

ENGLISH TEACHERS' PERCEPTION ON ASSESMENT FOR LEARNING IN KURIKULUM MERDEKA

Heni Indrayani¹, NurDevi Bte Abdul², Ariana³

^{1,2,3}Pendidikan Bahasa Inggris FKIP Universitas Muhammadiyah Makassar
heniindrayani@bq.unismuhmakassar.ac.id

ABSTRACT

This research aims to find out, what are teachers' perceptions of the use of Assessment for Learning in the Kurikulum Merdeka This research method is qualitative research with phenomena experienced by research subjects, such as behavior, perception, motivation, action, etc. Research data collected through interviews. This research was carried out at SMP Negeri 1 Kelara which used two teachers as subjects. The findings of this research indicate that the use of assessment for learning in the Kurikulum Merdeka it is difficult to ensure that teachers truly understand the concepts and apply them with the aim of improving learning rather than simply assessing outcomes. Because teachers have not seen the real results or effects of using this assessment, teachers sometimes face difficulties in directly assessing its success. In other words, although both approaches are expected to improve student learning, the difficulty in measuring their impact directly can make teachers feel uncertain about their effectiveness. This means that teachers must undergo more training so that teachers can understand and master well how to use it as/for assessment in learning.

Keywords: Assessment in Learning, Kurikulum Merdeka, Perception

ABSTRAK

Penelitian ini bertujuan untuk mencari tahu, apa persepsi guru dari penggunaan penilaian untuk belajar dalam metode penelitian ini adalah fenomena penelitian kualitatif yang dialami oleh subyek penelitian, seperti benakurikulum, persepsi, motivasi, tindakan, DLL. Data penelitian dikumpulkan melalui wawancara. Penelitian ini dilakukan di SMP Negeri 1 Kelara yang menggunakan dua guru sebagai mata pelajaran. Temuan penelitian ini menunjukkan bahwa penggunaan assessment for Learning di Kurikulum Merdeka adalah sulit untuk memastikan bahwa para guru benar-benar memahami konsep-konsep dan menerapkannya dengan tujuan meningkatkan pembelajaran daripada hanya menilai hasil. Karena guru belum melihat hasil atau dampak nyata dari menggunakan penilaian ini, guru terkadang menghadapi kesulitan dalam menilai secara langsung keberhasilannya. Dengan kata lain, meskipun kedua pendekatan diharapkan untuk meningkatkan pembelajaran siswa, kesulitan dalam mengukur dampaknya secara langsung dapat membuat guru merasa tidak pasti mengenai keefektifan mereka. Ini berarti bahwa guru harus menjalani lebih banyak pelatihan sehingga guru dapat memahami dan menguasai dengan baik cara untuk menggunakannya sebagai/untuk penilaian dalam pembelajaran.

Kata Kunci: Penilaian Dalam Pembelajaran, Kurikulum Merdeka, Persepsi

A. Introduction

The curriculum is an educational program to prepare young people so that after their education is complete, they can contribute and become useful members of society. The education curriculum in Indonesia often experiences changes in terms of its application in educational units. Curriculums that have been implemented in Indonesia include the 2006 KTSP, 2013 Curriculum and the one that is currently still running is the Kurikulum Merdeka (Freedom Learning) (Sekarwati&Fauziati, 2021).

In Indonesia, the curriculum is developed and implemented nationally in all schools as a form of manifestation of the Indonesian nation's national ideals. Each program always contains the intended educational goals, namely the learning outcomes desired by students. The development of the research program is carried out as a step forward to answer the challenges of this development while still taking into account the situation and conditions as well as the norms that apply in society. The stages of program development. are arranged in such a way that they are in accordance with the nature of

theprogram, so that students as a learning component acquire the appropriate skills to master and use technology according to their wishes.

The change from the 2013 Curriculum to the Kurikulum Merdeka is something very new. The Merdeka Learning program is a post-pandemic rollout and will be fully implemented in limited educational settings in a number of schools. Teachers preparing for the Merdeka program are expected to be able to understand technological developments and be able to apply a curriculum that is always changing (Anggraini, Yulianti, Faizah, Putri, &Pandiangan, 2022). And teachers can respond enthusiastically when implementing this program because one of the principles of the program is flexibility, allowing teachers to carry out learning according to the environmental conditions of students and is beneficial to students (Fitriyah&Wardani, 2022).

To address the era of societal progress, the (Minister of Education and Culture) developed the independent concept of learning. Schools are anticipated to develop output that can adapt to changing times with the introduction of a KurikulumMerdeka (Anisimov et al.,

2019). Teachers and students are the primary subjects in the teaching and learning process; in other words, teachers are more than just a source of information for pupils. They must, however, collaborate to find the knowledge that kids require. As a result, it can be stated that the role of the instructor is highly important in students' performance in reaching learning objectives according to the curriculum (Baharuddin, 2021).

The Pancasila Student Profile Program is currently being rolled out at the elementary and higher levels (Azzahra&Dewi, 2021). In the process of strengthening the profile of Pancasila students, the role of the teacher is very important. Teachers play an important role in shaping a child's personality. Because in addition to carrying out teaching and learning activities, teachers also act as parents of two students in the school (Rudiawan&Asmaroini, 2022).

The teacher is the most important person in the process of building and implementing the program. With their knowledge, experience and skills, teachers are at the heart of all curriculum development efforts. Good teachers promote better learning because they are the most knowledgeable about

teaching practice and are responsible for introducing the curriculum in the classroom.

Moreover, in this Kurikulum Merdeka, assessment or what is better known as assessment is an important part of learning. Good assessment motivates students to learn and guides them to achieve maximum learning outcomes by utilizing all existing potential (Sudirtha, 2023).

Evaluation is one aspect that has experienced significant changes. Assessment is a data collection process designed to identify an individual's abilities. In relation to the current curriculum, Kurikulum Merdeka is something new in the world of education. Assessment in the Kurikulum Merdeka emphasizes learning practices that focus on students (PuspendikKemdikbud, 2021).

Assessments carried out during learning take into account the needs and characteristics of students in participating in learning. Assessment in the Kurikulum Merdeka includes diagnostic assessment, formative assessment and summative assessment (Maulida, 2022).

In this research, the term "assesment" refers to all activities carried out. Educators and students use feedback in various forms, and it is developed as information about errors and mistakes as well as suggestions for improvement in the learning process in the classroom. Therefore, assessment is an integral part of the learning process. Assessment objectives can focus on three main categories: Assessment as Learning (AaL), Assessment for Learning (AfL), and Assessment of Learning (AoL). All three are considered goals rather than methods for determining the desired outcomes of the learning process (, Sudirtha2023).

B. Research Method

The research used in this research is a qualitative descriptive method. Qualitative research is research that aims to understand the phenomena experienced by research subjects, such as behavior, perceptions, motivation, actions, etc. In this research, it is explained how English teachers view the use of Assessment as Learning in the Kurikulum Merdeka. The approach or strategy used to collect data in this research is interviews. Researchers

used interviews with English teachers at UPT SMPN 1 KELARA for this research. Researchers usually provide them with several consent documents for interviews before conducting data collection with them.

The subject of this research was an English teachers at SMPN 1 Kelara. The sampling technique used in this research uses a purposive sampling technique because the sample is selected based on certain criteria or characteristics. The criteria for teachers in this research are, the first teacher that the researcher used in his research is a driving teacher who understands the implementation of the Kurikulum Merdeka and the teacher has used the Kurikulum Merdeka in class VII, and the second teacher is a teacher who has implemented the Kurikulum Merdeka but does not yet understand the actual concept in the Merdeka Curriculum .

Data collection procedures: First, the research conducted a check list observation to collect information related to the assessment process for students in the independent and . Second, This research began by interviewing each teachers face to face by answering related questions The use of assessment in the

Kurikulum Merdeka for English teachers. Third, after the research obtains data from interviews. Next, the research began by analyzing the data from the transcript results, then the researcher analyzed the interview results that had been obtained. The researcher used the suggested methods to analyze the qualitative information collected. The techniques that will be used to study data are reduction, data visualization, and drawing conclusions or interpretation.

C. Result and Discussion

Based on data that has been obtained using Assessment as Learning in the Kurikulum Merdeka . The research have collected some data related to English teachers' perceptions regarding the assessment of the implementation of the Kurikulum Merdeka as describe bellow.

1. Its Neither Difficult Not Easy

“Okay, so actually we as teachers, especially me, have advantages and disadvantages in assessing, especially in the independent curriculum. In my opinion, in the middle when it comes to students, yes. Sometimes there are students

who understand quickly and there are those who are slow, and there are even those who have, have done it many times but don't understand, so in the assessment it is a bit difficult and there are also easy ones for students who easily understand us.”

Based on Extract 01, the teacher realizes that conducting assessments has advantages and disadvantages, especially in relation to the Kurikulum Merdeka. This suggests that both difficulties and advantages occur during the assessment process. Students who understand the material slowly make the assessment process difficult. Students who understand the material quickly do so more easily. This shows that students' understanding influences the difficulty in assessing the learning process.

2. Its Use is Almost the Same as Learning

“The use of assessment as and for learning is actually the same, it's just that sometimes we can't assess directly because we haven't seen the results.”

Based on extract 02, the use of assessment for learning and assessment for learning actually have the same goal, namely supporting the student learning process. However, because we have not seen the real results or effects of using both types of assessment, teachers sometimes face difficulties in directly assessing their success. In other words, although both approaches are expected to improve student learning, the difficulty in measuring their impact directly can make us feel uncertain about their effectiveness.

3. Grading for is Not Easy

"Based on my understanding, the teacher's perception of assessment for learning in the Kurikulum Merdeka has positive results, but there are also several challenges that need to be considered. The first is understanding the concept of assessment for learning in general. Teachers must understand that assessments are carried out to support and improve the learning process, not just "The focus is only on determining the final grade. This

is in line with the spirit of the Kurikulum Merdeka"

Based on extract 03, teachers see the use of assessment for learning in the Kurikulum Merdeka as a way to support the learning process. However, it is difficult to ensure that teachers truly understand the concepts and apply them with the aim of improving learning rather than simply assessing outcomes.

4. Using for Assessments Requires Extra Time and Effort

"Assessment requires extra time and effort to design and manage assessments that are integrated with policy support and teacher resources, highlighting the need for clear policy support."

Based on Extract 04, it shows that effective assessment requires additional time and effort from teachers to design and administer it. In addition, to help teachers do well, clear policies and available resource support are needed.

5. The Use of Assessments can Assess Students' Knowledge Through Written Assessments

"There is a written assessment for assessment so students can

assess their knowledge, not just using feedback or quizzes.”

Based on extract 05, because written assessments provide a clearer and more detailed picture of students' abilities and knowledge than just feedback or quizzes, teachers can more easily measure and evaluate students' understanding of the subject matter.

As a result of the teacher's explanation about assessment, the teacher realized that the assessment process has challenges and advantages, especially in the context of the Kurikulum Merdeka. This process is difficult for students with different levels of understanding, but easier for students who quickly understand the material. The level of student understanding influences the level of difficulty of the assessment. Although teachers support the use of assessment for learning in the Kurikulum Merdeka to support the learning process, they also face challenges in ensuring appropriate implementation to improve learning rather than simply evaluating final results.

Clear policies, availability of resources, and extra time and effort from teachers are necessary to conduct effective assessments. Written assessments allow for a more formal and structured assessment of student knowledge, providing a clearer picture of students' abilities and knowledge in the material being taught.

The teachers' perception on the use of Assessment for Learning in the Kurikulum Merdeka Based on the data that has been obtained, teachers are of the opinion that using assessment for learning in learning is not easy. As Extract 04 presents, the teacher realizes that conducting assessments has advantages and disadvantages, especially in relation to the Kurikulum Merdeka.

This suggests that both difficulties and advantages occur during the assessment process. Students who understand the material slowly make the assessment process difficult. Students who understand the material quickly do so more

easily. This shows that students' understanding influences the difficulty in assessing the learning process.

Meanwhile, based on extract 02- extract 03, teachers see the use of assessment for learning in the Kurikulum Merdeka as a way to support the learning process. However, it is difficult to ensure that teachers truly understand the concepts and apply them with the aim of improving learning rather than simply assessing outcomes. The use of assessment for learning and assessment for learning actually have the same goal, namely supporting the student learning process. However, because we have not seen the real results or effects of using both types of assessment, teachers sometimes face difficulties in directly assessing their success. In other words, although both approaches are expected to improve student learning, the difficulty in measuring their impact directly can make us feel uncertain about their effectiveness.

This suggests that effective assessment requires additional

time and effort from teachers to design and administer it. Additionally, to help teachers do well, clear policies and available resource support are needed. In addition, assessments require extra time to design and manage assessments that integrate policy support and teacher resources highlighting the need for clear policy support. The use of assessments can assess students' knowledge through written tests.

From the data that has been obtained, it can be concluded that teachers' perceptions of the use of assessment for learning in the Kurikulum Merdeka show negative results, this is in line with Setiawati et al., (2022) who found that the teacher's task in assessment for learning in the Kurikulum Merdeka is difficult because it is not easy to do. Educating people with all their characteristic problems and needs is not easy and requires a unique curriculum. Basically, the concept of independent learning aims to liberate teachers and students. When teachers are tasked with preparing the younger generation for the

future, they don't need to worry about administrative matters that take up a lot of time and energy. And the environment has a big influence on a student's personality. The way to overcome this is to improve the child's inner intentions. Especially in times like now, students can learn from technology.

Meanwhile, Hanafi., et al (2022) The Kurikulum Merdeka as a new curriculum requires preparation including technology adaptation for teachers and students. To be a good teacher, teachers must have digital skills, including mastering the four pillars of digital literacy. Digital skills can no longer be separated from learning. Considering that all learning tools prepared by the government are available in digital format both in the Merdeka Mengajar application and the Ministry of Education, with adequate digital literacy teachers will be able to prepare for the implementation of the Kurikulum Merdeka. For teachers to teach English effectively, they must implement differentiated instruction, use

technology, and continually assess and reflect. By focusing on these important factors, teachers can significantly increase student success and English language development. In terms of technology, teachers need to be aware of technological developments and be able to adopt a curriculum that is always changing (Anggrani, Yulianti, Faizah, Putri, & Pandiangan, 2022).

Dealing with those statement positif perception in using assesment as learning in Kurikulum Merdeka as follow:

- 1) Teachers sometimes face difficulties in directly assessing their success
- 2) In assessment for learning, the direct impact can make teachers feel uncertain about its effectiveness
- 3) Effective assessment for learning requires additional time and effort from teachers to design and administer it
- 4) Student understanding influences difficulty in the assessment process for learning.

In using assessment for learning, teachers see the *Kurikulum*

Merdeka as a way to support the learning process. However, it is difficult to ensure that teachers truly understand the concepts and apply them with the aim of improving learning rather than simply assessing outcomes. Apart from that, the use of assessment for learning actually has the same goal, namely supporting the student learning process. However, because teachers have not seen the real results or effects of using this assessment, teachers sometimes face difficulties in directly assessing its success. In other words, although both approaches are expected to improve student learning, the difficulty in measuring their impact directly can make teachers feel uncertain about their effectiveness. This means that teachers must undergo more training so that teachers can understand and master well how to use it as/for assessment in learning.

D. Conclusion

Based on the results of research carried out at SMP Negeri 1 Kelara, the author concluded that teachers' perceptions of the implementation of the use of assessment for in the Kurikulum Merdeka had a negative impact.

In using assessment for learning, teachers see the Kurikulum Merdeka as a way to support the learning process. However, it is difficult to ensure that teachers truly understand the concepts and apply them with the aim of improving learning rather than simply assessing outcomes. Apart from that, the use of assessment for learning actually has the same goal, namely supporting the student learning process. However, because teachers have not seen the real results or effects of using this assessment, teachers sometimes face difficulties in directly assessing its success. In other words, although both approaches are expected to improve student learning, the difficulty in measuring their impact directly can make teachers feel uncertain about their effectiveness. This means that teachers must undergo more training so that teachers can understand and master well how to use it as/for assessment in learning.

BIBLIOGRAPHY

Agustianti, R., abyadati, S., Nussifera, L., Irvani, I. A., Handayani, Y. D., Hamdani, D., et al. (2022). *Asesment dan Evaluasi Pembelajaran*.

makassar: Penerbit Tohar Media.

<https://stai-binamadani.e-jurnal.id/Tarbawi>.

Anggraini, D. I., Yulianti, M., Faizah, S. N., & Pandiangan, A. P. (2022). Peran Guru Dalam Mengembangkan Kurikulum Merdeka. *Jurnal Ilmu Pendidikan dan Sosial (JIPSI)* Vol.1 , 3-7.

Budiono, A. N., & Hatip, M. (2023). Learning Assesment in the Independent Curriculum. *Jurnal Axioma: Jurnal Matematika dan Pembelajaran* , 109-123.

Kemendikbud. *Modul belajar Mandiri Kementrian Pendidikan dan Kebudayaan. 2019.*

Mantra, I. B., Pramerta, I. G., Arsana, A. A., Puspawati, K. R., & Wedasuwari, I. A. (Oktober 2022). Persepsi Guru Terhadap Pentingnya Pelatihan Pengembangan dan Pelaksanaan Kurikulum Merdeka. *JIP Jurnal Inovasi Penelitian* .

Maulida, U. (Agustus 2022). Pengembangan Modul Ajar Berbasis Kurikulum Merdeka.

Puspendik. (2022). *panduan Pembelajaran dan Asesmen jenjang Pendidikan Dasar dan Menengah (SD/MI, SMP/MTS, SMA/SMK/MA)*. Jakarta: Pusat Asesmen dan Pembelajaran Balitbang dan Perbukuan, Kemendikbudristek.

Rahayu, R., Rosita, R., Rahayuningsih, S. Y., Hernawan, H. A., & Prihantini. (2022). *Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak. Jurnal basicedu, Volume 6, No.4* , 6313-6319.

Rosana, D., Widodo, E., Setianingsih, W., & Setyawarno, D. (2020). Assesment of Learning, Assesment for Learning and Assesment as Learning Training in SMP Learning in MGMP, Magelang District. *Jurnal.Pengabdian Masyarakat MIPA dan Pendidikan MIPA* , 71-78.

Saputra, D. W., & Hadi, S. M. (Mei 2022). Persepsi Guru Sekolah Dasar Jakarta Utara dan Kepulauan Seribu Tentang

KurikulumMerdeka.

HOLISTIKA: *Jurnal Ilmiah*

PGSD Vol 6, No.1 .

Sudirtha, G. (2023). asesment Pembelajaran Paradigma Baru di Era Merdeka Belajar. *JPI (Jurnal Pendidikan Indonesia .*

Sufyadi, S., Lambas, Rosdiana, T., Rochmin, A. N., Novrika, S., Iswoyo, S., et al. (2021). *Panduan Pembelajaran dan Asesmen Jenjang Pendidikan Dasar dan Menengah (SD,SMP/MTS,SMA/SMK/MA)* . Jakarta: Pusat Asesmen dan pembelajaran Badan Penelitian dan Pengembangan dan Perbukuan Kementrian Pendidikan, Kebudayaan, Riset dan Teknologi: