

Analysis of Teacher Difficulties in Developing Learning Assessment in The Kurikulum Merdeka in Elementary Schools

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Abstract. Assessment is a tool that chronologically helps teachers monitor students. Therefore, assessment should be an inseparable part of learning. Assessment essentially focuses on assessing student learning processes. Assessment not only reveals the concepts that have been achieved, but also about the development process of how a concept was obtained. This research was designed as a descriptive research with a qualitative approach. Data collection techniques use interviews. The research results concluded that teachers experienced difficulties in carrying out diagnostic, formative and summative assessments, especially in determining assessments that were appropriate to the learning objectives to be achieved, due to the many types or forms of assessment such as presentations, projects, products, oral, written and so on.

Keywords: Assessment, kurikulum merdeka, elementary school, teacher.

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INTRODUCTION

The curriculum brings very significant changes in learning. Curriculum changes have an impact on changes in learning materials, preparation of learning plans, implementation of learning, and assessment. The formation of the Kurikulum Merdeka or curriculum prototype is a delivery of the previous systematic evaluation, namely K-13, which aims to support improved learning after forming Pancasila students in the formation of student character. The implementation of this curriculum is based on a plan that is expected to help students gain complex knowledge, namely participating in studies and looking for problems that are found or exist directly in the world (Nur'aini et al., 2022).

Implementation or application of the independent learning curriculum that is already running At this time it is not yet running optimally and effectively due to problems or obstacles that arise and arise in field. The independent curriculum to date shows that it is not yet fully possible running ideally and has not been realized due to various problems and obstacles in the field. There are changes or dynamics in the educational curriculum in Indonesia continues to dynamically change over time In short, there is a lack of capacity, in this case, the leadership of the education unit.

The Merdeka Curriculum has a different paradigm from the previous curriculum (2013 Curriculum). One area of difference is in the assessment aspect. Assessment in the 2013 Curriculum strengthens the implementation of authentic assessment. Authentic assessment according to Rifka (2016); Kunandar (2014) is a measurement process carried out during the teaching and learning process to achieve student competency. Meanwhile, the Merdeka Curriculum emphasizes diagnostic, formative and summative assessments which lead to the project of strengthening the Pancasila student profile. Assessment is the final beginning of the learning process. A teacher plays a very important role in the students' learning process, Rahayu et al (2022). However, with changes to the Curriculum, teachers have adjusted the learning process, including assessment, to changes in the Curriculum paradigm. 2013 became the Independent Curriculum causing teachers to become accustomed to the concept of the previous Curriculum (2013 Curriculum).

Therefore, the teacher must be the agent of change in the Independent Curriculum in the learning process up to the final stage of the learning process, namely assessment. This is meaningful as stated by Cahyono (2020), apart from the implementation of the Curriculum,

namely human resources or teachers as one of the dominant factors in improving the quality of education (graduates). Teachers with high competence are able to apply teaching methods systematically starting from preparation, the teaching implementation process according to learning principles and carrying out evaluations to measure learner goals in the initial design. There are three domains of assessment in the Merdeka Curriculum, namely diagnostic assessment, formative assessment and summative assessment. These three assessment domains have important benefits in the learning process in the Merdeka Curriculum. In essence, assessment not only measures the success of students but also measures the extent to which a teacher is successful in teaching or conveying information to his students. However, in its implementation there are still many things that need to be improved and there are also things that need to be socialized more deeply to all elements of education.

Assessment and testing have a resilient result on the exists and livelihoods of young people. Decisions engaged within and by schools power the prospects and opportunities of their learners and of even greater importance are their results of national tests and examinations. When the results of tests and examinations are used to pass judgments on teachers and schools, they also affect the ways in which learners are taught. Given their meaning, it is essential that results of summative assessment should reflect and influence school learning in the best possible way. Assessment is something very significant in teaching learning development. Assessment helps teachers to know students' capabilities and deliver information on the extent to which students can comprehend the instructions. Sadler (2009) stated that assessment is the process of "making evaluation on students' overall performance and producing assumptions concerning with their learning, which include the quality or achievement in tasks such as tests, projects, reports, and examination". Assessment is aimed to gain real information about students' learning progress (Miller, Robert and Norman, 2009, p. 28). By the information, the teachers will know the students' learning difficulties and plan the best method to overcome it in the future. The information is also important for parents to know the progress of their children at school. Thus, an assessment must be designed well in order to get the valid information and improve students' learning.

This change in the assessment paradigm requires teachers to exercise full control over learning activities. Many teachers are not fully ready for the changes in assessment methods and methods implied by the curriculum, so there is still a tendency for teachers to assess only in the cognitive domain. This article aims to analyze teachers' difficulties in preparing learning assessments based on the independent curriculum.

METHOD

This type of research is descriptive qualitative, namely a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Margono, 2003); Ulama & Giri, (2021). . The subjects of this research used a purposive sample consisting of 10 driving teachers. Data collection uses primary data sources, where the data source directly provides data to the data collector. To obtain research data, the author used interview, observation and documentation techniques that measured the research focus regarding the difficulty of preparing assessments based on the independent curriculum. Miles and Huberman (in Sugiyono 2009) stated that activities in qualitative data analysis are carried out interactively and continue continuously until completion, so that the data is saturated. Data analysis can be carried out in three stages, namely reducing data, describing data, and making conclusions. Reducing data is an activity of selecting data according to the focus of the problem at hand. At this stage the researcher collects all the data to group it according to the problem. It also allows researchers to discard unnecessary data. Describing data is done so that the data that has been organized becomes meaningful. The form of the description can be narrative, graphic or tabular. The final stage is to draw conclusions from the data that has been described.

The data analysis stage is the most important stage because it provides meaning to the data that has been collected. The results of data analysis are answers to the previously determined problem formulation, namely regarding teachers' difficulties in preparing assessments in learning. The results of the data analysis process will be described by the researcher and made into a description. Data validation uses triangulation techniques.

RESULTS

The basis of the analysis carried out through interviews is that teachers experience difficulties in carrying out diagnostic, formative and summative assessments, especially in determining assessments that are appropriate to the learning objectives to be achieved, due to the many types or forms of assessment such as presentations, projects, products, oral, written etc. There are still driving teachers who experience difficulties in preparing formative assessments. Teachers are still confused about what assessments are included as formative values and how to compile them and are hampered in determining assessments that are appropriate to the objectives and learning process to be achieved.

"memberikan penilaian bukan hal yang baru, kesulitan yang muncul ketika kami menyusun penilaian kami belum memahami bagaimana cara menyusun penilaian formatif yang sesuai dengan tujuan pembelajaran" (Sumber primer, Ibu M).

"Kami terlalu fokus pada penilaian kognitifnya yang menjadi target pembelajaran, sehingga kami sering mengesampingkan penilaian formatifnya" (Sumber primer, Pak K)

Another finding from the interview results is that they also determine assessment during base project. This is confusing for teachers because there are many types or forms of assessment such as presentations, projects, products, oral, written and so on.

"Di sekolah yang menggunakan kurikulum mandiri, tidak lagi melakukan pembelajaran berbasis mata pelajaran melainkan memisahkan mata pelajaran seperti kembali ke KTSP. Untuk melaksanakan pembelajaran kurikulum merdeka, kami harus banyak mempelajari platform yang ada dalam kurikulum merdeka, dan kami belum terbiasa mengembangkan modul ajar sebagai pengganti RPP" (Sumber Primer Pak C)

"kami kebingungan dalam menentukan bentuk asesmen yang sesuai dengan tujuan pembelajaran yang akan dicapai, dan menentukan bentuk asesmen pada saat pembelajaran berbasis proyek" (Sumber Primer Pak S)

DISCUSSION

Learning and assessment are one unit that should not be separated. Educators and students need to understand the targeted competencies so that the entire learning process is attempted to achieve these competencies. Learning can begin with the assessment planning and learning planning process. Educators need to design assessments that are carried out at the beginning of learning, during learning, and at the end of learning. Assessment planning, especially in the initial learning assessment, is very necessary because it is to identify students' learning needs, and the results are used to design learning that is appropriate to the students' stage of achievement (Kemendikbudristek 2021).

The curriculum is a structured educational plan that is supported by schools and educational institutions, which is not focused on the teaching and learning process, but rather on shaping personality and improving the standard of living of students in the community (Latifah et al., 2021). The curriculum is not only limited to the fields of study contained in it and the learning activities, but includes everything that influences the personal development and formation of students in accordance with the educational goals to be achieved so as to improve the quality of education. Curriculum renewal is very influential in the learning process because with this renewal the learning process, model or method will be more effective and efficient, and progress will be made to improve the quality of education in Indonesia (Handoko, 2022).

In Minister of Education and Culture Decree Number 958 of 2020 concerning Learning Achievements in Early Childhood Education, Basic Education and Secondary Education, it is stated that CP is a form of integrating core competencies (KI) and basic competencies (KD) which are arranged comprehensively in narrative form. This CP includes: a set of competencies and scope of material. CP allows each child to gain learning experiences according to their level of competency. CP also functions as a guide for teachers and students about what must be achieved at the end of learning.

In an effort to achieve CP, educators use teaching tools. These teaching tools include textbooks, teaching modules, learning videos and others. A teaching module is a document that contains objectives, steps, learning media and assessments required in one topic based on the flow of learning objectives. Educators have the freedom to create their own, choose or modify the available teaching modules according to the characteristics and needs of their students. The teaching module components at least consist of learning objectives, learning steps, and assessments used to monitor the achievement of learning objectives. Several criteria that must be met in the teaching module are, 1) essential, meaning that students gain understanding of concepts through learning experiences and are pursued across disciplines. 2) interesting, meaningful and challenging, learning is designed to foster interest in learning and involve students actively in the learning process. Learning is connected to the knowledge and experience that students have before, so it is not too complex, but also not too easy for their age stage. 3) relevant and contextual, related to previous knowledge and experience and also in accordance with the context of the place and time the students are located. 4) sustainable, meaning that there is a link between the flow of learning activities according to the student's learning stages, Ministry of Education and Culture, (2021); Rindaningsih, 2019)

Based on the initial analysis carried out through interviews, teachers experience difficulties in carrying out diagnostic, formative and summative assessments, especially in determining assessments that are appropriate to the learning objectives to be achieved, due to the many types or forms of assessment such as presentations, projects, products, oral, written etc. Remembering that, in general, assessment is divided into two, namely formative assessment and summative assessment and there are also those says assessment for learning and assessment of learning. Formative assessment can be interpreted as an inseparable part of the learning process which is carried out with the aim of seeing whether a learning process has gone as planned. Meanwhile, summative assessment is an assessment carried out at the end of the learning unit in order to determine the level of effectiveness of the learning program (Jenny Indrastoeti, 2017). Another opinion comes from Faujiah & Habsah (2022), namely, summative assessment aims to assess and measure the appropriate learning media chosen by the teacher as a whole and comprehensively. Summative assessments are carried out at the end of the learning process or can also be carried out simultaneously for two or more learning objectives, in accordance with educational considerations and educational unit policies.

The difference is that in the independent CP curriculum, the time allocated to achieve targeted goals is designed based on phases. This CP will be translated into a flow of learning objectives (ATP), which will be developed into a teaching module, based on the resource person's opinion that the components of the teaching module are more numerous when compared to the RPP and this is also the cause of difficulties for teachers in preparing learning assessments.

The independent curriculum is divided into three types, namely format assessment, summative assessment and authentic assessment. Formative assessment has direction to monitor and improve learning process, as well as evaluating the achievement of learning objectives. In In this assessment, educators can observe and identify what students are related to what students need in learning, what obstacles students experience in learning learning, through this assessment Education can also observe developments students which will later be used as feedback for students and educators in evaluation activities. This summative assessment aims to assess students' achievement of learning objectives and/or learning outcomes (CP) as a basis for determining grade promotion and/or graduation from an education unit. Assessment of achievement of learning outcomes. Anggraena, et al. (2022).

In the learning process, assessment plays an equally important role as a tool for measuring learning success. Learning assessments can be used as a benchmark in assessing the success of educational development. Apart from that, assessment can be a means of motivating students to be more enthusiastic about learning and can lead students to obtain maximum learning results by utilizing all existing potential. The quality of good learning can be seen from the quality of the assessment, and vice versa, the quality of the assessment can show the quality of the learning. Assessments can be given among students as feedback, by educators with rubrics that have been

prepared or based on the performance and products they produce Purwanto (2022); Simanjuntak (2019).

CONCLUSION

Assessment plays an important role in teaching learning process. There are many categories of authentic assessment which can be applied by teachers in Elementary schools. In Indonesian context, of any kind the type of authentic assessment used by the teachers, the most important thing is it should be used to measure manner, skill and knowledge competence of the students based on the government's regulation. Some teachers do not recognize exactly the importance of authentic assessment, however actually most of them have experienced it in their classroom.

The implementation of the new curriculum, especially in the independent curriculum, requires continuous unification of understanding which is not only done once but continuously to examine more deeply the components of each curriculum that will be implemented, even though the government facilitates the implementation of the curriculum with various platforms, it turns out there are still many teachers have not yet realized it fully. In this research, it was found that teachers still experienced difficulties in preparing assessment formats, which apparently started from teachers' difficulties in reading teaching module development procedures. These difficulties will certainly hinder the implementation of the independent curriculum. In this independent curriculum there are many new things that teachers must study in more depth. One of them is how to prepare teaching modules, plan assessments and strengthen the profile of Pancasila students.

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