MECHANISMS FOR IMPLEMENTING ASSESSMENTS IN THE INDEPENDENT CURRICULUM: ANALYTICAL STUDY IN EDUCATIONAL INSTITUTIONS

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Abstract :

The Merdeka Curriculum is an innovative concept in the world of education in Indonesia that aims to provide flexibility and freedom to teachers in designing more creative and innovative learning methods and materials. One of these things is the assessment process. Assessment in the Merdeka Curriculum refers to the evaluation process carried out to measure students' abilities and skills effectively, objectively, and accurately. Assessment aims to provide an overview of the extent to which students have achieved the competencies set out in the curriculum. In addition, assessment also provides feedback to students and teachers regarding student learning progress and assists in identifying weaknesses and strengths in teaching and learning. In its implementation, assessment or judgment plays an important role in the success of this successful program. The Merdeka Curriculum assessment itself is a series of activities carried out to determine the level of students' abilities in a lesson in the Merdeka Curriculum. The government has regulated learning and assessment in the Merdeka Curriculum in full and in detail. It is hoped that this regulated learning and assessment can serve as a reference for teachers in planning and implementing meaningful learning so that it can create more creative, critical thinking, and innovative students.

Keywords : *Independent Curriculum Assessment, Free to Learn, Education Institution*

Abstrak :

Kurikulum Merdeka merupakan sebuah konsep inovatif dalam dunia pendidikan di Indonesia yang bertujuan untuk memberikan keluwesan dan keleluasaan kepada guru dalam merancang metode dan materi pembelajaran yang lebih kreatif dan inovatif. Salah satu dari hal tersebut adalah proses asesmen. Asesmen dalam Kurikulum Merdeka merujuk pada proses evaluasi yang dilakukan untuk mengukur kemampuan dan keterampilan siswa secara efektif, objektif, dan akurat. Asesmen bertujuan untuk memberikan gambaran tentang sejauh mana siswa telah mencapai kompetensi yang ditetapkan dalam kurikulum. Selain itu, asesmen juga memberikan umpan balik kepada siswa dan guru mengenai kemajuan belajar siswa serta membantu dalam mengidentifikasi kelemahan dan kekuatan dalam pengajaran dan pembelajaran. Dalam implementasinya, asesmen atau penghakiman memegang peranan penting dalam mensukseskan program kesuksesan ini. Asesmen Kurikulum Merdeka sendiri merupakan serangkaian kegiatan yang dilakukan untuk mengetahui tingkat kemampuan siswa dalam suatu pembelajaran di Kurikulum Merdeka. Pemerintah sudah mengatur pembelajaran dan asesmen dalam Kurikulum Merdeka secara lengkap dan detail. Dengan harapan, pembelajaran dan asesmen yang telah diatur ini dapat menjadi acuan guru dalam merencanakan dan melaksanakan pembelajaran yang bermakna sehingga dapat menciptakan siswa yang lebih kreatif, berpikir kritis, dan inovatif.

Kata Kunci: *Asesmen Kurikulum Merdeka, Merdeka Belajar, Lembaga Pendidikan*

INTRODUCTION

This Prototype (Independent) Curriculum, according to the Ministry of Education and Culture, is only a refinement of the 2013 Curriculum and the assessments used are more oriented towards improving the process for student learning needs (Anon 2022; Fadilla and Wulandari 2023; Fatah 2023). According to BSNP or the National Education Standards Agency, the definition of an independent learning curriculum is a learning curriculum that refers to a talent and interest approach. Here, students (both students and college students) can choose whatever subjects they want to study according to their talents and interests.

Assessments or assessments in the independent curriculum for learning outcomes should be able to reveal all aspects of the learning domain, namely cognitive, affective and psychomotor aspects (Syahriza et al. 2023). Students with good cognitive abilities when tested in written exams may not always be able to apply their knowledge well, especially in solving problems in everyday life. The goals achieved in the learning process are closely related to the evaluation of learning outcomes. In general, learning objectives follow the learning outcomes carried out by Bloom: cognitive, affective and psychomotor classification. Cognitive is a domain that emphasizes the development of intellectual abilities and skills. Affective is a domain related to the development of feelings, attitudes, values and emotions. Meanwhile, psychomotor is a domain related to motor activities or skills (Suardipa and Primayana 2020).

The trend in this field shows that the assessment of learning outcomes focuses more on cognitive aspects. This is proven by oral and written tests carried out at school, which lead to the discovery of cognitive abilities. The purpose of this article is to determine the assessment of the independent learning curriculum in schools or madrasas. The Independent Learning curriculum or program is one part of the government's efforts to produce the next generation who are more competent in various fields. The launch of the independent curriculum was also accompanied by the launch of the Merdeka Teaching Platform as support. The Merdeka Mengajar platform is an educational platform that can be a driving partner for teachers and school principals which must be downloaded first via an Android device. This platform is a further step in efforts to transform digital-based education in Indonesia, and is provided to be a driving partner for teachers in teaching, learning and working.

The training carried out by the government is very limited, so this moment should only be used as additional information or perhaps to clarify the confusion experienced by discussing it with the instructor. However, the rest of the teachers have more time to study and develop their professionalism independently by reading a lot, especially related to standards and authentic assessments. So that you can carry out assessments of students properly and correctly. If the teacher does this enthusiastically, the teacher will be better prepared to carry out the learning process, especially in implementing authentic assessments (Rosidah, Pramulia, and Susiloningsih 2021).

One of the phenomena that occurs is the analysis of teacher readiness in

implementing diagnostic assessments in the independent curriculum. The research results show that in the aspect of teacher readiness in using diagnostic assessments, the research results show that 63.64% of teachers already know diagnostic assessments; 45.45% of teachers have carried out diagnostic assessments; 40.91% of teachers do not understand it well and feel they have never carried out a diagnostic assessment; and 77.27% of teachers have never participated in socialization or training related to diagnostic assessments.

Referring to the data found in the field, it can be seen that teachers are not ready to use diagnostic assessments. Teachers still need socialization and training regarding diagnostic assessments. As for the aspect of teacher readiness in implementing the Merdeka curriculum, from the data collected it can be seen that; (a) 90.91% of teachers know the independent curriculum; (b) 68.18% of teachers got information about the independent curriculum from social media; (c) 59.09% of teachers are still unsure about implementing the independent curriculum in the next semester (Laulita, Marzoan, and Rahayu 2022).

RESEARCH METHOD

This research is a literature study. This paper uses three types of source materials, namely: primary, secondary and tertiary. The technique for collecting legal materials is carried out by paying attention to the analysis technique, applying three analysis techniques: deductive, inductive and comparative. After all the materials have been collected, the next step is for the researcher to process and analyze the reference materials to obtain results that are in accordance with the research study.

Researchers will use a deductive-comparative method, namely an effort to collect data which is then classified from various general literature, then analyzed and identified so as to obtain more specific data. Relevance is related to the match between the variables studied and the theory put forward, completeness is related to the number of sources read, up to date is related to the time dimension. The newer the source used, the more up-to-date the theory will be (Sugiyono 2017).

FINDINGS AND DISCUSSION
Independent Curriculum Assessment

Assessment is a systematic and ongoing process or activity to collect information about students' learning processes and outcomes in order to make decisions based on certain criteria and considerations (Febriana 2021). Viewed in a broader context, these decisions may include decisions about students (e.g. what grades to assign), decisions about curricula and programs, or decisions about educational policy. Assessment is a general term defined as a process taken to obtain information used to make decisions regarding students, curriculum, programs and educational policies (Prasasti and Dewi 2020).

Assessment is the process of selecting, collecting, and interpreting information to make decisions or assess the weaknesses of a product or program, or the extent to which the success of the chosen approach can solve problems in order to perfect a goal (Ananda, Rafida, and Wijaya 2017; Elisa et al. 2021 ; Zahro 2015). One of the programs initiated by the Minister of Education and Culture,

Mr Nadiem Makarim, is Merdeka Belajar which wants to create a happy learning atmosphere. The aim of independent learning is so that teachers, students and parents can have a pleasant atmosphere. Freedom to learn means that the educational process must create a pleasant atmosphere. This happiness is for teachers, happy for students, happy for parents, and happy for everyone (Saleh 2020).

Freedom to learn is a form of policy adjustment to restore the essence of assessment which is increasingly being forgotten. The concept of Freedom to Learn is to return the national education system to the essence of the law to give schools the freedom to interpret the basic competencies of the curriculum for their assessment (Sherly, Dharma, and Sihombing 2021).

Freedom to learn can be understood as freedom to think, freedom to work, and respect or respond to changes that occur (having adaptability). In the coming year, the teaching system will also change from being in the classroom to being outside the classroom. The feel of learning will be more comfortable, because students can discuss more with the teacher, learn from outing classes, and not only listen to the teacher's explanations, but also form the character of students who are brave, independent, clever in socializing, civilized, polite, competent, and not only relying on a ranking system which according to several surveys only disturbs children and people (Mastuti et al. 2020; Mulyasa 2021; Saleh 2020; Savitri 2020).

According to Marisa (2021), Nadiem Makarim is encouraged to innovate in creating a happy learning atmosphere without burdening educators or students with having to have high achievement in the form of scores or minimum completion criteria. Therefore, regarding this new policy, Nadiem Makarim explained this to the heads of provincial, district/city education offices throughout Indonesia in Jakarta, 11 December 2019. In this way, Nadiem explained the four main new policies of the Indonesian Ministry of Education and Culture, namely: 1) Examinations National (UN) which will be abolished and replaced with the Minimum Competency Assessment and Character Survey. In this case, reasoning abilities in literacy and numeracy are based on the best practices of the PISA test. This is of course different from the National Examination which is scheduled to take place at the end of the education level. However, assessments are carried out at class IV, VIII and XI levels. From the assessment system that has been implemented by this innovation, there is certainly hope that the results can provide input for schools in improving the learning process before students complete their education. 2) National Standard School Examinations (USBN) related to this policy that the USBN is completely handed over to each school.

According to the Ministry of Education and Culture, schools are given flexibility in determining assessments, whether through portfolio processes, written works and other forms of assignments. 3) Simplification of the Learning Implementation Plan (RPP). Nadiem Makarim said that the RPP only needs to be written on one page without having to have hundreds of pages. Not only that, it is hoped that by simplifying administration, educators will be able to divert learning activities with the aim of increasing competence. 4) Admission of New

Students (PPDB), which is related to the PPDB policy, which is more emphasized by implementing a zoning system, but does not include the 3T area. Thus, students who go through the affirmation and achievement route have more opportunities from the PPDB system. Regional governments are given technical authority to determine zoning areas.

So, independent curriculum assessment is a process of collecting and processing information in the independent curriculum to determine learning needs, development and achievement of student learning outcomes. Types of assessment according to their function include: assessment as a learning process (assessment as Learning), assessment for the learning process (assessment for Learning), and assessment at the end of the learning process (assessment of learning). So far, the implementation of assessments tends to focus on summative assessments which are used as a reference for filling out learning results reports. The results of the assessment have not been used as feedback to improve learning. In the new learning paradigm, educators are expected to focus more on formative rather than summative assessments and use the results of formative assessments to continuously improve the learning process.

Assessment Principles

In the Setyawan & Masduki driving school module (2021), 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.
2. Assessments need to be designed and carried out according to objectives.
3. Assessments are designed to be fair, valid and reliable, providing rich information for teachers, students and parents regarding learning progress and achievements, as well as decisions about next steps.
4. Assessment should include various forms of tasks, instruments and techniques that are appropriate to the targeted learning objectives.
5. Reports on learning progress and student achievements are simple and informative, providing useful information for students and parents, and data that is useful for ensuring and improving the quality of learning.

Assessment Objectives

In general, assessment aims to diagnose students' basic abilities and determine students' initial conditions. Assessment is divided into non-cognitive diagnostic assessment and cognitive diagnostic assessment (Komalawati 2020).

The purpose of each diagnostic assessment can be described as follows. Non-cognitive assessments are designed to gather information about students' psychological and social emotional well-being, including their activities while studying at home, family conditions, social background, as well as students' learning styles and interests. Thus, this assessment provides a holistic understanding of students beyond the cognitive dimension. Meanwhile, cognitive assessment has a more specific aim, namely identifying student competency achievements. Through this evaluation, classroom learning can be adjusted to the average student's competency. Apart from that, cognitive assessments are also the basis for providing remedial classes or additional lessons to students who have below average competence. In this way, these two assessments complement each other to provide a comprehensive picture of a

student's overall progress and needs.

Types of Assessment

These types of assessments play a crucial role in the learning and evaluation process of students. First, there is non-cognitive assessment, which involves diagnostic evaluation at the beginning of learning. The aim of this assessment is to gather information about students' psychological and social emotional well-being, activities while studying at home, family and social conditions, as well as students' learning styles, character and interests. The implementation stages involve preparation, implementation and follow-up.

Next, there is a cognitive assessment, which can be formative or summative. Formative assessment is an evaluation method carried out during the learning process to monitor student understanding and provide ongoing feedback. These assessments help students identify strengths and areas for development, while providing teachers and schools with information about the challenges students face. Formative assessments can be given by teachers, friends, or yourself.

On the other hand, summative assessments are carried out at the end of learning and have a significant impact on students' final grades. Although feedback from summative assessments is used to measure student progress, it often has a higher priority because it influences the final assessment. Formative and summative forms of assessment involve non-written methods such as class discussions, drama, products, presentations, and oral tests, as well as written methods such as reflections, journals, essays, posters, and written tests. All these forms of assessment provide a strong foundation to support students' learning and holistic development.

Assessment Form

Assessments can be carried out differently at certain levels, according to their characteristics. For the PAUD level, the assessment technique does not use written tests, but uses various methods adapted to the conditions of the PAUD unit, emphasizing authentic observations of children according to the educational unit's preferences. Various forms of assessment that can be carried out include: anecdotal notes, checklists, work results, portfolios, documentation, etc. For special education, assessments tend to be more varied because they require an individual approach. In Equivalent Education, assessment of skills subjects can take the form of observations, demonstrations, oral tests, written tests, portfolios, and/or competency tests at certification and competency institutions. Meanwhile, at Vocational Schools, there are typical forms of assessments or assessments that differentiate them from other levels, namely: Field Work Practices (PKL) Assessments, Vocational Competency Tests, Competency Unit Tests.

In the assessment process, there are various forms of unwritten assessment that can be applied in learning. An example is through class discussions, where students can develop communication skills in public and learn to be democratic by listening and accepting other people's opinions. Apart from that, in product learning, students are given the opportunity to create 3-dimensional miniature models, digital products, or other art products as a form of developing creativity and understanding of an event. Through drama activities, students can develop

acting and communication skills, while being encouraged to see problems from different perspectives in order to develop a spirit of empathy and critical thinking. Furthermore, through presentations, students can develop communication skills and understand the presentation topic in depth. There is also a form of non-written assessment in the form of an oral test, such as an oral question and answer quiz, which aims to confirm student understanding and provide feedback on the learning process that has been carried out. All of these forms of assessment make an important contribution in measuring student progress and understanding in learning.

In order to carry out written assessments, there are several forms that can be adopted in learning. One way is through reflection, which aims to train students to actively evaluate their own learning and look for ways to improve. The results of this reflection also become a source of information for teachers to understand other sides of the student's learning process. Furthermore, the written assessment form in the form of an essay provides students with the opportunity to hone academic writing skills, such as developing arguments, presenting evidence, finding reliable sources, and using references appropriately. This also contributes to the development of students' critical thinking and analytical skills. Journals, as another form of written assessment, train students' ability to organize and express their ideas or thoughts in writing. Usually written in less formal language, journals give students the freedom to think creatively and also serve as a tool for continuous reflection on their development. Posters, with their attractive appearance, encourage students to explore topics and communicate their understanding in the most interesting way possible. Finally, written tests in the form of multiple choice quizzes or question quizzes provide assessment by applying feedback, so they can measure students' understanding and abilities in a more structured manner. All forms of written assessment have an important role in evaluating and advancing student understanding and abilities.

So, the mechanism for implementing assessments in an independent curriculum in educational institutions involves several stages, and these can vary depending on the level of education and policies of a particular school or educational institution. The following are the general steps in the assessment mechanism:

1. Assessment Planning: Determining assessment objectives, selecting assessment methods and instruments that are appropriate to the learning objectives and materials and preparing an assessment schedule.
2. Development of Assessment Instruments: Create tests, assignments, or projects that match learning objectives and ensure that assessment instruments cover the desired range of skills and understanding.
3. Assessment Implementation: Manage the implementation of the assessment according to the predetermined schedule and ensure conducive conditions during the assessment.
4. Assessment and Data Preparation: Assessing answers or assessment results and collecting and analyzing assessment result data.

5. Feedback: Provide feedback to students regarding their performance and Discuss assessment results with students to improve their understanding.

6. Termination and Decision Making: Using assessment results to make learning decisions, such as preparing material or further learning and implementing appropriate termination steps, if necessary.

7. Assessment Evaluation: Evaluate the assessment process and results and use the evaluation results to improve the assessment mechanism in the future.

Assessment is not only limited to written tests. Effective assessment methods can include various forms, such as projects, presentations, discussions, and practical assignments. A good assessment system should reflect students' varying levels of understanding and skills.

The urgency of the assessment implementation mechanism in the Independent Curriculum can be seen from several perspectives, including improving the quality of education, providing feedback to students and teachers, and supporting effective learning. Here are some of the urgencies that can be identified:

1. Evaluation of Achievement of Educational Goals: The assessment mechanism helps educational institutions to evaluate the extent to which the goals and desired competencies of the Independent Curriculum have been achieved. This allows measuring the effectiveness of the curriculum in creating the desired learning outcomes.

2. Alignment with the Independent Curriculum Principles: The Independent Curriculum may emphasize learning that is more independent, creative, and in line with student needs. Assessment mechanisms should be designed to reflect these values and ensure that evaluations cover the range of skills and knowledge desired within the curriculum framework.

3. Monitoring the Learning Process: The assessment mechanism provides a better understanding of the student's learning process. This can help teachers and educational institutions to identify students' strengths and weaknesses and devise more effective learning strategies.

4. Provide Learning Feedback: Assessments provide important feedback to students. This can help students understand their level of achievement, identify areas where they need to improve, and develop self-reflection skills.

5. Dynamic Curriculum Development: Assessment mechanisms can help in developing a responsive and dynamic curriculum. By analyzing assessment results, educational institutions can adjust the curriculum to meet students' actual needs and educational trends.

6. Educational Accountability: Assessment is also required to meet educational accountability requirements. In many education systems, educational institutions must provide evidence of student achievement results as part of their accountability to government and society.

7. Encourage Learning Innovation: Through assessment analysis, educational institutions can identify effective teaching methods and encourage innovation in learning. This can help create a more dynamic and relevant

learning environment.

8. Providing Information to Stakeholders: Assessment results can be used to provide clear and transparent information to parents, teachers and other related parties about student progress and the quality of education provided by the institution.

A good assessment mechanism in the Merdeka Curriculum can support the implementation of a more adaptive curriculum, more meaningful learning, and the achievement of desired results in accordance with the educational goals promoted by the institution.

CONCLUSION

Assessment in educational institutions is a systematic and continuous process or activity to collect information about student learning processes and outcomes in order to make decisions based on certain criteria and considerations. The assessment used in elementary schools in accordance with the driving school module is a diagnostic assessment which aims to diagnose students' basic abilities and determine students' initial conditions. Diagnostic assessments are divided into non-cognitive diagnostic assessments and cognitive diagnostic assessments. The Merdeka Belajar curriculum wants to create a happy learning atmosphere. The aim of independent learning is so that teachers, students and parents can have a happy atmosphere. This assessment is very important because this assessment activity cannot be separated from learning. However, teachers must remember that carrying out assessments is not just about getting scores or marks that will later be used in filling out report cards. So far from this, assessment functions as an indicator in determining whether a learning objective has been achieved or not. If so, what should be the follow-up and if not, what else should students do to achieve the learning objectives?

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