CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents: (1) related theoretical descriptions, (2) theoretical framework, and (3) review of previous studies.

A. Theoretical Descriptions

1. Merdeka Curriculum

a. The Definition of Merdeka Curriculum

A curriculum is defined as a map that is used as a guide in the teaching and learning process in an educational unit. Curriculum guides a teacher in teaching because the curriculum is a concrete step in shaping students' character and attitude.[1] Curriculum is also defined as an integrated activity that contributes to fostering agreement among staff, faculty, administration, and students.[2] A curriculum as a plan of goals, content, and learning materials will guide teachers in carrying out the learning process so the goal will be achieved. In essence, curriculum as a system of plans or a set of arrangements regarding learning material that can be used as a guide in carrying out the learning process. Curriculum management and implementation must be understood by all parties involved and directly related to it.

Generally, curriculum is created as a manual for carrying out the educational process, and certain plans are greatly impacted by planning for the existence of education.[3] Curriculum must be flexible, which means that curriculum must be easily changed and adapted to the development of the times and knowledge. In curriculum, there is a design that is programmed for the teaching and learning process in an educational institution. In essence,

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[1] Arif Munandar, "Kurikulum Sebagai Jantung Pendidikan," *Prosiding Seminar Nasional Pendidik Dan Pengembang Pendidikan Indonesia, (2017):* 55, ISSN 2598-1978.

[2] James Dean Brown, *"The Elements of Language Curriculum: A Systematic Approach to Program Development. Boston,"* (Massachusettes: Heinle & Heinle Publishers, 1995)

[3] Alhamuddin, *"Politik Kebijakan Pengembangan Kurikulum di Indonesia Sejak Zaman Kemerdekaan Hingga Reformasi (1947-2013),"* (Jakarta:Kencana, 2019)

education is a foundation for building a nation. The progress and decline of a nation can be described through the quality of its education. So, to have a good quality country, it can be started by building good quality education, and good quality education can be built by preparing a good curriculum.

The Ministry of Education, Culture, Research, and Technology released a new policy on Indonesian teaching and learning in the year 2022. It was well known as *Merdeka Belajar* curriculum. The Ministry of Education and Culture created the Merdeka Curriculum as part of its initiative to address issues related to learning and teaching in Indonesia after the pandemic. One aspect of the problem is low student learning outcomes, especially in basic subjects such as reading and literacy.[4] The Merdeka Curriculum is also a form of evaluation of the 2013 Curriculum (K-13). Merdeka Curriculum is an initiative to increase Pancasila student profile where the content will be maximized. It is a curriculum with a variety of intracurricular learning.[5]

A way to achieve the objective of national education is through the Pancasila student profile. The Pancasila student profile as the primary guide for directing educational policy serving as a guide for instructors in developing students' character and competency.[6] According to the Ministry of Education and Culture, the effort to improve Pancasila students' profiles is an educational institution gives students a chance to:[7]

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[4] Harry Yulianto, "An Implementation of Learning Assessment Model on The Curriculum of Merdeka Belajar," *Technical and Vacational Education International Journal* 2, no. 2 (2022): 23, https://doi.org/10.556442/taveij.v2i2.

[5] Asmirinda Resa, et al., "The Implementation of Strengthening Pancasila Student Profile's Local Wisdom Theme in the Merdeka Curriculum in Elementary School," *International Journal of Research and Review* 10, no. 6 (2023): 77, E-ISSN: 2349-9788; P-ISSN: 2454-2237.

[6] Badan Standar, Kurikulum & Asesmen Pendidikan Kemdikbud, Riset dan Teknologi, "Tahapan Implementasi Kurikulum Merdeka di Satuan Pendidikan," (2022): 2.

[7] Kemdikbud, "Projek Penguatan Profil Pelajar Pancasila," accessed on 16, May 2022, https://kurikulum.kemdikbud.go.id/kurikulum-merdeka/

1) Exploring knowledge, developing skills, and supporting the development of the six characteristics of the Pancasila student profile, which are to believe in God Almighty with faith and piety, have good morals, be independent, cooperative, have global diversity, critical thinking, and being creative.
2) Acquiring knowledge on important topics such as entrepreneurship, technology, mental health, culture, and democratic living.
3) Responding to these issues in a manner in accordance with the developments and stages of Merdeka learning.

Merdeka Curriculum enhances the existing system and does not replace the existing program.[8] The learning environment for Merdeka learning gives students the chance to study without feeling rushed or under pressure, while also focusing on their individual abilities and paying attention to their interests.[9] *Merdeka Belajar* aims to cultivate students' interests and skills. This aligns with Barlian's opinion, stating that Merdeka Curriculum is developed as a more adaptable curriculum with an emphasis on the elements needed to improve student competence and character development.[10] Moreover, increasing knowledge and understanding of academic subjects is necessary for developing 21st-century skills, which include the ability to be creative, have critical thought, effective and clear communication, and the ability to form partnerships.[11]

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[8] Ghufran Hasyim Achmad, et al., "Penilaian autentik pada kurikulum merdeka belajar dalam pembelajaran pendidikan agama islam di Sekolah Dasar," *Edukatif : Jurnal Ilmu Pendidikan* 4, no. 4 (2022): 5686, https://doi.org/10.31004/edukatif.v4i4.3280

[9] Yuni Pantiwati, et al., "Characteristics of Learning Assessment Towards Implementation of Merdeka Learning Curriculum," *Jurnal Penelitian dan Pengkajian Ilmu Pendidikan: e-Saintika* 7, no.1 (2023): 116.

[10] Ujang Cepi Barlian, et al., "Implementasi kurikulum merdeka dalam meningkatkan mutu pendidikan," *Journal of Educational and Language Research* 1, no.12 (2022): 2107, https://doi.org/10.21608/pshj.2022.250026

[11] Freddy Tua Musa Panggabean, et al., "Application of 21st Century Learning Skills Oriented Digital-Age Literacy to Improve Student Literacy HOTS in Science Learning in Class IX SMP," *Jurnal Mantik* 5 no. 3 (2021): 1923.

Practically, Merdeka curriculum has not been fully implemented nationally. In accordance with Decree No. 56 of 2022 from the Minister of Education, Culture, Research, and Technology, this curriculum will be completely implemented in all educational institutions in the year 2024.[12] Therefore, the current Merdeka Curriculum implementation is included in the implementation as curriculum preparation. The educational unit that has implemented this curriculum is called *Sekolah Penggerak*. To implement this curriculum, educational institutions must register and fill out a readiness questionnaire. The results of the questionnaire will decide which is the best alternative that can be used by them. There are three categories:[13]

1) *Mandiri Belajar* (independent learning), the educational institutions are given the freedom to apply some parts and principles of Merdeka curriculum, but they do not change the curriculum that was applied before (2013 curriculum).
2) *Mandiri Berubah* (independent changing), the educational institutions are given the freedom to implement Merdeka curriculum and utilize the educational resources offered.
3) *Mandiri Berbagi* (independent sharing), the educational institutions have given the flexibility to develop their own teaching tools.

In the field of education, curriculum is one of the crucial things. Therefore it is very important to design the curriculum well. Teachers will be given the opportunity to teach more successfully with a well-designed curriculum. Merdeka Curriculum gives teachers the choice to choose from a variety of teaching resources, allowing instruction to be customized to the needs and interests of students. The learning philosophy of Merdeka also suggests that educational institutions, such as schools, as well as

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[12] Reffy Ananda Rizki & Lulu Fahkrunisa, "Evaluation of Implementation of Independent Curriculum," *Journal of Curriculum and Pedagogic Studies* 1 no. 4 (2022): 33.

[13] Nurzila, "Dalam Menerapkan Kurikulum Merdeka Belajar Perlu Strategi Tepatguna," *Jurnal Literasiologi* 8, no. 4 (2022): 96.

teachers and students, have the freedom to explore and learn on their own in creative ways.

b. **The Stages of Merdeka Curriculum Implementation at Junior High School**

The implementation of Merdeka Curriculum has content that optimizes the competence of students in order to have enough time to deepen learning content. Students also have the flexibility to pursue their interests, skills, and talents. There are guidelines for the implementation of Merdeka Curriculum and its development in accordance with the educational needs of the Madrasah and their management characteristics, which are regulated in the Ministry of Education and Culture's regulation on KMA 347 of 2022 concerning the implementation of Merdeka curriculum in Madrasah.[14] There are two phases in the Merdeka curriculum structure at Madrasah Tsanawiyah (MTs), namely phases D and E. Phase D is intended for grades VII and VIII, while phase E is intended for grade IX.[15] Additionally, the curriculum structure is divided into two primary learning activities: projects to boost Pancasila students' profiles and regular learning which is included in intracurricular activity.[16]

The stages of Merdeka Curriculum implementation are not a regulation or standard set by the Government. When an educational institution applied the Merdeka Curriculum, this stage was created as a phase or learning process to make improvements to teaching methods and evaluations that teachers must carry out. Technically, teachers can use the Merdeka Curriculum at several levels. However, each stage is designed so that teachers continue

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[14] Syatria Adymas Pranajaya, et al., "The Distinction of Merdeka Curriculum in Madrasah through Differentiated Instruction and P5-PPRA," *Jurnal Sustainable* 6, no. 1 (2023): 466, https://doi.org/ 10.32923/kjmp.v5i2.3447.

[15] Badan Standar, Kurikulum & Asesmen Pendidikan Kemdikbud, Riset dan Teknologi, "Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah," (2022): 12.

[16] MKKM MTs Surabaya, "Struktur Kurikulum Merdeka MTs KMA 347 Tahun 2022," accessed on May 16, 2023, https://mkkmmtssby.org/struktur-kurikulum-merdeka-mts-kma-347-tahun-2022/

to refer to the principles of learning and assessment.[17] The minimum passing grade is also formulated based on the condition of students and education units.[18] This stage can be used by teachers, education units, government, development partners, and related organizations or institutions to support curriculum implementation.

According to the Ministry of Education and Culture, the early phases of Merdeka Curriculum implementation at an educational institution are as follows:[19]

1) Designing the operational curriculum of educational units;
2) Creating the sequence of learning goals;
3) Organizing the assessment and learning process;
4) Using and creating instructional tools;
5) Making plans for a project to improve Pancasila's student profile ;
6) Executing a project to improve the Pancasila student profile;
7) Applicating student-centered learning;
8) Integrating assessment in learning;
9) Carrying out a lesson according to the stages of students ;
10) Doing collaboration for curricular and instruction objectives;
11) Doing collaboration with parents or family members for educational objectives;
12) Doing collaboration with the public, private sector, or a company;
13) Reflecting, assessing, and improving the effectiveness of curriculum implementation.

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[17] Badan Standar, Kurikulum & Asesmen Pendidikan Kemdikbud, Riset dan Teknologi, "Tahapan Implementasi Kurikulum Merdeka di Satuan Pendidikan," (2022):1.

[18] Reffy Ananda Rizki & Lulu Fahkrunisa, "Evaluation of Implementation of Independent Curriculum," *Journal of Curriculum and Pedagogic Studies* 1 no. 4 (2022): 34.

[19] Badan Standar, Kurikulum & Asesmen Pendidikan Kemdikbud, Riset dan Teknologi, "Tahapan Implementasi Kurikulum Merdeka di Satuan Pendidikan," (2022): 4-11.

There are challenges when implementing a new curriculum, the challenges may relate to basic assumptions and goals, subject boundaries, content, pedagogy, and assessment methods.[20] Leaders in an educational institution may overemphasize the importance of implementing the curriculum, building close relationships with students, and encouraging students' active participation through socio-emotional learning.[21] So, the stage of Merdeka Curriculum implementation in junior high school must be planned with students' potential to develop personality, democratic values, character, experience, and culture in mind. The design should allow the teacher to adapt previous experiences to the needs, capacity, and maturity level of students. It must be capable of motivating teachers to examine the learning experiences that students will get outside of the teaching and learning process at school and relate their experience throughout learning activities at school.

2. Assessment
a. Assessment in Merdeka Curriculum

Every time students answer a question, make a comment, or try to create a new word or structure, they are assessed and it becomes an ongoing process that covers a wider range of areas, it is called assessment.[22] Measurement of student learning outcomes is another definition of assessment.[23] Assessment aims to assess and

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[20] Kate Bennie and Karen Newstead, "Obstacles to implementing a new curriculum," Proceedings of the National Subject Didactics Symposium (1999): 150.

[21] Katie Pak, et al., "The Adaptive Challenges of Curriculum Implementation: Insights for Educational Leaders Driving Standards-Based Reform," *AERA Open* 6, no. 2 (2020): 9, https://doi.org/10.1177/2332858420932828

[22] H. Douglas Brown, *"Language Assessment Principles and Classroom Practices,"* (San Fransisco, Callifornia: Longman: 2003), 4.

[23] Rokhim, D. A., et al., "Analisis kesiapan peserta didik dan guru pada asesmen nasional (Asesmen kompetensi minimum, survey karakter, dan survey lingkungan belajar)," *JAMP: Jurnal Administrasi dan Manajemen Pendidikan* 4, no. 1 (2021): 90. http://dx.doi.org/10.17977/um027v4i1202 1p61

monitor learning progression.[24] Additionally, it serves as a guide for ongoing student learning development and is employed by governments to establish educational policy. According to the Minister of Education and Culture's No. 23 of 2016 regulation, education evaluation standards specify the scope, purpose, usefulness, principles, methods, procedures, and instruments used as a basis for assessing students both at primary and secondary levels.[25] Therefore, assessment is a technique for improving educational standards, as well as performance in various educational settings and skills for lifelong learning. Assessment is one of the most important activities that must be carried out in the implementation of the Merdeka Curriculum. When teaching and learning activities are modified, one thing that can be used as consideration or feedback in modifying learning activities is the assessment results.

Assessment is one of the elements of the educational process that must be carried out in a systematic manner in order to determine the achievement of students in the learning process. Quoting from Qur'an in Surah Al-Ankabut (29) verses 2-3, said:

أَحَسِبَ ٱلنَّاسُ أَن يُتْرَكُوٓاْ أَن يَقُولُوٓاْ ءَامَنَّا وَهُمْ لَا يُفْتَنُونَ ﴿٢﴾

وَلَقَدْ فَتَنَّا ٱلَّذِينَ مِن قَبْلِهِمْ ۖ فَلَيَعْلَمَنَّ ٱللَّهُ ٱلَّذِينَ صَدَقُواْ

وَلَيَعْلَمَنَّ ٱلْكَٰذِبِينَ ﴿٣﴾

It means: *"Do people think that they are left alone to say: "We have believed", while they are not being tested again? And verily We have tested those who were before them, so*

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[24] Mark Wilson, "Making measurement important for education: The crucial role of classroom assessment," *Educational Measurement: Issues and Practice Spring* 37, no. 1 (2018): 8. https://doi.org/10.1111/emip.12188

[25] Permendikbud, "Permendikbud RI No. 23 Tahun 2016 Tentang Standar Penilaian Pendidikan," Jakarta: Dirjen Peraturan PerundangUndangan Kemenkumham (June 17 2016).

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surely Allah knows those who are truthful and verily He knows those who lie." (Surah al-Ankabut [29]: 2-3).[26]

This verse means that evaluation needs to be done by remembering the characteristics of humans themselves, humans are weak creatures, stubborn, disobedient, forgetful, and make many mistakes. However, humans also the best and noblest creatures. Thus, it can be interpreted that by carrying out an evaluation or assessment, weaknesses and deficiencies of humans will be known and it can be corrected. Therefore evaluation or assessment in Islamic education is a mandatory component that should not be abandoned to evaluate students in the learning process so that it can achieve the educational objectives.

In general, the major goal of implementing assessment in the Merdeka Curriculum is to identify the needs, growth, and attainment of students' learning objectives. According to the official website of Kemdikbud.go.id, assessment in Merdeka Curriculum based on its function divided into three, there are assessment as learning, assessment for learning, and assessment of learning.[27] These three functions can be carried out either by summative or formative assessment methods.

Picture 2. 1 Pyramids of modified assessment function
(source: www.etec.ctic.ubc.ca)

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[26] Alqur'an, al-Ankabut ayat 2-3, *Alqur'an dan Terjemahnya* (Jakarta: Departemen Agama RI, Yayasan Penerjemah dan Penerbit Alqur'an, 2012).

[27] Kemdikbud, "Pantau Perkembangan Peserta Didik Melalui 3 Jenis Asesmen Pembelajaran," accessed on May 13, 2023, https://ditsmp.kemdikbud.go.id/pantau-perkembangan-peserta-didik-melalui-3-jenis-asesmen-pembelajaran/

Based on the picture above, the assessment function in the Merdeka Curriculum has changed, [28] and the following is the explanation:

1) Assessment of learning

Assessment of learning serves as a tool to measure the achievement of learning outcomes through the grades obtained, become feedback to plan or improve learning methods, and identify student strengths and weaknesses.[29] At the end of the learning process, these assessments are used by teachers to gather evidence of students' knowledge, understanding, and skills outlined in the achievement standards. This assessment can be categorized as a summative assessment and is used for evaluation at the end of the learning process.[30] If educational institutions feel that they need to validate the final summative results of the learning material in order to collect more full data, they may conduct summative at the end of semester.

2) Assessment for learning

Assessment for learning is a continuous assessment process used to gather and analyze student learning outcomes in order to assess whether or not the learning objectives are achieved.[31] To enhance the learning process, this assessment is utilized. Both formative and summative assessments belong in this category. Through this assessment, teachers can monitor how students absorb new information, comprehend it, and develop new abilities. They can also modify their lessons to help students get closer to

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[28] SMK Negeri 49 Jakarta, "Asesmen Formatif dan Sumatif Kurikulum Merdeka," accessed on May 10, 2023, https://smkn49jakarta.sch.id/detail/asesmen-formatif-dan-sumatif-kurikulum-merdeka.

[29] Rano Subehi & Sriyanto, "Implementation of Assessment Of, For, and As Learning in Online Learning of Islamic Education in SMPN 8 Purwokerto," *Alhamra: Jurnal Studi Islam* 2, no. 2 (2021): 115.

[30] Yulianus Paken Mangewa, "Design of Assessment for English Subject in Junior High School," *Jurnal KIP* 3, no. 2 (2014): 521.

[31] Rano Subehi & Sriyanto, "Implementation of Assessment Of, For, and As Learning in Online Learning of Islamic Education in SMPN 8 Purwokerto," *Alhamra: Jurnal Studi Islam* 2, no. 2 (2021): 115.

their learning objectives.[32] It is considered an assessment for learning when an educational institution conducts a summative test at the end of the learning material. It also qualifies as an assessment for learning when an educational institution conducts a formative assessment when a student has been learning specific material.

3) Assessment as learning

Students should actively participate in this assessment activity since it is the process of developing and strengthening their metacognitive skills. Students get practical knowledge of how to be judges for themselves and their peers.[33] This assessment is used to reflect the learning process. It can be categorized as a formative assessment. This type of assessment has several functions, which are to diagnose students' initial abilities and learning needs, as feedback to improve the learning process and learning strategies, to diagnose material absorption, and to change the classroom atmosphere.[34] Examples of assessment as learning include a project, written test, oral test, practice, portfolio, self-assessment, and peer-to-peer evaluation.

To encourage the use of various types of assessment, a teacher must accurately comprehend the functions of assessment, not just written tests, so that learning can be more focused on meaningful activities and information or feedback from assessments about students' abilities also becomes richer and more useful in designing an assessment.

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[32] Yulianus Paken Mangewa, "Design of Assessment for English Subject in Junior High School," *Jurnal KIP* 3, no. 2 (2014): 521.

[33] Rano Subehi & Sriyanto, "Implementation of Assessment Of, For, and As Learning in Online Learning of Islamic Education in SMPN 8 Purwokerto," *Alhamra: Jurnal Studi Islam* 2, no. 2 (2021): 116.

[34] Kemdikbud, "Pantau Perkembangan Peserta Didik Melalui 3 Jenis Asesmen Pembelajaran," accessed on May 13, 2023, https://ditsmp.kemdikbud.go.id/pantau-perkembangan-peserta-didik-melalui-3-jenis-asesmen-pembelajaran/

b. Types of Assessment in Merdeka Curriculum

In the learning process, assessment is an integral activity. Assessment is carried out to determine whether the learning objectives have been achieved or not. Brown stated, *"There are several types of assessment based on namely informal assessment, formal assessment, formative assessment, summative assessment, norm-referenced assessment, and criterion-referenced assessment."*[35] Meanwhile, in the Merdeka Curriculum, there are two types of assessment, namely formative assessment and summative assessment,[36] as described below:

1) Formative Assessment

Formative assessment is an assessment of how students can develop their competencies and abilities with the aim of assisting them in maintaining their development.[37] The technique of acquiring data while teaching is known as formative assessment.[38] Another definition of formative assessment is an evaluation used to reinforce the interdependent teaching and learning process. This assessment is directly related to the collection of appropriate test result data from the learning process to improve the teaching and learning process.[39] Zi Yan also stated that formative assessment sets the focus on ongoing observation and collection of data that indicates student growth

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[35] Yulianus Paken Mangewa, "DESIGN OF ASSESSMENT FOR ENGLISH SUBJECT IN JUNIOR HIGH SCHOOL," *Jurnal KIP* 3, no. 2 (2014): 524.

[36] Badan Standar, Kurikulum & Asesmen Pendidikan Kemdikbud, Riset dan Teknologi, "Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah," (2022): 27.

[37] H. Douglas Brown, *"Language Assessment Principles and Classroom Practices,"* (San Fransisco, California: Longman: 2003), 6.

[38] Greg Conderman, Erika Pinter & Natalie Young., "Formative Assessment Methods for Middle Level Classrooms," *The Clearing House: A Journal of Educational Strategies, Issues and Ideas* 93, no. 5 (2020): 239, https://doi/org/10.1080/00098655.2020.1778615.

[39] Louie Cagasan, et al., "Developing a Formative Assessment Protocol to Examine Formative Assessment Practices in the Philippines," *Educational Assessment* 25, no. 4 (2020): 259-260, https://doi.org/10.1080/10627197.2020.1766960.

through the learning process.[40] In short, formative assessment refers to providing an assessment that can be used as feedback that the teacher uses in the learning process.

Formative assessment aims to provide information on how teachers and students can improve the learning process. It also aims to monitor and improve the learning process and evaluate the achievement of learning objectives. These assessments are also conducted to identify students' learning needs, the barriers or difficulties they face, and to obtain information about their progress. The information obtained from these assessments can be used as feedback.[41] In formative assessment, it is generally carried out during the learning process of a unit, chapter, or competence. It has been recognized as a useful approach for encouraging students' learning and achievement in various situations.[42] This assessment might be carried out at the beginning, at the end, or at any time during the learning process.

When creating formative assessments, there are various factors to consider, so that they can provide benefits to students and teachers, namely:[43]

a) The risk associated with formative assessments is low. These assessments are intended for educational improvement only and should not be used to determine report cards, grade

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[40] Zi Yan, et al., "A systematic review on factors influencing teachers' intentions and implementations regarding formative assessment," *Assessment in Education: Principles, Policy & Practice* 28 no. 3 (2021): 229, https://doi.org/10.1080/0969594X.2021.1884042.

[41] Badan Standar, Kurikulum & Asesmen Pendidikan Kemdikbud, Riset dan Teknologi, "Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah," (2022): 37.

[42] Zi Yan, et al., "A systematic review on factors influencing teachers' intentions and implementations regarding formative assessment," *Assessment in Education: Principles, Policy & Practice* 28 no. 3 (2021): 229, https://doi.org/10.1080/0969594X.2021.1884042.

[43] Badan Standar, Kurikulum & Asesmen Pendidikan Kemdikbud, Riset dan Teknologi, "Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah," (2022): 28.

advancement, graduation, or other important choices.

b) A variety of different methods and tools can be used for formative assessment. When the purpose of assessment is to improve the quality of the learning process, it is called formative assessment.

c) Learning and formative assessment are intertwined because it is conducted together.

d) Simple procedures can be used in formative assessments to facilitate quick feedback on the results of the assessment.

e) Formative assessments given at the start of the learning process will inform teachers of their students' preparedness for learning. Based on this assessment, teachers need to modify or adjust their lesson plans and differentiate learning to meet the needs of the students.

f) Assessment instruments are used to provide information about students' strengths and growth and identify approaches that can be used to improve the quality of their performance. Therefore, assessment results are more than just numerical scores.

In Merdeka Curriculum, there are several assessment instruments or techniques that can be used by teachers in assessing students, as follows:[44]

a) Observation

Observation assessment is conducted on an ongoing basis through periodic observation of behavior. This assessment can be focused on all students or individually. Observation can be done in routine or daily tasks or activities.

b) Performance

Performance assessment is conducted to require students to demonstrate and apply their knowledge to a variety of contexts according to the desired

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[44] Badan Standar, Kurikulum & Asesmen Pendidikan Kemdikbud, Riset dan Teknologi, "Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah," (2022): 31.

criteria.

c) Project

Project assessment is an assessment of a task including design, implementation, and reporting activities, which must be completed within a certain period of time.

d) Written test

Written test assessment is carried out with questions and answers presented in writing to measure or obtain information about the ability of students. Written tests can take the form of essays, multiple choice, descriptions, or other forms of written tests.

e) Oral test

Oral test assessment is done by giving questions that require students to answer orally which can be given classically during learning.

f) Assignments

Assignment assessment is carried out by giving tasks to students to measure knowledge and facilitate students to gain or increase knowledge.

g) Portfolio

Portfolio assessment is carried out by collecting documents of assessment results, awards, and students' work in certain fields that reflect development (reflective-integrative) within a certain period of time.

2) Summative Assessment

Summative assessments are tests that are frequently given at the end of a lesson and intended to measure and evaluate students' understanding.[45] Summative assessment is a type of assessment that is carried out at the end of the teaching period, which has a clear standard for assessing student ability as it is used to evaluate student success or failure in the

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[45] H. Douglas Brown, *"Language Assessment Principles and Classroom Practices,"* (San Fransisco, California: Longman: 2003), 6.

learning process.[46] It was in line with Adinda's opinion, Summative assessment attempts to measure student learning achievement at the end of the learning process.[47] Summative assessment is also defined as a method for assessing students at the end of the syllabus where the focus is on results.[48] The teacher uses the results of the summative assessment to decide whether or not the students have achieved the specified learning outcomes.[49] So, summative assessment is a type of assessment used to determine student achievement after the learning process is complete.

Summative assessment has a function to:[50]

a) Measuring student learning outcomes in relation to one or more learning objectives in one period.
b) Comparing the achievement scores of students' learning outcomes with the predetermined achievement criteria.
c) Determining whether or not the student's learning process will continue in the next grade or level.

In Merdeka curriculum, summative assessments can be carried out at the end of the learning process, such as at the end of a unit of material covering one or more learning objectives, at the end of a phase, or at the end of a semester. For summative assessment which is carried out at the end of the learning process, the assessment technique is almost the same as the assessment technique in the formative assessment. The

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[46] Anggita Prasistha Utami, et al., "Summative Assessment of Tenth-Grade English Teachers From HOTS Perspective," *Jurnal Bahasa Lingua Scientia* 12, no, 2 (2020): 299, https://doi.org/10.21274/ls.2020.12.2.295-314..

[47] Ade Hera Adinda, et al., "Penilaian Sumatif dan Penilaian Formatif Pembelajaran Online," *Report of Biological Education* 2, no. 1 (2021): 4.

[48] Ade Hera Adinda, et al., "Penilaian Sumatif dan Penilaian Formatif Pembelajaran Online," *Report of Biological Education* 2, no. 1 (2021): 3.

[49] Anggita Prasistha Utami, et al., "Summative Assessment of Tenth-Grade English Teachers From HOTS Perspective," *Jurnal Bahasa Lingua Scientia* 12, no. 2 (2020): 298, https://doi.org/10.21274/ls.2020.12.2.295-314.

[50] Badan Standar, Kurikulum & Asesmen Pendidikan Kemdikbud, Riset dan Teknologi, "Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah," (2022): 29.

results of student scores from the formative assessment are used as summative score results.

This assessment is optional, in particular for the assessment at the end of the phase or semester. The achievement of student learning outcomes can be evaluated by teachers at the end of the semester, if they feel they still need more information or data then summative assessment is conducted. On the other hand, there is no need to conduct an assessment at the end of the semester if the teacher feels that the assessment data collected during the semester is sufficient.[51]

Teachers need to be competent and adaptable in order to conduct appropriate assessments for each student, as they are the ones who best understand and know the students' learning progress. This includes assessment design, timing, use of assessment technique and instrument, selecting standards or criteria to achieve learning objectives, and the use of media in its implementation.

3. **English Subject**
   a. **English Subject in Merdeka Curriculum**

English is one of the languages that is widely understood and used in many commonwealth countries in this world. English was used in many countries more than any other language. English has been recognized by the world as an international language, so it is necessary for everyone to learn English as a tool of international communication[52]. As a language used for international communication, those who master and speak it well can enjoy several academic, social, and professional

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[51] Badan Standar, Kurikulum & Asesmen Pendidikan Kemdikbud, Riset dan Teknologi, "Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah," (2022): 29.

[52] Sari Nur Rohmah, "Eksistensi Bahasa Indonesia Dan Bahasa Inggris Dalam Ilmu Pengetahuan Di Era Globalisasi," (2019), https://doi.org/10.31227/osf.io/bvsp8.

advantages.[53] English is the first foreign language that was considered important for the purpose of accessing information, absorption, and development of science, technology, arts, and culture and fostering relations with other nations.[54]

English is a tool for communicating both orally and in writing. Communication is considered as an ability that is used to give and receive various information and also plays an important role in personality development throughout human life.[55] The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and produce spoken or written texts that are realized in the four language skills, listening, speaking, reading, and writing. These four skills are used to respond to or create discourse in social life. Therefore, English subjects are directed at developing these skills so that graduates can communicate and have discourse in English at a certain level of literacy.

Learning English is very much needed for all people, both at an early age and in adulthood because English is an international language that all people must know. Not only understood but English must also be mastered. In language learning, whether it is the first, second, or foreign language, the teaching of the language component is part of the language program. The communication and interaction offered in the classroom are insufficient to improve learners' speaking skills, which should be cultivated with other skills (listening, reading, and writing). This is due to the fact that integrating the abilities

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[53] Ehsan Namaziandost, Leila Neisi, Kheryadi & Mehdi Nasri, "Enhancing Oral Proficiency through Cooperative Learning Among Intermediate EFL Learners: English Learning Motivation in Focus," *Cogent Education* 6, no.1 (2019): 2, https://doi.org/10.1080/2331186X.2019.1683933

[54] Iman Santoso, "Pembelajaran Bahasa Asing di Indonesia: Antara Globalisasi dan Hegemoni," *bahasa & sastra* 14, no.1 (2014): 3.

[55] Malika Abdikarimova, et al., (2021) "Developing Students Verbal Communication Skills and Speech Etiquette in English Language Teaching," *Open Journal of Modern Linguistics* 11, (2021): 84, https://doi.org/10.4236/ojml.2021.111007.

will improve students' ability to communicate.[56] Even though practical teaching in the field takes place in an integrated manner and prospective teachers need to understand several important concepts related to the three language components, especially those regarding the English component is not easy.

To be a good English learner, these three components must be learned properly. For junior high school level students learning English as a foreign language that is not used in society, the teaching of these three language components needs to be packaged in an integrated and careful manner. Students need to be well-planned by selecting appropriate materials for their needs. Selecting and preparing the materials is necessary, especially when English subject as a local content subject that is only programmed for one or two hours of lessons in a week. In general, the purpose of learning English in Indonesia is students must be able to master listening, reading, writing, and speaking skills in English. The efforts to improve the quality of education must be carried out thoroughly in order to achieve the educational goals that have been designed. Teachers can use a variety of strategies to supplement, revise, expand, personalize, simplify, modernize, localize, or adapt cultural or situational content to achieve the goal.[57]

English subject in Merdeka Curriculum at the secondary levels is expected to help students succeed in achieving the ability to communicate in English as part of life skills. The approach that is used in English subject is a text-based approach, which the learning focused on text, in various modes, whether spoken, written, visual, audio, or multimodal. This is in accordance with the statement said

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[56] Ehsan Namaziandost, Leila Neisi, Kheryadi & Mehdi Nasri, "Enhancing Oral Proficiency through Cooperative Learning Among Intermediate EFL Learners: English Learning Motivation in Focus," *Cogent Education* 6, no.1 (2019): 2, https://doi.org/10.1080/2331186X.2019.1683933.

[57] Zhan Li & Hongshun Li, "Making Materials Use in Language Classrooms Visible: Evidence From Two University English Teachers in China," *Cogent Education* 8, no.1 (2021): 2, https://dpi.org/10.1080/2331186X.2020.1870802

by Halliday and Mathiesen that *"When people speak or write, they produce text, and text is what listeners and readers engage with and interpret."* There are four stages in the text-based approach, and these four stages are carried out in the discussion of the same topic, namely:[58]

1) Building Knowledge of the Field (BKOF): The teacher builds students' knowledge or background knowledge of the topic to be written or discussed. At this stage, the teacher also builds the cultural context of the text being taught.
2) Modeling of the Text (MOT): The teacher provides a model/example of the text as a reference for students in producing works, both orally and in writing.
3) Joining to Construct of the Text (JCOT): The teacher guides students and jointly produces texts.
4) Independent Constructing of the Text (ICOT): students produce spoken and written texts independently.

b. Learning Objectives of English Subject in Merdeka Curriculum

Student learning objectives are used to measure students' academic gains and assess teacher performance based on the level of attainment of predetermined targets.[59] English Subject in Phase D (SMP/MTs/Package B Program) focuses on spoken English reinforcement and written language skills.[60] In more detail, English subject in Merdeka Curriculum focused on strengthening the ability to use English in six language skills, namely listening, speaking, reading, viewing, writing, and presenting in an integrated manner, in various types of texts.

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[58] Badan Standar, Kurikulum & Asesmen Pendidikan Kemdikbud, Riset dan Teknologi, "Capaian Pembelajaran Mata Pelajaran Bahasa Inggris Fase A - Fase F untuk SD/MI/Program Paket A, SMP/MTs/Program Paket B, dan SMA/MA/SMK/MAK/Program Paket C," (2022): 5.

[59] Shuqiong Lin, et al., "Data-based Student Learning Objectives for Teacher Evaluation," *Cogent Education* 7, no.1 (2020): 2, https://doi.org/10.1080/2331186X.2020.1713427 .

[60] Surat Keputusan Kepala Badan Standar, Kurikulum dan Asesmen Pendidikan Kemdikbudristek, "Nomor: /008/H/KR/2022, Capaian Pembelajaran pada PAUD, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka," (June 7, 2022): 155.

In general, at the end of Phase D (SMP/MTs/Package B Program) in English subject, students are expected to be able to:[61]

1) Using spoken, written and visual texts in English to interact and communicate in a wider variety of contexts in both formal and informal situations.
2) Using various types of text such as narratives, descriptions, procedures, special texts (short messages, advertisements, etc) and authentic texts to be the main reference in learning English.
3) Using English to discuss and convey their wishes or feelings.
4) Understanding written text more proficient and be able to understand implicit information.
5) Producing written and visual texts in English that are structured with a more diverse vocabulary.
6) Understanding the purpose when producing written and visual texts in English.

Meanwhile, in detail the objectives of English subject in Phase D (SMP/MTs/Package B Program) based on its elements of language skills are divided into three: Listening - Speaking, Reading - Viewing, and Writing - Presenting.[62]

1) Listening – Speaking

At the end of Phase D (SMP/MTs/Package B Program), students are expected to be able: a.) use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in a variety of formal and informal contexts, b.) understand the main ideas and relevant details from discussions or presentations on familiar topics and in the context of everyday life both at school and at

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[61] Surat Keputusan Kepala Badan Standar, Kurikulum dan Asesmen Pendidikan Kemdikbudristek, "Nomor: /008/H/KR/2022, Capaian Pembelajaran pada PAUD, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka," (June 7, 2022): 160.

[62] Surat Keputusan Kepala Badan Standar, Kurikulum dan Asesmen Pendidikan Kemdikbudristek, "Nomor: /008/H/KR/2022, Capaian Pembelajaran pada PAUD, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka," (June 7, 2022): 160.

home, with repetition and replacement of vocabulary, c.) involved in discussions, for example giving opinions, make comparisons and convey preferences, d.) explained and clarify their answers using basic sentence structures and simple verbs tense.

2) Reading – Viewing

At the end of phase D (SMP/MTs/Package B Program), students are expected to be able: a.) read and respond to familiar or unfamiliar texts containing predictable structures and familiar vocabulary, b.) locate and evaluate main ideas or specific information in various types of text, it can be printed or digital, such as visual, multimodal or interactive text, c.) can identify the purpose of the text and start making inferences to understand implicit information in a text.

3) Writing – Presenting

At the end of Phase D (SMP/MTs/Package B Program), students are expected to be able: a.) communicate their ideas and experiences through simple and structured paragraphs, b.) show their progress in using specific vocabulary and simple sentence structure, c.) planning, writing, and presenting informative, imaginative and persuasive texts using simple and compound sentences to construct arguments and explain or defend an opinion.

The essence of language learning is learning to communicate. Therefore, the main objective of English subject is directed at improving students' ability to communicate in English, both orally and in writing. Understanding and expressing information, thoughts, feelings and developing science, technology, and culture using English also become one of the most important things to master. Therefore a teachers should pay attention to every step that they will apply in order to achieve a learning goal. The learning strategy must be designed in such a way starting from the learning model they will choose, then manifested in a selection of strategies for using learning methods supported by learning media in accordance with the characteristics of the material in a

subject, and the last important to pay attention to the method and process of assessment.

B. Theoretical Framework

Curriculum changes from 2013 Curriculum (K-13) to the Merdeka Curriculum

Some schools implementing Merdeka Curriculum (*Sekolah Penggerak)*

Teachers implementing assessments in English subject according to Merdeka

Formative Assessment

Summative Assessment
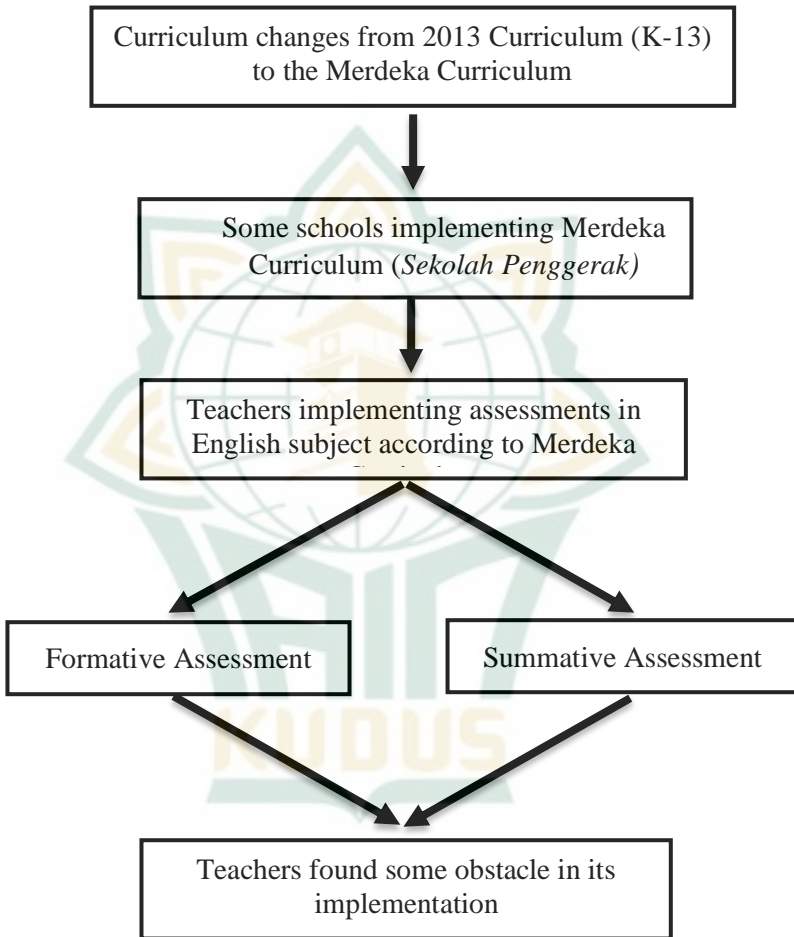
Teachers found some obstacle in its implementation

Chart 2.1 Theoritical Framework

C. Review of Previous Study

Studies on Merdeka curriculum assessment were carried out by several researchers, including:

1. The first research from Nahra Gildeska Putri Arwendya in 2022 with the title "English Teachers' Assessment In Classroom Process During The COVID-19 Pandemic", discussed about the assessment process and the application of three aspects of assessment according to the Ministry of Education and Culture during COVID-19 pandemic. The results state that the assessment process carried out by English teachers at SMPN 5 Bengkulu during the COVID-19 pandemic had gone well using the Zoom meeting application, WhatsApp, google classroom, and Google form. The assessment of three aspects of cognitive, affective, and psychomotor has also been successfully carried out during online learning. However, there are several obstacles in the assessment process such as the difficulty in assessing attitude aspect and difficulty in monitoring students learning progress, but the teacher has found a solution and a way to overcome it so that the assessment process can run well.

Relevant with this study about the English subjects assessment on how teachers conduct assessments in general, including the obstacle faced by teachers and how to overcome it. The difference with this study is Nahra discussed the English subjects assessment during COVID-19 pandemic. Whereas this study focuses on the English subjects assessment in Merdeka Curriculum.

2. The other study by Robby Shadri, et al., with the title "Assessment in The Merdeka Curriculum: How Are The Teachers' Perspectives on It?" in 2023, discussed about teachers' perception and understanding of how to carry out assessments in the Merdeka Curriculum. The results show that the implementation of the assessment in the Merdeka Curriculum which consisted of diagnostic, formative, and summative assessments was conducted by teacher after the learning process was completed. The learning outcomes were obtained from their knowledge, attitudes, and skills during learning activities. It is presented in a school report based on the Merdeka Curriculum school report

application. The teachers overall understand and have conducted the assessments that were required in the Merdeka Curriculum.

Robby, et al., research has similarities and differences with the research that the researcher did. The similarity is about the assessment in Merdeka Curriculum. The difference with this study is Robby, et al., has focused discussed about teachers' understanding about assessment in Merdeka Curriculum. The subject was not only English teachers but various teachers who teach different subjects at several *Sekolah Penggerak* in various regions in Riau. While this research focuses on how teachers conduct English subjects assessments in Merdeka Curriculum in general, and also the obstacle encountered by the teachers in its implementation. This research also focuses only on the English subjects assessment, so the subject is English teachers at several *Sekolah Penggerak* in Kudus.

3. Another study about assessment in Merdeka Curriculum was done by Yuni Pratiwi, et al. The research that has been conducted in 2023 is entitled "Characteristic of Learning Assessment Towards Implementation of Merdeka Learning Curriculum". The research discussed about the characteristic of assessment in Merdeka Curriculum including the knowledge of the school community, the process of planning, implementation, processing of assessment results, reporting on learning progress and obstacles along with school and teacher solutions in carrying out assessment in Merdeka Curriculum. The results of the research that Yuni has done show that the teachers' understanding of Merdeka Curriculum was good. The schools have implemented and applied the principles of learning and assessment, planning lesson, understanding learning outcomes, implementing, processing, and reporting the assessment results in accordance with Merdeka Curriculum. The teachers carried out summative and formative assessments, while minimal diagnostic assessments are carried out.

Yuni, et al., research has similarities and differences with the research that the researcher did. The similarity is about assessment in Merdeka Curriculum. The

difference with this study is Yuni, et al., have focused discussed only on the process of the assessment in classroom. The subject of the research was not only English teachers, all teachers at SMP Muhammadiyah 02 Batu. While this research focuses on how teachers conduct English subjects assessments in Merdeka Curriculum in general, and also discuss the obstacle encountered by the teachers. This research also focuses only on the English subjects assessment, so the subject is only English teachers.