



IMPLEMENTATION OF FORMATIVE ASSESSMENT IN KURIKULUM MERDEKA BY ENGLISH TEACHER OF SMPK ADISUCIPTO PENFUI

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ABSTRACT

Learning assessment is an important part of the Implementation of Kurikulum Merdeka. This is because assessment is valuable for facilitating learning, providing comprehensive information about students, knowing students' learning progress, and as feedback on the learning process both from the teacher's side and from the students' side. Conducting an assessment helps teachers to determine the next steps to be taken in order to improve the quality of learning. In implementing learning assessment, teachers should understand the principles of assessment in Kurikulum Merdeka. This research aims at describing how English teachers implement learning assessment in the class at describing the level of English learning assessment implemented by English teacher of Sekolah Penggerak SMPK Adisucipto Penfui. The results of this research are (1) the implementation of learning assessment has been done well because English teachers are able to implement most of the assessment principles in learning activities in the class, (2) Even though most of the assessment principles have been implemented properly, there are a small number of assessment principles that have not been implemented optimally such as self-assessments, peer assessment, self-reflection and providing peer feedback.

Keywords: *Assessment principles, Formative assessment, Kurikulum Merdeka*

INTRODUCTION

Learning and assessment is unseparated part in the process of teaching and learning. In process of teaching English, teacher should create assessments to get information of students' achievements quickly (Jaidi et al., 2021; Oktaviana & Rasyid, 2020). Therefore, the teacher could take decision in order to help students developing their ability in learning process.

There are two kinds of assessments namely formative and summative. *Kurikulum Merdeka* emphasizes the assessment on formative. The formative assessment is an assessment carried out with the aim of monitoring and improving the learning process, as well as evaluating the achievement of learning objectives. Formative assessment can be carried out at the beginning

and throughout the learning process.

In teaching and learning English, teacher does not only need to assess students' knowledge of syntax and vocabulary as well as their abilities in using English as a means of communication, but more that how students create and interpret meaning, not just related with their language skills but also regarding knowledge and their experience. We also need to assess student's ability to analyze text and context. Assessment is done no need to wait until mid or end of the semester but during the learning process. The teacher has started monitor students' progress continuously by using the format observation and the result must be conveyed to the students as their reflection to improvement (Sudrajat, 2016).

Wallace & Larsen, 1978 (Haryanto, 2011) stated assessment is a process of collecting relevant learning information. Assessment is an

important activity in the learning process in schools, so its implementation must be truly objective and comprehensive on the conditions and needs of children.

Lin and Gronlund, 2000 in B.Uno & K.Marruf (2016) stated assessment is a general term that includes procedures used to obtain information about student learning and the format for assessing student learning progress. According to Subiyanto (1988), assessment is a practical application of measurement or how to obtain data through various forms of measurement (Yuniati, 2011). Supporting the opinions of some experts above, Brown (2003) explains two kinds of assessment that are informal and formal assessment. Informal assessment can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the students. Informal assessment of teacher is also embedded in classroom task design to elicit performance without recording results and making fixed judgments about student's competence. For example comments on papers, responding to a draft of an essay, advice about how to better pronounce a word, etc. On the other side, the formal assessments are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. The formal assessments are systematic, planned sampling techniques constructed to give teacher and student an appraisal of student's achievement.

Mandaru (2021) presents Cooper's principles in guiding effective assessment such as: 1) Assessment should be ongoing process, 2) Effective assessment is an integral part of instruction, 3) Assessment must be authentic, 4) Assessment should be collaborative, reflective process, 5) Effective assessment is multidimensional, 6) Assessment should be developmentally and culturally appropriate, 7) Effective assessment should identify students' strengths, and 8) Assessment must be based on what we know about how students learn.

Those principles in guiding effective assessments are in line with the Principles of Learning Assessment developed by the government as explained in The Guidebook of Learning and Assessment (Sufiady, 2021) as

follow:

1. Assessment is an integrated part of the learning process which facilitates learning and provide holistic information as feedback for educators, students, and parents to guide them in determining further learning strategies.
2. Assessment is designed and carried out in accordance with the function of assessment with the flexibility to determine the technique and timing of the assessment in order to effectively achieve the learning objective.
3. The assessment is designed fairly, proportional, valid and reliable to explain learning progress and determine the decision about the next steps.
4. Reports on student learning progress and achievements are simple and informative, providing useful information about the characters and competencies achieved and follow-up strategies.
5. The results of the assessment are used by students, educators, education staff, and parents as material for reflection to improve the quality of learning.

Effective assessments are able to:

1. Explain the meaning of learning and the meaning of learning objectives which are complex in nature.
2. Assess what students do not just answer what is asked.
3. Assess students' ability to use the knowledge they already have to build new knowledge structures obtained through the completion of tasks/activities that are carried out.
4. Assessing the suitability of learning outcomes with the learning approaches and activities undertaken.
5. Assessing the processes carried out and the products produced by students (Yuniati, 2011).

Based on the previous theories above, it can be said that the implementation of learning assessment is absolutely required. The principles

of assessment are implied to all subjects in structure of *Kurikulum Merdeka*.

Anggraena et al., (2022) identified assessment as:

1) An integrated part of the learning process which facilitates learning and provide holistic information as feedback for educators, students and parents to guide them in determining further learning strategies. For instance English teacher able to strengthen the assessment at the beginning of learning which is used to design learning according to the readiness of students, makes plans of learning assessments by referring to the goals and provide feedback so that students can determine steps for future improvement, provides feedback in the form of sentences of support to stimulate a growth mindset and involves students in conducting assessments through self-assessment, peer assessment, self-reflection and providing peer feedback.

2) It is designed and carried out in accordance with the function of assessment with the flexibility to determine the technique and timing the learning objectives. English teacher thinks about learning objectives when planning assessments and provide clarity to students about it at the beginning of learning. Teacher also uses various assessment techniques according to the function and purpose of the assessment. The results of the formative assessment are used for learning feedback, while the results of the summative assessment are used for reporting learning outcomes.

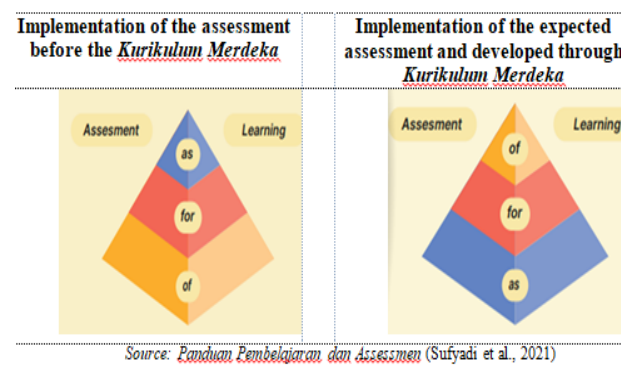
3) The assessment is designed fairly, proportional, valid, and reliable to explain learning progress and determine the decision about the next steps such as; English teachers provide sufficient time and duration for learning assessment as a part of learning process and not just for the sake of testing, teachers determine success criteria and convey them to students in order to help them achieve the target goal, and teachers do collaboration in designing the suitable assessments.

Assessments are divided into formative and summative (Brown, 2003). Formative assessment is aimed to evaluate students in the process of “forming” their competencies and skills with the goals of helping them to continue the growth process. The key to such formation is

the delivery (by teacher), and internalization (by students) of appropriate feedback on performance, with an eye toward the future confirmation (or formatting) of learning. On the other hand, summative assessment aims to measure or summarize what a student has learned, and typically occurs at the end of a course or unit of instruction.

The tendency of carrying out assessments in the curriculum before the *Kurikulum Merdeka* emphasized more on summative assessments which were a reference for filling out learning outcomes reports. Meanwhile, *Kurikulum Merdeka* places more emphasis on formative assessments. This formative assessments place more emphasis on assessment during the learning process which aims to improve performance continuously which refers to the achievement of learning objectives (Anggraena et al., 2022). The trend of carrying out learning assessments before the *Kurikulum Merdeka* and the implementation of expected learning assessments in the *Kurikulum Merdeka* can be described through pyramids as follows:

Figure 1. Implementation of assessment before *Kurikulum Merdeka* and in *Kurikulum Merdeka*



Based on the pyramid image above, it can be seen that the implementation of assessment *as* learning in the *Kurikulum Merdeka* is expected to have a larger portion, followed by assessment *for* learning and assessment of learning. It contrasts with the previous curriculum which tends to put the summative assessment (assessment *of* learning) on the larger positions.

The types and functions of both assessments can be divided into three parts. They are assessment *as* a learning process, assessment

for the learning process and assessment at the end *of* the learning process. Assessment *as* learning is the assessment for reflection on the learning process that functions as a formative assessment. Assessment *for* learning is to improve the learning process that functions as a formative assessment. Meanwhile, the assessment *of* learning is an assessment for evaluation at the end of the learning process and functions as a summative assessment.

Moreover, the characteristics of formative assessment are integrated with the ongoing learning process and became one unit. Similarly, formative assessment planning is made integrated with learning planning, which involves students in their learning assessment implementation, for example through self-assessment, peer-assessment and metacognitive reflection on their learning outcomes.

Another characteristic is to consider the comprehension in various aspects such as: attitudes, knowledge and skills, learning motivation, attitudes towards learning, learning styles, and cooperation in the learning process. Thus, appropriate learning methods/strategies, techniques, and assessment instruments are needed.

The implementation of formative assessment in English subject in Kurikulum Merdeka can be carried out by considering the following things:

1. Implemented simultaneously in the learning process which is followed by providing treatment based on the needs of students and improvement of the learning process.
2. Teachers can use various techniques such as observation, performance (products, projects, portfolios) and tests.
3. Follow-up can be done directly by providing feedback or intervention.
4. Teachers can prepare various instruments such as rubrics, anecdotal notes, checking list sheets to record information that occurs during learning.

The Principles of the Kurikulum Merdeka indicate that the implementation of learning assessments emphasis more on formative assessment (assessment *as* learning and

assessment *for* learning). Therefore, the researchers conducted an investigation in order to find out the implementation of formative assessment by English teacher of SMPK Adisucipto Penfui in the class. This school was chosen because it is a pioneer in implementing Kurikulum Merdeka in Kupang city.

Based on the explanation above, the researchers wanted to investigate on how English teacher of SMPK Adisucipto Penfui implement formative assessment in *Kurikulum Merdeka* and to what extent the principles of English learning assessment were applied.

METHOD

The method used in this research is descriptive qualitative. The researchers investigated on how the implementation of formative assessment by English teachers of SMPK Adisucipto Penfui then described it qualitatively. Cresswell (2014), states: “*Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure*”.

In gaining the data, researchers did depth interview to the English teacher of the seventh grade who applied *Kurikulum Merdeka*. According to Ahyar et al., (2020), interviews not only capture understanding or ideas, but also capture feelings, experiences, emotions, motives by the respondent concerned. The interview used semi-structured which is flexible to new questions during the conversation as a consequence of what the interviewee had said (Sarib & Rasak, 2022). Then, the data was transcribed and coded to generate for analysis.

Beside the interview, class observation had also conducted to record and collect the data needed (Alhamid, Thalha and Anufia, 2019) about how the teacher implements the learning assessment in English class using instrument

guide in Principal of Learning Assesment (Sufiady, 2021).

FINDINGS AND DISCUSSION

Findings

Prior to the interview and observation in *Sekolah Penggerak* SMPK Adisucipto Penfui in Kupang city, it can be shown that generally, the English teacher had implemented the learning assessment well. It is because when the English teacher implements the learning assessment, first, she made a diagnostic assessment in order to know the students' level of ability. Then, she creates the learning and assessment according to students' ability level. After that, she implements the learning and assessment in the class. She did the learning assessment by giving test and by the result of students' answers on the test she gave them the feedback or notes for improving the students' understanding toward the learning. The learning assessment happened in the learning process. Besides giving notes or feedback for students' abilities on a test, the English teacher also involved students in the assessment and facilitate students to do self- assessment or peer to peer assessment.

“Kurikulum Merdeka assessment is very helpful for me, because firstly, I made diagnostic assessment in order to know the background of knowledge of the students and their needed in learning process that I’m going to teach them in the future.” (INV.01)

The English teacher understood enough and able to implement the English learning assessment according to the principles of assessment in *Kurikulum Merdeka*. Although there are still misconceptions between *Kurikulum Merdeka* and *Kurikulum 2013* and there are still uncertainties about how to facilitate students in conducting self-assessments and peer to peers assessments.

“So far, I think the learning assessment in Kurikulum Merdeka is very easy to do because basically as a teacher we have background knowledge about how to asses our

students.... In our school, we use the book from Erlangga not from Kementarian because the materials not specific as in Erlangga. So the learning assessment I make is using Erlangga’s book ... and from Youtube, Google.” (INV.02)

Furthermore, based on the observation results in Class 7A and 7C, the researcher found that in general, the implementation of learning assessment by English teacher in *Sekolah Penggerak* SMPK Adisucipto Penfui has been done well. It is because the English teacher implemented the learning assessment by considering the assessment principles in *Kurikulum Merdeka*. However, there are some aspects that have not been optimally implemented and have not even been implemented at all. Those aspects are self-assessment, peer assessment, self-reflection and providing peer feedback. This is contrary to the statement of the English teacher in the interview which said that the teacher facilitated or involved students in the assessment.

To extent, the implementation of the learning assessment has gone well because the English teacher understands well the principles of assessment in learning. However, there are several things that need to be developed and improved, namely the involvement of students in the implementation of learning assessments in class.

Discussion

Consider to the Principles of Assessment and implementation, the researcher found that there is a misconception about learning assessment in *Kurikulum 2013* and *Kurikulum Merdeka* (INV. 01). In fact, the assessment principles and characteristics of *Kurikulum 2013* and *Kurikulum Merdeka* are different. In *Kurikulum 2013*, the learning assessment focused on Summative assessment which the result were used to fill in the report of students' learning outcomes. The students' learning outcomes have not been used as feedback for improving learning. While, in *Kurikulum Merdeka*, the learning assessments are expected to focus more on formative assessment. The formative assessment

functioned as continuous improvement of the learning process.

In contrast with the English teacher’s statement in INV 01, there seems to be a statement that contradicts the previous statement (INV. 02). The English teacher believes that assessment in Kurikulum Merdeka is focused on the process not on the result. It is in line with the principles of assessment and its implementation in Kurikulum Merdeka.

As previously explained, the emphasis on the implementation of assessment in the Kurikulum Merdeka focuses more on formative assessment, so the English teacher at the Sekolah Penggerak SMPK Adisucipto Penfui gives tests to students and then through the test, she uses several criteria such as structure or grammar to see how students answer questions from the teacher (INV. 03). To extent, English teacher of Sekolah Penggerak SMPK Adisucipto Penfui do the formative assessment by asking students to make video with certain material then the English teacher watches the video and assess student performance according to the rubric that is created and used (INV. 04). In addition, the teacher also provides feedback and suggestions for improvements to students regarding their work results based on the rubric used (INV. 05).

One way the English teacher of Sekolah Penggerak SMPK Adisucipto Penfui uses to get students involved in the assessment is by asking students to write their answers or their work on the whiteboard and then asking the other students to determine whether their friends' answers are correct or not. If their friend's answer is correct, the students will be asked to give applause and if their friend’s answer is not correct, another student will be asked to correct it (INV. 06). The English teacher is also giving time to students for reflecting the lesson or the learning they got today (INV. 07).

Dealing with the Summative assessment, the English teacher always gives test to students for final test in order to track students understanding and their progress in learning English. There is no remedial learning and assessment except on the middle term test (INV. 08). The result of summative assessment will be input in the assessment result book and it has impact on report of students learning result (INV.

09).

As previous explanation, Government prepared a Learning Guide book for teacher or school who implemented Kurikulum Merdeka. The book proposed the principle of learning and also the principles of assessment. Teachers are supposed to implement the learning and assessments in the class based on the principles of learning and also the principles of assessment in that guiding book. In fact, the English teacher of Sekolah Penggerak SMPK Adisucipto Penfui didn’t use that guiding book. They only use the book from publisher of Erlangga as Operational Book or hand book in the class. In implemented the principles of assessment, the teacher used their background knowledge and also she always find out the information of implementing the learning assessment through Google searching or from YouTube (INV. 10).

Analysis of Observations Result

Table 1. The Observation results of Class 7A and 7C.

Participants	Observed aspects codes	Criteria of Emergence Percentage (%)				
		Never	Seldom	Sometimes	Often	Always
Class 7A	A01, A02, A03, A05, A07					50%
	A04, A010				20%	
	A06, A08		20%			
	A09	10%				
Class 7C	CO1, CO2, CO5, CO7, CO10					50%
	CO3				10%	
	CO6, CO8		20%			
	CO4, CO9	20%				

The table above can be explained as follows:

1. There are 50 % aspects of observations that **always appear** in the leaning and assessment process in class 7A and 7C.
2. There are 20% aspects of observations that **often appear** in the learning and assessment process in class 7A and 10% for class 7C.
3. There are 20% aspects of observations that **seldom appear** in the learning and assessment process in class 7A and also 7C.
4. There are 10% aspects of observation that **never appear** in the learning and assessment process in class 7A and 20% in Class 7C.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the result of this research, it can be concluded that the English teacher of *Sekolah Penggerak* SMPK Adisucipto Penfui had been implemented the learning assessment well. This is because English teacher was able to implement most of the assessment principles in learning activities in the class. However, there were a small number of assessment principles that had not been implemented optimally. The assessment principle needs students' involvement in conducting assessments through self-assessments, peer assessments, self-reflection and providing peer feedback

Suggestion

The researchers would like to give some suggestions to teachers who using *Kurikulum Merdeka* in their learning to maintain and develop their ability regarding to the implementation of assessments, especially in terms of involving students in implementing learning assessments so it becomes clear and visible that assessment is part of the learning process.

While for the Head of Curriculum Affairs, it is necessary to provide assistance and supervision to English teachers in implementing learning assessments that are in accordance with the assessment principles in *Kurikulum Merdeka*. However, for The Headmaster of *Sekolah Penggerak* SMPK Adisucipto Penfui, it is necessary to do supervisions of learning and assessment process in the class continuously in order to motivate English teacher to maintain and improve all the good things that has been done to get the optimal result of implementing the learning Assessment in *Kurikulum Merdeka*.

This research can be used as a reference to future researcher who wants to conduct the similar research with bigger participants and different methods.

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