

ABSTRACT

Lenny Arfiani, 1910510080, 2023, “The English Subject Assessments of Merdeka Curriculum (A Case Study at Islamic Junior High Schools in Kudus)”, State Islamic Institute of Kudus.

The world of education in Indonesia has undergone curriculum change, It is from the 2013 Curriculum to the Merdeka Curriculum. Nowadays, the Merdeka Curriculum is only implemented in schools that have been selected as *Sekolah Penggerak*. In Kudus, there are several Islamic junior high schools that are selected as *Sekolah Penggerak*, among them are School X, School Y, and School Z. One of the important components that cannot be separated from the implementation of Merdeka Curriculum is assessment. Therefore, this research aims to explore the implementation of English subject assessments and the obstacles of Merdeka Curriculum implementation at several Sekolah Penggerak in Kudus.

In this study, the researcher used a qualitative approach with a case study method. This research was conducted in several Islamic junior high schools in Kudus, which consisted of School X, School Y, and School Z. The subjects of this research were English teachers and the vice principal of curriculum in the mentioned schools. The techniques used in the data collection process were interviews and documentation. In this study, the researcher analyzed the data through four stages, which were data collection, data reduction, data presentation, and drawing conclusions.

The results showed that English teachers at several Islamic junior high schools in Kudus have conducted formative and summative assessments with various techniques in accordance with Merdeka Curriculum guidelines. In the formative assessment, at School X used observation, written test, oral test, performance, project, and portfolio techniques. At School Y, the techniques used are written test, oral test, and assignment. At School Z, the techniques used are written test, oral test, and project. Meanwhile, for summative assessment, School X and School Y used SAS technique, while School Z used STS and SAS techniques. In carrying out formative and summative assessments in the Merdeka Curriculum, teachers find several obstacles. Some of the obstacles are: (a) time management; (b) different students' understanding; (c) different student characters; (d) media or facilities and infrastructure, and (e) teachers' doubts about whether the implementation of the assessment is in accordance with the guidelines in the Merdeka Curriculum or not. Even though in its implementation the teacher finds several obstacles, they tried to overcome them and find some alternatives so that the assessment process could run optimally.

Keywords: *Merdeka Curriculum, Assessments, English Subjects*

ABSTRAK

Lenny Arfiani, 1910510080, 2023, “The English Subject Assessments of Merdeka Curriculum (A Case Study at Islamic Junior High Schools in Kudus)”, Institut Agama Islam Negeri Kudus.

Dunia pendidikan di Indonesia mengalami perubahan kurikulum yaitu dari Kurikulum 2013 menjadi Kurikulum Merdeka. Saat ini, Kurikulum Merdeka hanya dilaksanakan di sekolah yang ditunjuk sebagai *Sekolah Penggerak*. Di Kudus terdapat beberapa Madrasah Tsanawiyah yang ditunjuk sebagai *Sekolah Penggerak* diantaranya adalah sekolah X, sekolah Y, dan sekolah Z. Salah satu komponen penting yang tidak dapat dipisahkan dari implementasi Kurikulum Merdeka adalah penilaian. Oleh karena itu penulis ingin mengeksplorasi pelaksanaan penilaian mata pelajaran Bahasa Inggris dan hambatannya dalam implementasi Kurikulum Merdeka di beberapa Sekolah Penggerak di Kudus.

Dalam penelitian ini penulis menggunakan pendekatan kualitatif dengan metode studi kasus. Penelitian ini dilakukan di beberapa Islamic junior high school in Kudus yaitu sekolah X, sekolah Y, dan sekolah Z. Subjek penelitian ini adalah guru bahasa Inggris dan wakil kepala bagian kurikulum di sekolah-sekolah tersebut. Beberapa teknik yang digunakan dalam proses pengumpulan data yaitu melalui teknik wawancara dan dokumentasi. Dalam penelitian ini, penulis menganalisis data melalui empat tahap, yaitu pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa guru bahasa Inggris di beberapa Madrasah Tsanawiyah di Kudus telah melakukan penilaian formatif dan sumatif dengan berbagai teknik seperti yang tercantum dalam panduan Kurikulum Merdeka. Untuk jenis penilaian formatif, di sekolah X menggunakan teknik observasi, tes tertulis, tes lisan, kinerja, proyek, dan portofolio. Di sekolah Y teknik yang digunakan adalah teknik tes tertulis, tes lisan, dan penugasan. Di sekolah Z, teknik yang digunakan adalah teknik tes tertulis, tes lisan, dan proyek. Sedangkan untuk penilaian sumatif, di sekolah X dan sekolah Y Kudus menggunakan teknik SAS, sementara itu di sekolah Z menggunakan teknik STS dan SAS. Dalam melaksanakan penilaian formatif dan sumatif di Kurikulum Merdeka, para guru menemukan beberapa kendala. Kendala-kendala tersebut adalah: (a) manajemen waktu; (b) pemahaman siswa yang berbeda-beda; (c) karakter siswa yang berbeda-beda; (d) media atau sarana dan prasarana, dan (e) keraguan guru apakah pelaksanaan penilaian sudah sesuai dengan panduan dalam Kurikulum Merdeka atau belum. Meskipun dalam pelaksanaannya guru menemukan beberapa kendala, namun guru berusaha mengatasinya atau mencari solusi agar proses penilaian dapat berjalan dengan baik.

Kata kunci: *Kurikulum Merdeka, Penilaian, Mata Pelajaran Bahasa Inggris*