannya juga beda , karena lebih simple memberikan materi otomatis penilaiannya juga lebih mudah

**Peneliti :** kan kalau di K13 ada seperti kognitif, afektif, psikomotorik. Apakah di kurikulum merdeka terdapat hal seperti itu atau tidak ?

**Mrs. R :** sebenarnya hampir sama ji cuman lebih simple kalau kurikulum merdeka

**Peneliti :** Kalau seumpama dalam pembelajaran contohnya di kelas 1 kita ajarkan pengenalan Bagaimana pembelajarannya dalam kurikulum K13 bagaimana juga pada kurikulum merdeka?

**Mrs. R :** ya sebenarnya materinya hampir sama *ji* cuman kalau di kurikulum Merdeka lebih memerdekakan siswa sedangkan di kurikulum K13 lebih memberikan spesifik materi lebih khusus Sedangkan di dalam kurikulum merdeka lebih membiarkan siswa seperti dia memilih tim sendiri

**Peneliti :** apakah terdapat contoh lain menjadi pembeda pada saat pembelajaran?

**Mrs. R :** kalau di K13 seperti introduction lebih spesifik missal K13 kalau kita memberikan arahan kepada siswa seperti menyuruhnya untuk menyebutkan nama keluarga dan sebagainya dan Hal itu merupakan sesuatu yang spesifik sedangkan di kurikulum merdeka lebih membiarkan siswa memerdekakan siswa seperti

Sebutkan apa yang siswa ketahui kan memerdekaan siswa

**Peneliti :** Kalau seumpama dibilang sulit mana yang lebih sulit yang dirasa saat implementasi kurikulum?

**Mrs. R :** sebenarnya hampir sama di antara kurikulum K13 dengan kurikulum merdeka tapi lebih memudahkan siswa kalau di kurikulum merdeka kalau gurunya pun begitu semuanya terdapat kekurangan dan kelebihan

**Peneliti :** Biasanya, penilaian yang kita terapkan pada setiap materi itu seperti apa? Menggunakan projek kah atau seperti apa?

**Mrs. R :** ada projek, ada juga tugas-tugas

**Peneliti :** bagaimana dengan K13?

**Mrs. R :** sama *ji* pak, saya suruh juga buat projek

**Peneliti :** apa itu yang dimaksud dengan assessment formative dan assessment summative?

**Mrs. R :** assessment awal dan akhir?

**Peneliti :** iya., apakah itu juga diterakan di kurikulum K13?

**Mrs. R :** sepertinya tidak diterapkan di K13



**The interviewed dialogue displays below.**

**Researcher:** Who is your name ma'am?

**Mrs. R :** Rahmianti

**Researcher:** you teach at?

**Mrs. R:** Muhammadiyah Vocational School, Wonomulyo

**Researcher:** What class do we teach?

**Mrs. R:** Class 1, 2, and 3

**Researcher:** Well, because my research is about analyzing assessments in the K13 curriculum and the Merdeka Curriculum. During teaching What do you know about assessment?

**Mrs. R:** Assessment is assessing student skills, attendance, attitudes, behavior and knowledge.

**Researcher:** Are there any differences in the assessments that we apply to the K13 curriculum and the Merdeka Curriculum?

**Mrs. R:** Yes there is!

**Researcher:** What's the difference?

**Mrs. R:** The K13 curriculum tends to be specific, sir, sometimes some things have to be assessed, whereas the Merdeka curriculum makes it easier for students, it is more liberating for students, so the assessment is automatically easier.

**Researcher:** What is the most basic difference in assessment in the K13 curriculum and the Merdeka curriculum?

**Mrs. R:** In the Merdeka curriculum there is a name called CP, sir, if the students have reached the learning milestones they can graduate, if you do CP, sir, you won't reach the target, CP now, sir, if you don't advance to grade 2, you won't be able to continue to grade 3, right? If the Merdeka curriculum doesn't exist, it's said that students don't go to a grade, they still go to a different class from K13, so they automatically get a standard grade if they're in the Merdeka curriculum.

**Researcher:** What are the differences between the assessment aspects in the K13 curriculum and the Merdeka curriculum?

**Mrs. R:** Actually, it's almost the same, sir, only if the Merdeka curriculum is more liberating for students, it's more liberating for students, so the teachers are more

comfortable, sir. The teachers teach it more simply because it liberates students, so the assessment is automatically different, because it's simpler to provide material, the assessment is automatically easier.

**Researcher:** If in K13 there is something like cognitive affective psychomotor, is there something like that in the Merdeka Curriculum or not?

**Mrs. R:** Actually it's almost the same, it's just simpler if the curriculum is independent

**Researcher:** For example, in learning, for example in class 1 we teach introductions. How is the learning in the K13 curriculum and also in the Merdeka Curriculum?

**Mrs. R:** Yes, actually the material is almost the same. It's just that in the Merdeka curriculum it is more liberating for students, whereas in the K13 curriculum it provides more specific material. Whereas in the Merdeka Curriculum it is more about letting students like him choose their own teams.

**Researcher:** Are there other examples that make a difference during learning?

**Mrs. R:** in K13, like an introduction, it is more specific, for example in K13, if we give directions to students, such as telling them to say their family name and so on, this is something specific, whereas in the Merdeka Curriculum, it is more about allowing students to be free, such as Saying what students know will liberate students.

**Researcher:** If you say difficult, which one is more difficult when implementing the curriculum?

**Mrs. R:** Actually, the K13 Curriculum is almost the same as the Merdeka Curriculum, but it is easier for students in the Merdeka Curriculum, if the teacher is the same, everything has advantages and disadvantages.

**Researcher:** Usually, what kind of assessment do you apply? What kind of project do you use?

**Mrs. R:** There are projects and there are also assignments

**Researcher:** What is about K13?

**Mrs. R :** It is same sir, I used to give them also projects.

**Researcher:** What is meant by formative assessment and summative assessment?

**Mrs. R:** initial and final assessment?

**Researcher:** Yes, is that also included in the K13 curriculum?

**Mrs. R :** doesn't seem to be implemented in K13



**TEACHERS' INTERVIEW QUESTIONS**  
**ANALYSIS OF ASSESSMENT FOR K13 CURRICULUM AND**  
**MERDEKA CURRICULUM AT SENIOR HIGH SCHOOL POLEWALI**  
**MANDAR**

Name : Mr. Andi Taqrim  
 Day/date : 20<sup>th</sup> Mei 2024  
 Time : 11:20 AM  
 Location : SMK Muhammadiyah Wonomulyo

**Questions**

1. How is the K13 Curriculum implemented in the classroom?
2. How is the Merdeka Curriculum implemented in the classroom?

**Interviewed transcription:**

**Peneliti :** Siapa namata pak?

**Mr. A :** Andi Taqrim

**Peneliti :** langsung saja pak, apa perbedaan yang mendasar antara kurikulum K13 dan Merdeka?

**Mr. A :** pembedanya adalah pembelajaran berdiferensiasi.

**Peneliti :** Apa yang dimaksud itu dengan diferensiasi ?

**Mr. A :** Jadi sebenarnya itu berbasis pembelajaran yang dilakukan kepada siswa itu berdasarkan minat jadi bagaimana minat muncul dari setiap siswa itu kita berikan pendekatan yang berbeda

**Peneliti :** jadi pembelajaran awal itu kita bagi terlebih dahulu atau berdasarkan minat ?

**Mr. A :** sebenarnya startnya bisa sama saja sesuai dengan CP yang sudah tadi dibahas tapi kalau terjadi sesuatu yang menurut kita ini belum tercapai itu bisa dilanjutkan dan dilakukan review ulang atau itu mungkin sifatnya kemantapan atau kita anggap CP itu bisa kita reschedule itu Pak atau lebih spesifik, bagaimana supaya dia mencapai apa minat yang dia bisa berkembang di situ, jadi setiap anak-anak itu berbeda minatnya istilahnya contoh ini lebih senang bicara tentang

atau menjelaskan tentang teks yang bersusun atau menjelaskan secara ini itu, itu dikenal di dalam bahasa Inggris dengan nama prosedur teks. Kalau seumpama itu kita Arahkan dia pembelajaran diferensiasinya, itu bagaimana dia mempelajari atau menjelaskan pakai bahasa Inggris tentang bagaimana seumpama membuka ban di otomotif menginstal ulang ban dengan ban baru pakai bahasa Inggris mulai dari awal seumpama pakai kunci apa kemudian tahap-tahap atau stepnya seperti apa, Jadi kita lihat potensinya anak-anak seumpama minatnya dia bisa mengembangkan teks prosedur seumpama kita Gali dia dulu di situ, kalau bisa toh, kita kembangkan di situ dulu itu namanya diferensiasi yang kita pahami ya, tidak bisa tidak usah belajar semua teks yang menurutnya kita lihat tidak punya potensi di situ tidak usah dikembangkan di situ terlalu jauh yang penting basicnya sudah tahu mungkin begitu

**Peneliti :** jadi bedanya di K13 tidak ada pembelajaran diferensiasi?

**Mr. A :** kalau saya yang temukan itu tidak ada, itu gebrakan kurikulum Merdeka Setahu saya kalau di kurikulum Merdeka itu kalau kita belajar ada P5. profil Pancasila kalau P5 bagaimana dia mempunyai basis pembelajaran yang Punya Karya , lokakarya jadi kita lakukan itu ada mata pelajaran sendiri yang diampuh yang di alokasikan disetiap sekolah untuk P5

**Peneliti :** tidak ada pelajaran khusus?

**Mr. A :** Ada khusus di alokasikan khusus P5

**Peneliti :** untuk bahasa Inggris?

**Mr. A :** sepertinya bahasa Inggris tidak difokuskan pada mata pelajaran tapi berbasis kultur, apa yang bisa dikembangkan siswa sesuai kearifan lokal yang berada di sekitar sekolahnya contohnya terdapat sampah bagaimana kita mengelola, pengenalan beberapa macam jenis sampah kira-kira Bagaimana develop atau solusinya supaya ada cara bentuk-bentuk pengolahan yang bisa di recycle atau seperti apa begitu. itu P5 macam-macam bisa belajar tentang penyelesaian yang produktif bisa bicara tentang budaya bisa mengembangkan alat-alat musik dengan bidang minatnya bisa jadi kolaborasinya bisa sangat luas terkait dengan itu

**Peneliti :** Oh jadi ada yang dialokasikan waktu misalnya seperti di akhir mata

Pelajaran ?

**Mr. A :** ada beberapa yang sekolah yang saya lihat Pak seperti Pondok Pesantren Al Ikhlas campalagian lampoko dia memang mengalokasikan waktu tidak di akhir pembelajaran dalam satu minggu seumpama dia 3 Guru mapel atau dua berkolaborasi membuat satu materi P5

**Peneliti :** Jadi bapak sudah sering ikut kegiatan anak-anak untuk P5?

**Mr. A :** untuk sementara ini, yang ada hanya Pelajaran IPAS

**Peneliti :** berarti tidak permapel pak di'?

**Mr. A :** iya, bisa jadi ada, bisa juga berkolaborasi

**Mr. A :** Jadi begini pak kalau kurikulum Merdeka itu ada saya sebut itu profil Pancasila itu pernah Saya sudah sampaikan di kelas kalau di kelas itu memang harus produk Pancasila itu kan ada 6 poin Kalau tidak salah yang pertama beriman kepada Tuhan Yang Maha Esa kedua kebhinekaan Global

**Peneliti :** Apa itu kebhinekaan global?

**Mr. A :** kalau menurut bahasa saya itu persatuan internasional Jadi kalau kita itu jangan istilahnya harus tolerannya tinggi nilai-nilai toleransi bagaimana kita membaur dengan segala macam sebuah pembelajar atau guru dari berbagai kalangan tidak melihat suku ras dan agama seperti moderasi beragama bergaul dengan segala macam pembelajar suku pengajarnya tidak membeda-bedakan silahkan berbaur saja jadi saya ajarkan di kelas itu biar ada nilai-nilai toleransinya ya anak-anak yang ketiga gotong royong kerjasama anak-anak biasa tidak tidak paham apa itu gotong royong kerjasama sama teman-temanmu contoh hari ini bersih-bersih kelas ya kerja sama itu bagian dari bagaimana kita mendidik anak-anak kerjasama di kelas terus roster kebersihan bentuk-bentuk cara membuat atau mendevolock kerjasama di kelas yang keempat itu ada namanya kreativitas yaitu ada kreativitas Pak kalau mereka itu sudah kerja sama bagaimana mereka harus kreatif menghasilkan produk ide apalagi di SMK apalagi SMK itu dikenal dengan produktivitas karena ada guru produktif yang kelima itu ada bernalar kritis nah ini yang paling penting biasa di kelas saya selalu bilang ini nilai literasinya anak-anak bagaimana di thinkingnya ya pemikiran yang mendalam terhadap Apa yang dihadapinya apa yang ada di depannya apa yang dibacanya itu critical thinking

penting itu Pemahaman konsep masalah-masalah kognitif kecerdasan itu tercapai di sini kalau tidak bagus di sini berarti tidak bisa yang terakhir atau yang ke-6 ada namanya kemandirian independence .independen ini saya biasa dorong siswa Pak karena kita sekolah berbasis lokasi bagaimana kita keluar dari sekolah ada usahanya seumpama siswa yang masuk di jurusan tata busana bisa membuat sesuatu saat lulus, yang otomotif bisa punya bengkel sendiri

**Peneliti :** kalau penilaian di akhir apa yang kita nilai, apakah kita mengikut seperti kurikulum K13 ?

**Mr. A :** secara kognitif ya bisa saja ada evaluasi seperti tertulis cuman harus dipertimbangkan hal-hal yang sifatnya peminatan dimana dia berkembang. jadi orientasi minatnya itu bisa menjadi penilaian sendiri di kurikulum Merdeka

**Peneliti :** kalau di setiap masuk ke kelas ada biasa penilaian atau asesment yang kita kasikan?

**Mr. A :** kalau saya biasa pak Awal semester saja jadi saya kasih diagnositic assesment jadi kita kasih penilaian awal sebenarnya Tujuan bukan untuk mengukur tujuan atau kemampuannya tapi kita lihat juga anak-anak minatnya di mana sehingga ada peminatan. Jadi kalau di tahun semester baru itu kita lihat peminatan anak-anak di mana biar kita memudahkan sebagai dasar untuk implementasi diferensiasi pembelajaran. seumpama kita tau orang ini suka kegiatan ekstrakurikuler Nah kita hanya perlu menyesuaikan Bagaimana kedepannya di kelas jadi alokasi waktunya bisa sibuk sih waktu itu di kegiatan itu Jadi bagaimana bisa tujuan pembelajaran CP di kelas itu bisa juga tercapai tanpa mengganggu aktivitas ekstrakurikulernya. ada itu saya biasa sekitar beberapa pertanyaan itu cuman sifatnya umum saja di awal pembelajaran supaya mudah.

**Peneliti :** itu termasuk teks?

**Mr. A :** dia semacam responden. kita buat di dalam kertas beberapa pertanyaan seperti itu. ini anak-anak minat di mana kemampuan awalnya. bisa juga beberapa pertanyaan untuk mengukur kemampuan awal atau tidak, basic assesment awal. misalnya bahasa Inggris sama sekali dia tidak tahu. ada beberapa siswa Pak sama sekali tidak tahu Jadi kita harus kasih dia basic Knowledge di kelas 1 padahal seharusnya itu sudah dikuasai atau dia dapat di SMP. misalnya to be dia tidak



tahu. artinya aja belum tahu jadi susah memualai pembelajaran sehingga kita harus review ulang lagi yang memang kadang menjadi masalah tersendiri Pak

**Peneliti :** kalau kita biasanya Pak kasih penilaian ke murid dalam bentuk apa?

**Mr. A :** ya dalam bentuk skoring

**Peneliti :** nilai itu apakah berdasarkan proyeknya, produknya atau pengetahuannya?

**Mr. A :** kayaknya harus menjadi prioritas sendiri. seumpama ada yang berbasis Project p5-nya ya pemahamannya terhadap implementasi. Bagaimana menghayati dan berusaha mengimplementasikan nilai-nilai Pancasila di sekolah contoh nilai pertama itu bisa dilihat anak-anak itu dia tidak pergi salat di masjid ya nilai pertamanya ini beriman kepada Tuhan Yang Maha Esa dan berakhlak mulia apakah dia kurang ajar terhadap gurunya itu sudah penilaian awal

**Peneliti :** jadi kalau kita assest murid berdasarkan itu?

**Mr. A :** tetap ada skoringnya Pak, ada penilaian secara kognitif istilahnya mengevaluasi terjadi peningkatan pembelajaran apa yang dia pelajari dalam suatu semester atau mid semester, tetap kita ada kasih evaluasi kognitif agar bisa diukur ,dia bisa menyerap atau tidak sama sekali, dengan cara kita kasih tes tertulis, Jadi itu instrumen yang kita gunakan.

**Peneliti :** kan di K13 ada silabus kalau di Merdeka ATP (alur tujuan pembelajaran) bedanya antara itu apa?

**Mr. A :** itu sebenarnya hampir sama Ji cuman kalau silabus lebih panjang

**Peneliti :** kalau ATP itu kita bisa buat sendiri atau ada memang khusus dari sekolah ?

**Mr. A :** Kalau ATP bisa buat sendiri dari sekolah tapi kalau CP tidak bisa dibuat kalau cp itu dari pemerintah kalau ATP bisa kita ubah dari sekolah kalau yang bisa kita ubah berdasarkan lokalitas menurut sekolah Pak seperti tadi berhubungan dengan pelajar Pancasila berhubungan dengan P5 apa yang paling sesuai dengan orang-orang di situ contohnya di tanah Mandar nggak usah ambil alat musik dari Sumatera maupun di Jawa ambil saja sayyang pattuduq di mandar itu contohnya P5. Jadi mungkin bisa dirumuskan di situ. kalau mau dibilang beda, bedanya itu di proses pembelajarannya karena kan kalau di kurikulum merdeka itu

lebih memerdekakan siswa tapi kalau penilaiannya sama !

**Peneliti :** setiap akhir pembelajaran kalau kita mengajar itu tetap ada tugas ?

**Mr. A :** kalau saya ndak terlalu menekankan Pak Kalau saya pribadi buat apa ya karena kita sudah lihat peminatannya di lapangan Seperti apa ya saya tidak terlalu tekan Kalau dilihat dari siswanya. tidak usah terlalu ditekan karena Merdeka belajar, cuman responnya saja Pak ini anak-anak, saya kira begitu semangatnya mereka belajar kemudian jangan terlalu istilahnya kalau ada dulu guru-guru Killer terlalu nilai Saya kira itu di sekolah itu kita bukan untuk cari nilai tapi proses-prosesnya kita cari Jadi kenapa itu P5 seperti profil Pancasila itu berusaha ditanamkan di supaya dia punya nilai-nilai yang tertanam bahwa Oh seperti ini jiwanya hidup begitu ya Ada semangatnya begitu

**Peneliti :** Kalau kita mengajar selama pembelajaran mana kita tonjolkkan biasa speaking kah? Listening kah?

**Mr. A :** kalau saya biasa speaking pokoknya biar sedikit materi yang penting semua bisa perkenalan diri. berusaha semua try to speak one other in class seperti itu aja gitu dia berusaha. Jadi maksudnya biar beberapa materi dikasih seperti bacaan ini apa kalau tidak dia coba juga kan percuma, Jadi saya coba begitu aja.

**Peneliti :** itu ada penilaian sendiri atau nanti di akhir pembelajaran?

**Mr. A :** saya biasa kalau di kelas saya catat-catat saja. Oh yang ini menonjol ini oh mampu Ini speak up di kelas, itu sudah menjadi catatan itu. Karena hanya beberapa orang saja yang menonjol, begitu aja

**Peneliti :** jadi catatan itu nanti kita jadikan bahan pertimbangan?

**Mr. A :** pertimbangan sendiri untuk memberikan skor akhir berapakah nilainya ini anak, ada juga sama sekali tidak pernah datang Ah itu juga masalah sendiri itu kita guru ya kasih remedial, kasih ujian susulan Pak ada itu di sini sekolah sekolahannya bagus ini siswanya dia yang minatnya kurang. Biasa memang itu nggak tahu tuh

**Peneliti :** jadi ada rubrik penilaian tersendiri, seumpama kayak kehadiran, sedia itu masuk penilaian?

**Mr. A :** ? kalau saya Pak 70% kehadiran biasa saya sampaikan memang di awal semester 70%. Yang lain itu seperti kehadirannya, keaktifan, kerapian,

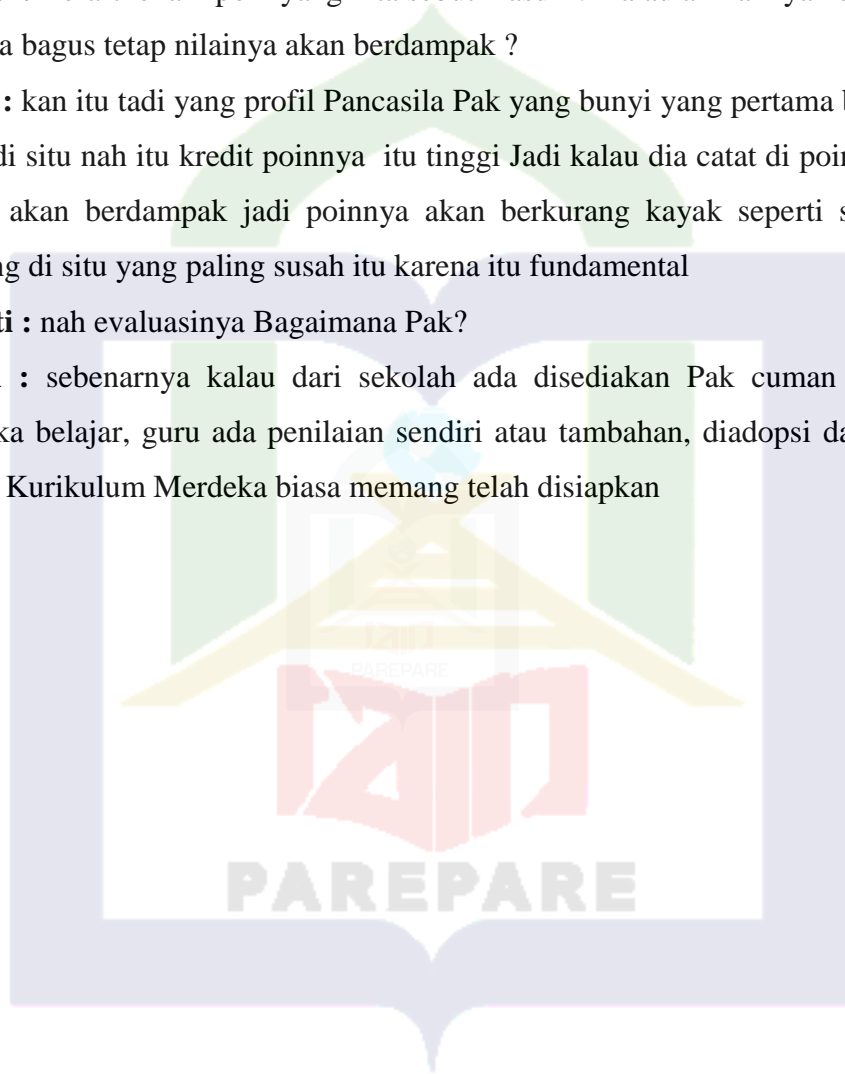
pengetahuan kognitifnya, akhlaknya dan lain sebagainya itu biasa kita ingatkan di awal pembelajaran biar Bagaimana kalau tidak hadir seumpama di kelas susah jadi penilaian tersendiri kita begitu kita sampaikan di awal semester Saya kira guru di sini juga begitu.

**Peneliti :** Berarti enam poin yang kita sebut masuk ? Kalau akhlaknya kurang biar nilainya bagus tetap nilainya akan berdampak ?

**Mr. A :** kan itu tadi yang profil Pancasila Pak yang bunyi yang pertama berakhlak mulai di situ nah itu kredit poinnya itu tinggi Jadi kalau dia catat di poin pertama berarti akan berdampak jadi poinnya akan berkurang kayak seperti satu skor. memang di situ yang paling susah itu karena itu fundamental

**Peneliti :** nah evaluasinya Bagaimana Pak?

**Mr. A :** sebenarnya kalau dari sekolah ada disediakan Pak cuman namanya Merdeka belajar, guru ada penilaian sendiri atau tambahan, diadopsi dari sambil belajar Kurikulum Merdeka biasa memang telah disiapkan



**The interviewed dialogue displays below.**

**Researcher:** What is your name, sir?

**Mr A :** Andi Taqrim

**Researcher:** Straight away sir, what are the basic differences between the K13 and Merdeka curricula?

**Mr A:** the difference is differentiated learning.

**Researcher:** What is meant by differentiation?

**Mr A:** So actually it is based on learning that is carried out on students based on interest, so how interest arises from each student, we give a different approach

**Researcher:** So do you divide the initial learning first or based on interest?

**Mr A:** Actually, the start can be the same according to the CP that was discussed earlier, but if something happens that we think has not been achieved, we can continue and review it again, or it may be in the nature of stability or we consider that the CP can be rescheduled, sir, or more specifically, how can he achieve what interests he can develop there, so each child has different interests, this term, for example, prefers to talk about or explain texts that are structured or explain in this and that way, this is known in English as text procedures . If, for example, we direct him to differentiate learning, that is how he learns or explains using English about how, for example, to open a tire in an automotive, reinstall a tire with a new tire using English, starting from the beginning, for example, what key to use, then what stages or steps are there, So we see the potential of children, if they are interested, they can develop procedural texts, for example, if we dig them there first, if we can, we will develop them there first, that's called differentiation, which we understand, yes, we can't help but study all the texts that we see. If you don't have potential there, you don't need to develop it too far. The important thing is that you already know the basics, maybe that's the case

**Researcher:** So the difference is that in K13 there is no differentiation learning?

**Mr A:** If I found it, it wasn't there, that's a breakthrough in the Merdeka curriculum. As far as I know, in the Merdeka curriculum, when we study there is P5. Pancasila's profile for P5 is how it has a learning base that has works, workshops so we do that, there are subjects that are effective which are allocated

to each school for P5

**Researcher:** There are no special lessons?

**Mr A:** There is a special allocation specifically for P5

**Researcher :** for English?

**Mr A:** It seems that English is not focused on subjects but is culture-based, what can students develop according to local wisdom around their school, for example, there is waste, how do we manage it, introduction to several types of waste, how to develop it or a solution so that there is a way to form it. -a form of processing that can be recycled or something like that. P5 can learn various things about productive solutions, he can talk about culture, he can develop musical instruments in his area of interest, so his collaboration can be very broad related to that.

**Researcher:** Oh, so there is allocated time, for example at the end of a subject?

**Mr A:** There are several schools that I have seen, sir, such as the Al Ikhlas Islamic Boarding School, Campalagian Lampoko, where they allocate time not at the end of the lesson in one week, for example, 3 teachers or two collaborate to make one material P5

**Researcher:** So have you often participated in children's activities for P5?

**Mr A:** For now, there are only science lessons

**Researcher:** Does that mean it's not permapel, sir?

**Mr A:** yes, there could be, it could also be collaboration

**Mr A:** So it's like this, sir, if there is a Merdeka curriculum, I would call it the Pancasila profile. I have said in class that the class must be a product of Pancasila. There are 6 points. If I'm not mistaken, the first is belief in God Almighty, the second is Global Diversity.

**Researcher:** What is global diversity?

**Mr A:** in my language, it is international unity. So if we don't use the term, we must have high tolerance, tolerance values, how do we mix with all kinds of learners or teachers from various circles, regardless of ethnicity, race and religion, such as religious moderation, mingle with all kinds of ethnic learners. the teacher doesn't discriminate, please just mingle, so I teach it in that class so that there are

values of tolerance, yes, the third child is mutual cooperation, cooperation, ordinary children don't understand what mutual cooperation is, cooperation with your friends, today's example is clean- Clean the classroom, yes, cooperation is part of how we educate children to cooperate in the classroom and keep a clean list of forms of how to create or develop cooperation in the fourth grade. There is something called creativity, that is, there is creativity. Sir, if they are already working together, how should they be creative? producing product ideas, especially in vocational schools, especially vocational schools, are known for productivity because there are productive teachers, the fifth is critical reasoning, well, this is the most important thing, usually in class I always say this is the literacy value of children, how do they think, yes, deep thinking about what they are facing. what is in front of him, what he reads, critical thinking is important, understanding the concept of cognitive problems, intelligence is achieved here, if it's not good here, it means you can't. The last or 6th thing is called independence. I usually encourage students to be independent. Sir, because we are a location-based school, how do we get out of school, there are businesses, for example, students who enter the fashion design department can make something when they graduate, those in automotive can have their own repair shop.

**Researcher:** What do you assess at the end of the assessment, do you follow the K13 curriculum?

**Mr A:** Cognitively, yes, there can be an evaluation as written, but you have to consider things related to the specialization in which he is developing. So the orientation of interest can be a self-assessment for Merdeka teachers

**Researcher:** Every time you enter a class, is there usually an assessment or assessment that we give?

**Mr A:** As usual, sir, at the beginning of the semester, I give a diagnostic assessment, so we give an initial assessment. Actually, the aim is not to measure goals or abilities, but we also see where the children are interested so that there is specialization. So, if in the new semester we look at the children's specializations, let us make it easier as a basis for implementing learning differentiation. For example, if we know that this person likes extracurricular activities, then we just

need to adjust how in the future in class, so that the time allocation can be busy, at that time in those activities. So how can the CP learning objectives in that class be achieved without disturbing the extracurricular activities. There are some questions I usually ask that are just general in nature at the beginning of learning to make it easier.

**Researcher:** does that include text?

**Mr A :** he's a kind of respondent. we make on paper several questions like that. These children's interests are where their initial abilities are. There could also be several questions to measure initial abilities or not an initial basic assessment. for example, he doesn't know English at all. There are some students, sir, who don't know anything at all. So we have to give him basic knowledge in grade 1, even though he should have mastered it or learned it in junior high school. for example to be he doesn't know. It just means that we don't know yet, so it's difficult to start learning so we have to review it again, which is sometimes a problem in itself, sir

**Researcher:** Sir, do you usually give assessments to students? in what form?

**Mr A :** yes in the form of scoring

**Researcher:** Is the value based on the project, product or knowledge?

**Mr A:** I think it should be your own priority. For example, if someone is based on Project P5, how do they understand the implementation? appreciate and try to implement the values of Pancasila in school. An example of the first value can be seen by the children. He doesn't go to pray at the mosque. Yes, the first value is faith in God Almighty and having noble morals. Is he rude to his teacher? That's the initial assessment.

**Researcher:** So if you assess students based on that?

**Mr A:** There is still a suspension, Sir, there is a cognitive assessment, which means evaluating whether there is an increase in what he learned in a semester or mid-semester. We still provide a cognitive evaluation so that it can be measured, whether he can absorb it or not at all, by giving him a written test. So that's the instrument we use

**Researcher:** In K13 there is a syllabus, but in Merdeka ATP (learning objectives flow), what's the difference between that?



**Mr A:** It's actually almost the same, only if the syllabus is longer

**Researcher:** Can we make ATP ourselves or is there something specifically from schools?

**Mr A:** ATP can be made by yourself from school, but CP can't be made, CP is from the government, ATP can be changed from school, what we can change is based on locality, according to the school, sir, as before regarding Pancasila students, what is most appropriate regarding P5? with the people there, for example, in Mandar, you don't have to take musical instruments from Sumatra or in Java, just take the pattuduq in Mandar, for example P5. So maybe it can be formulated there. If you want to say it's different, the difference is in the learning process because the Merdeka Curriculum is more liberating for students, but the assessment is the same!

**Researcher:** At the end of every lesson, if you teach, there are still assignments?

**Mr A:** I don't put too much emphasis, sir. Personally, what do I do? Because we have seen what the interest in the field is like, I don't put too much pressure if you look at the students. There's no need to put too much pressure on it because it's Freedom to learn, it's just the response Sir, these are the children, I think they're so enthusiastic about learning then don't use the term too much if there used to be Killer teachers too much value I think that in school we're not looking for grades but the process- we are looking for the process. So why is P5 like the Pancasila profile trying to be instilled in him so that he has embedded values that Oh, like this, his soul lives like that, yes. There is such a spirit.

**Researcher:** When you teach, during the lesson, do you emphasize speaking? Lighting huh?

**Mr A:** If I usually speak, the main thing is to introduce myself to a little of the important material. trying everything to talk to one another in class like that, that's all he tried. So what this means is that if you give him some material like this reading, if he doesn't try it, it's useless, so I just tried it like that.

**Researcher:** Is there a self-assessment or later at the end of the lesson?

**Mr A:** I usually just take notes in class. Oh this one stands out oh this one is able to speak up in class, that's already a note. Because only a few people stand out,

that's all

**Researcher:** So we will use these notes as a consideration later?

**Mr A:** It's your own consideration to give a final score, what is this child's score, there are also those who never come at all. Ah, that's also our own problem, we teachers give remedial, give supplementary exams Sir, there's that here, the school is a good school, this is the student whose interest is lacking. That's normal, I don't know

**Researcher:** So there is a separate assessment rubric, such as attendance, is that ready to be included in the assessment?

**Mr A:** ? If I were to say, Sir, 70% attendance would normally be 70% at the start of the semester. Others, such as their presence, activeness, neatness, cognitive knowledge, morals and so on, we usually remind them at the beginning of learning so that what happens if they are not present, for example in class, it is difficult for us to make our own assessment once we convey it at the beginning of the semester. I think the teachers here are like that too. .

**Researcher:** Does that mean the six points we call entry? If the morals are lacking, even if the grades are good, will the grades still have an impact?

**Mr A:** That's the Pancasila profile, sir, which says the first thing is to have morals, starting there, so the credit points are high. So if he notes the first point, that means it will have an impact, so the points will decrease like one score. That's where it's the most difficult because it's fundamental

**Researcher:** Well, how is the evaluation, sir?

**Mr A:** Actually, if it's provided by the school, Sir, it's just called Merdeka Belajar, the teacher has their own or additional assessment, adopted while studying. The regular Merdeka Curriculum has indeed been prepared.

**TEACHERS' INTERVIEW QUESTIONS**  
**ANALYSIS OF ASSESSMENT FOR K13 CURRICULUM AND**  
**MERDEKA CURRICULUM AT SENIOR HIGH SCHOOL POLEWALI**  
**MANDAR**

Name : Mrs. Dian wulandari  
Day/date : 10<sup>th</sup> Juni 2024  
Time : 10:13 AM  
Location : SMKN 1 Tapango

**Questions**

1. How is the K13 Curriculum implemented in the classroom?
2. How is the Merdeka Curriculum implemented in the classroom?

**Interviewed transcription:**

**Peneliti :** Menurut ibu Apa itu assessment?

**Mr. D :** Assessment adalah proses penilaian hasil belajar peserta didik terhadap ketercapaian capaian pembelajaran

**Peneliti :** Bagaimana penerapan assessment di kelas?

**Mr. D :** Saya menerapkan 2 jenis assessment yaitu formatif & sumatif

**Peneliti :** Apakah setiap hari dilakukan assessment atau hanya di waktu tertentu?

**Mr. D :** setiap pertemuan

**Peneliti :** Bagaimana penerapan kurikulum k13 di kelas, terkhusus mapel B. Inggris? bisa dijelaskan dengan contoh yang biasa dilaksanakan dalam pembelajaran!

**Mr. D :** saya sudah menerapkan kurikulum merdeka dalam PBM

**Peneliti :** Bagaimana penerapan kurikulum merdeka di kelas, terkhusus mapel B. Inggris? bisa dijelaskan dengan contoh yang biasa dilaksanakan dalam pembelajaran!

**Mr. D :** proses pembelajaran kurikulum merdeka ditandai dengan pembelajaran

berdiferensiasi, maka dari itu dalam pembelajaran saya melakukannya dgn metode differensiasi, baik dalam konten maupun proses

**Peneliti :** Apa yang menjadi pembeda secara mendasar dari kurikulum k13 dan merdeka, berdasarkan pemahaman ibu?

**Mr. D :** Hampir sama dalam proses belajarnya tetapi kurikulum merdeka pada awal pertemuan kita dianjurkan untuk melakukan diagnostik awal untuk mengetahui gaya belajar peserta didik

**Peneliti :** Bagaimana pola assessment atau penilaian di kurikulum k13 dan kurikulum merdeka? Bisa dijelaskan berdasarkan format atau penilaian!

**Mr. D :** di dalam kurikulum k13 format penilaian peserta didik hanya dibagi kedalam dua kategori yaitu pengetahuan dan keterampilan untuk hasil akhir tetapi di kurikulum merdeka lebih menjabarkan dengan adanya program P5

**Peneliti :** Apa yang dimaksud dengan asesmen formatif dan sumatif? Apakah di k13 juga dilaksanakan asesmen tersebut?

**Mr. D :** Asesmen formatif dilakukan secara berkelanjutan selama proses pembelajaran berlangsung, misalnya melalui observasi, diskusi, kuis, atau portofolio. Sedangkan asesmen sumatif dilakukan pada akhir suatu unit, bab, semester, atau tahun ajaran, misalnya melalui ujian akhir, tes standar, atau proyek akhir Di k13 juga dilaksanakan, hanya namanya saja yang berbeda

**Peneliti :** Jadi yg membedakan k13 dan merdeka hanya dari segi penamaan dan assessment akhir yang menitikberatkan pada p5?

**Mr. D :** Kurang lebih seperti itu tp tidak menitikberatkan pada p5 tetapi hanya ada tambahan penilaian p5

**Peneliti :** Apakah P5 mengacu juga pada format k13 yang dinilai adalah afektif, kognitif, dan psikomotorik?

**Mr. D :** P5 ada 5 penialaian, religius, mandiri, nasionalis, integritas, gotong royong

**Peneliti :** Penamaan assessment pada kurikulum 13 itu apa?

**Mr. D :** Ulangan harian, ujian semester, dll

**Peneliti :** Ini hanya penambahan untuk rubrik penilaian pada kurikulum merdeka atau juga ada penilaian afektif, kognitif dan psikomotorik seperti pada assessment

k13?

**Mr. D :** Selain assessment formatif & sumatif, di *KUMER* (Kurikulum Merdeka) hanya ada tambahan assessment p5

**The interviewed dialogue displays below.**

**Researcher:** According to you, what is assessment?

**Mrs. D:** Assessment is the process of assessing student learning outcomes regarding the achievement of learning outcomes

**Researcher:** How is assessment implemented in the classroom?

**Mrs. D :** I apply 2 types of assessment, namely formative & summative

**Researcher:** Are assessments carried out every day or only at certain times?

**Mrs. D :** every meeting

**Researcher:** How is the K13 curriculum implemented in the classroom, especially English subject B? can be explained with examples that are usually carried out in learning!

**Mrs. D :** I have implemented the Merdeka Curriculum in PBM

**Researcher:** How is the Merdeka Curriculum implemented in the classroom, especially English subject? can be explained with examples that are usually carried out in learning!

**Mrs. D:** The Merdeka Curriculum learning process is characterized by differentiated learning, therefore in my learning I do it using a differentiation method, both in content and process

**Researcher:** What is the fundamental difference between the K13 and Merdeka curricula, based on your understanding?

**Mrs. D:** Almost the same in the learning process, but at the beginning of the Merdeka Curriculum we are advised to carry out initial diagnostics to determine students' learning styles

**Researcher:** What is the assessment pattern in the K13 curriculum and the Merdeka Curriculum? Can be explained based on format or assessment!

**Mrs. D:** in the K13 curriculum the student assessment format is only divided into two categories, namely knowledge and skills for final results but in the Merdeka

Curriculum it is more detailed with the P5 program

**Researcher:** What is meant by formative and summative assessment? Is this assessment also carried out in K 13?

**Mrs. D:** Formative assessments are carried out continuously throughout the learning process, for example through observations, discussions, quizzes, or portfolios. Meanwhile, summative assessment is carried out at the end of a unit, chapter, semester or academic year, for example through a final exam, standard test or final project. In K13 it is also carried out, only the name is different

**Researcher:** So the only difference between K13 and Merdeka is in terms of naming and the final assessment which focuses on P5?

**Mrs. D:** More or less like that but it doesn't focus on p5 but only has an additional assessment of p5

**Researcher:** Does P5 also refer to the k13 format which is assessed as affective, cognitive and psychomotor?

**Mrs. D:** P5 has 5 assessments, religious, independent, nationalist, integrity, mutual cooperation

**Researcher:** What is the name of assessment in curriculum 13?

**Mrs. D:** Daily tests, semester exams, etc

**Researcher:** Is this just an addition to the assessment rubric in the Merdeka Curriculum or is there also an affective, cognitive and psychomotor assessment like in the K13 assessment?

**Mrs. D:** Apart from formative & summative assessments, at Kumer there is only an additional P5 assessment

**TEACHERS' INTERVIEW QUESTIONS**  
**ANALYSIS OF ASSESSMENT FOR K13 CURRICULUM AND**  
**MERDEKA CURRICULUM AT SENIOR HIGH SCHOOL POLEWALI**  
**MANDAR**

Name : Mr. Miarno  
 Day/date : 10<sup>th</sup> Juni 2024  
 Time : 10:40 AM  
 Location : SMKN Tapango

**Questions**

1. How is the K13 Curriculum implemented in the classroom?
2. How is the Merdeka Curriculum implemented in the classroom?

**Interviewed transcription:**

**Peneliti :** Menurut bapak Apa itu assessment?

**Mr. M :** Assesment adalah proses pengumpulan informasi dari peserta didik, memantau kualitas pembelajaran

**Peneliti :** Bagaimana penerapan assessment di kelas?

**Mr. M :** penerapan Assesment di kelas dilakukan dengan diawali persiapan, pelaksanaan dan evaluasi. dengan mempertimbangkan keterlibatan peserta didik dan kesempatan untuk melakukan refleksi terhadap kemampuan mereka sendiri

**Peneliti :** Apakah setiap hari dilakukan assessment atau hanya di waktu tertentu?

**Mr. M :** Assesmen dilakukan setiap saat terutama pada saat jam pelajaran berlangsung

**Peneliti :** Bagaimana penerapan kurikulum k13 di kelas, terkhusus mapel B. Inggris? bisa dijelaskan dengan contoh yang biasa dilaksanakan dalam pembelajaran!

**Mr. M :** Dari beberapa pelatihan dan kegiatan peningkatan kompetensi guru pada saat pelaksanaan assesmen K13 khususnya maple B. Inggris menitik beratkan pada kemampuan kognitif dan skill walaupun didalamnya juga memantau kondisi peserta didik dari segi karakter dan emosional dalam bentuk nilai. Misalnya materi B. Inggris maka ada format dan rubrik pada setiap kegiatan



**Peneliti :** Apa yang menjadi pembeda secara mendasar dari kurikulum k13 dan merdeka, berdasarkan pemahaman bapak ?

**Mr. M :** Yang menjadi pembeda mendasar adalah terkait asesmen dimana dikurikulum merdeka dilakukan dengan 3 keadaan yaitu sebelum, saat dan setelah pembelajaran sedangkan di K13 secara umum dikenal saat dan setelah pembelajaran tanpa memperhatikan tingkat perkembangan peserta didik.

**Peneliti :** Bagaimana pola assessment atau penilaian di kurikulum k13 dan kurikulum merdeka? Bisa dijelaskan berdasarkan format atau penilaian!

**Mr. M :** pola Assesment K13 yang saya gunakan cenderung lebih terstruktur sebagaimana yang tercantum di permendikbud nomor 66 tahun 2013 yg terperinci untuk akademik peserta didik dan lebih kompleks sedangkan di kurikulum merdeka saya menitik beratkan pada pengetahuan, keterampilan dan menitik beratkan pada penialain kriteria profil pelajar pancasila baik assessment formatif dan sumatif dan Penerapan Kurikulum meredeka dikelas dapat dilakukan dengan memantau tahapan perkembangan perserta didik, tidak harus dimulai pada tingkat kognitif atau keterampilan berpikir yang mengingat akan tetapi pembelajaran yang terintegrasi dari kesesuain level kognitif

**The interviewed dialogue displays below.**

**Researcher:** According to you, what is assessment?

**Mr. M:** Assessment is the process of collecting information from students, monitoring the quality of learning

**Researcher:** How is assessment implemented in the classroom?

**Mr. M:** The implementation of assessment in the classroom is carried out by starting with preparation, implementation and evaluation. taking into account the involvement of students and the opportunity to reflect on their own abilities

**Researcher:** Are assessments carried out every day or only at certain times?

**Mr. M:** Assessments are carried out at any time, especially during class hours

**Researcher:** How is the K13 curriculum implemented in the classroom, especially English subject B? can be explained with examples that are usually carried out in learning!

**Mr. M:** From several training and activities to increase teacher competency during the K13 assessment, especially mapel B. English focuses on cognitive abilities and skills even though it also monitors the condition of students in terms of character and emotions in the form of values. For example, B. English material means there is a format and rubric for each activity

**Researcher:** What is the fundamental difference between the K13 and Independent curricula, based on your understanding?

**Mr. M:** The fundamental difference is related to assessment where in the Merdeka Curriculum it is carried out in 3 situations, namely before, during and after learning, whereas in K13 it is generally known as during and after learning without considering the level of development of students.

**Researcher:** What is the assessment pattern in the K13 curriculum and the Merdeka Curriculum? Can be explained based on format or assessment!

**Mr. M:** The K13 assessment pattern I did, more structured as stated in Permendikbud number 66 of 2013 which is detailed for students' academics and is more complex, whereas in the Merdeka Curriculum I emphasis on knowledge, skills and focuses on assessing Pancasila students' proof criteria, both formative assessment and Summative and implementation of the Merdeka Curriculum in the

classroom can be done by monitoring the stages of student development, not necessarily starting at the cognitive level or remembering thinking skills, but integrated learning that matches the cognitive level.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
PASCASARJANA**

Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404  
PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B-498 /In.39/PP.00.09/PPS.05/05/2024  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

14 Mei 2024

Yth. Bapak Bupati Polewali Mandar  
Cq. Ka. Badan Kesatuan Bangsa dan Politik dan Perihal Permohonan

Di

Tempat

*Assalamu Alaikum Wr. Wb.*

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Pascasarjana IAIN Parepare tersebut di bawah ini :

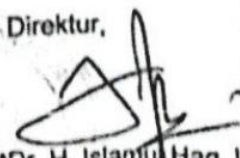
Nama : NASARUDDIN  
NIM : 2120203879102014  
Program Studi : Tadris Bahasa Inggris  
Judul Tesis : **Analysis of Assessment for K13 Curriculum and Merdeka Curriculum at Senior High School Polewali Mandar.**

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan Mei s/d Juli Tahun 2024

Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

*Assalamu Alaikum Wr. Wb.*

Direktur,

  
Dr. H. Islamul Haq, Lc., M.A.  
NIP.19840312 201503 1 004



**PEMERINTAH PROVINSI SULAWESI BARAT**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**UPTD SMK NEGERI TAPANGO**



*Jl. Pendidikan No. 01 Desa Banato Rejo, Kec. Tapango, Kab. Polewali Mandar*

**SURAT KETERANGAN**

Nomor : 422/18/VII/SMKN-T/2024

yang bertanda tangan di bawah ini Kepala SMKN Tapango, menerangkan bahwa :

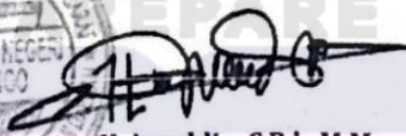
Nama : Nasaruddin  
NIM : 2120203879102014  
Program Studi : Tadris Bahasa Inggris  
Sekolah/Univ. : Institut Agama Islam Negeri (IAIN) Parepare

Telah selesai melakukan penelitian di SMKN Tapango selama 30 (Tiga Puluh) hari, terhitung mulai tanggal 19 Mei s/d 19 Juni 2024 untuk memperoleh data dalam rangka penyusunan Tesis Penelitian yang berjudul : "ANALYSIS OF ASSESMENT FOR K13 CURRICULUM AND MERDEKA CURRICULUM AT SENIOR HIGH SCHOOL POLEWALI MANDAR".

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sepenuhnya.

Tapango, 11 Juli 2024  
Kepala Sekolah



  
**Kaimuddin, S.Pd., M.M**  
Pangkat : Pembina Tk.I IV/b  
NIP. 19781231 200502 1 010





**PEMERINTAH KABUPATEN POLEWALI MANDAR  
DINAS PENANAMAN MODAL DAN  
PELAYANAN TERPADU SATU PINTU**

Jalan Manunggal Nomor 11 Pekkabata Polewali, Kode Pos 91315  
Website: dpmptsp.polmankab.go.id Email: dpmptsp@polmankab.go.id

**IZIN PENELITIAN  
NOMOR : 500.16.7.2 /0322/IPL/DPMPTSP/2024**

- Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
  2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
  3. Memperhatikan :
    - a. Surat permohonan sdr. NASARUDDIN
    - b. Surat rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-0322/Kesbangpol/B.1/410.7/V/2024, Tgl. 20-05-2024

**MEMBERIKAN IZIN**

Kepada :

Nama	:	NASARUDDIN
NIM/NIDN/NIP/NPn	:	2120203879102014
Asal Perguruan Tinggi	:	IAIN PAREPARE
Fakultas	:	-
Jurusan	:	TADRIS BAHASA INGGRIS S2
Alamat	:	DAKKA KEC. TAPANGO KAB. POLEWALI MANDAR

Untuk melakukan penelitian di SMK 1 Tapango, SMK Muhammadiyah, SMK YPPP Wonomulyo Kabupaten Polewali Mandar yang dilaksanakan Pada bulan Mei s/d Juni 2024 sampai selesai dengan Proposal berjudul "ANALYSIS OF ASSESSMENT FOR K13 CURRICULUM AND MERDEKA CURRICULUM AT SENIOR HIGH SCHOOL POLEWALI MANDAR"

Adapun izin penelitian ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil penelitian kepada Bupati Polewali Mandar up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat izin penelitian akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin penelitian tidak mentaati ketentuan-ketentuan tersebut di atas.
6. Izin penelitian ini hanya berlaku 6 bulan sejak diterbitkan.

Demikian izin penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar,  
Pada tanggal 21 Mei 2024  
Kepala Dinas Penanaman Modal Dan Pelayanan  
Terpadu Satu Pintu,



**I NENGAH TRI SUMADANA, AP, M.Si**

Pangkat : Pembina Utama Muda

NIP : 197605221994121001





MUHAMMADIYAH MAJELIS PENDIDIKAN DASAR DAN MENENGAH  
**SMKS MUHAMMADIYAH WONOMULYO**  
Jl. Sultan Hasanuddin no. 72 Wonomulyo, Sidodadi, Kec. Wonomulyo, Kab. Polewali Mandar Prov. Sulawesi Barat

SURAT KETERANGAN

Nomor: 271/III.AU/M/VII/2024

yang bertanda tangan di bawah ini Kepala SMKS Wonomulyo, menerangkan bahwa :

Nama : Nasaruddin  
NIM : 2120203879102014  
Program Studi : Tadris Bahasa Inggris  
Sekolah/Univ. : Institut Agama Islam Negeri (IAIN) Parepare

Telah selesai melakukan penelitian di SMKS Wonomulyo selama 30 (Tiga Puluh) hari, terhitung mulai tanggal 19 Mei s/d 19 Juni 2024 untuk memperoleh data dalam rangka penyusunan Tesis Penelitian yang berjudul : "ANALYSIS OF ASSESMENT FOR K13 CURRICULUM AND MERDEKA CURRICULUM AT SENIOR HIGH SCHOOL POLEWALI MANDAR".

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sepenuhnya.

Tapango, 11 Juli 2024

KEPALA SMKS Wonomulyo

an

Syamsuddin, S.Ag., M.Pd.I  
NIP.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI PAREPARE  
 UNIT PELAKSANA TEKNIS BAHASA**



Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404  
 PO Box 909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

**SURAT KETERANGAN**

Nomor: B-172/In.39/UPB.10/PP.00.9/07/2024

Yang bertanda tangan dibawah ini,

Nama : Hj. Nurhamdah, M.Pd.  
 NIP : 19731116 199803 2 007  
 Jabatan : Kepala Unit Pelaksana Teknis (UPT) Bahasa

Dengan ini menerangkan bahwa berkas sebagai berikut atas nama,

Nama : Nasaruddin  
 Nim : 2120203879102014  
 Berkas : Abstrak

Telah selesai diterjemahkan dari Bahasa Indonesia ke Bahasa Inggris dan Bahasa Arab pada tanggal 22 Juli 2024 oleh Unit Pelaksana Teknis Bahasa IAIN Parepare.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 22 Juli 2024  
 Kepala,



Hj. Nurhamdah, M.Pd.  
 NIP 19731116 199803 2 007

# Jurnal Kolaboratif Sains

e-ISSN : 2623-2022

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Website: <https://jurnal.unismuhpalu.ac.id/index.php/JKS>

## Letter of Acceptance

5734/JKS-UMPALU/VII/2024

Date: 16 July 2024

Jurnal Kolaboratif Sains (JKS)

Dear Author(s)

Nasaruddin, Abdul Haris Sunubi, Zulfah

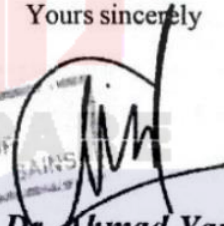
It's my pleasure to inform you that, after the peer review, your paper **ANALYSIS OF ASSESSMENT FOR K13 CURRICULUM AND MERDEKA CURRICULUM AT SENIOR HIGH SCHOOL POLEWALI MANDAR** has been **ACCEPTED** with content unaltered to publish with **JURNAL KOLABORATIF SAINS** in **Volume 7 Issue 8 (August 2024)**.

Thank you for making the journal a vehicle for your research interests

With regards  
Yours sincerely

 SINTA S6

JURNAL  
KOLABORATIF  
SAINS

  
**Dr. Ahmad Yani**  
Editor in Chief



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**  
**LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT (LP2M)**  
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**SURAT PERNYATAAN**

No. B.447/In.39/LP2M.07/07/2024

Saya yang bertanda tangan di bawah ini :

Nama : Muhammad Majdy Amiruddin, M.MA.  
 NIP : 19880701 201903 1 007  
 Jabatan : Kepala Pusat Penerbitan & Publikasi LP2M IAIN Parepare  
 Institusi : IAIN Parepare

Dengan ini menyatakan bahwa naskah dengan identitas di bawah ini :

Judul : Analysis of Assessment for Curriculum K13 and Merdeka Curriculum at Senior High School Polewali Mandar  
 Penulis : Nasaruddin  
 Afiliasi : IAIN Parepare  
 Email : nasaruddin300@gmail.com

Benar telah diterima pada Jurnal Jurnal Kolaboratif Sains Volume 8 Nomor 3 Tahun 2025 yang telah terakreditasi SINTA 5.

Demikian surat ini disampaikan, atas partisipasi dan kerja samanya diucapkan terima kasih

Ketua LP2M  
 Kepala Pusat Penerbitan & Publikasi



**Muhammad Majdy Amiruddin, M.MA.**  
 NIP. 19880701 201903 1 007



Appendix 02: Documentation





## CURRICULUM VITAE



Name : Nasaruddin  
 Place & date of birth : Tumpiling, 18 November 1992  
 Reg. number : 2120203879102014  
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 Tapango Kab. Polewali  
 Mandar  
 Phone number : 085338695476  
 E-mail adress : nasaruddin300@gmail.com

## FORMAL EDUCATION HISTORY:

1. SD : SDN 024 Pelitakan
2. SMP : MTs. S. Hasan Yamani
3. SMA : MA S. Hasan Yamani
4. S.1 : Universitas Muhammadiyah Makassar

## RESEARCH EMPLOYMENT :

1. Guru : MA S. Hasan Yamani

## RESEARCH HISTORY :

1. Student's Motivation and Their Learning Style in Speaking Class (Descriptive Study at the Third Semester Students of Muhammadiyah University of Makassar)
2. Analysis of Assessment for K13 Curriculum and Merdeka Curriculum at Senior High School Polewali Mandar