CHAPTER IV
FINDINGS AND DISCUSSIONS

This chapter presents: (1) research findings, and (2) research discussions.

A. Research Findings

In this section, the researcher presents the results of research findings obtained from data collection. It will be described in accordance with the results of interviews conducted by the researcher at several *Sekolah Penggerak* in Kudus. The following are the results of the research findings:

1. The English Subject Assessments of Merdeka Curriculum at Islamic Junior High Schools in Kudus

Basically, assessment is one of several important aspects of the national education standards in Indonesia. Assessment can be carried out by teachers or education units. Assessments carried out by teachers are often called class assessments or in Merdeka Curriculum called formative assessments, while assessments held by education units are often called semester tests or summative. In Merdeka Curriculum, assessment is divided into two types, namely formative and summative, and many assessment techniques can be used to carry out both types of assessment.

Field findings data showed that several *Sekolah Penggerak* in Kudus have implemented learning and assessment using Merdeka Curriculum. Although the implementation in the classroom is still not fully appropriate, some of these schools have tried to implement it in accordance with the existing guidelines. Based on the types and assessment techniques in the theoretical framework of this study, seventh-grade English teachers at School X, School Y, and School Z in the 2022/2023 academic year implemented both types of assessments in Merdeka Curriculum. Those are formative and summative. In its implementation, the teacher used several assessment techniques in accordance with the guidelines in Merdeka Curriculum.

Below are the field findings on the implementation of formative and summative assessments conducted by English teachers in three *Sekolah Penggerak* in Kudus:

a. Implementation of Formative Assessment

Formative assessment is an assessment that aims to provide information or feedback for teachers and students to improve the learning process. This assessment is conducted to identify the learning needs of learners, the obstacles or difficulties they face, and also to obtain information on learners' development. This information is feedback for learners and educators. There are several techniques that can be used by teachers in carrying out formative assessment: (1) observation, (2) written test, (3) oral test, (4) assignment, (5) performance, (6) project, and (7) portfolio.

However, teachers do not have to use all the assessment techniques in Merdeka Curriculum, they are allowed to use only a few techniques. It is caused by the characteristic of Merdeka Curriculum, teachers are given the freedom to carry out assessments according to the school environment and the differentiation of each student. The following are field findings on the implementation of formative assessments:

1) Observation Technique

The observation technique is an assessment technique that is carried out on an ongoing basis using the senses, both directly and indirectly using an instrument that contains several indicators of observed behavior. Direct observation is carried out by the teacher directly without intermediaries. This assessment technique was only used by English teachers at School X. The following is the implementation of assessment using observation technique at School X:

Teachers are given the freedom to carry out assessments with this technique, this was conveyed by the English teacher at School X during the interview process.[1] In its implementation, this observation assessment technique is carried out 18 times in each semester. It was conveyed by the seventh-grade English teacher at School X:

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[1] Interview with MNA on July 31, 2023.

"I do the observation technique every meeting. In the first semester there were 18 weeks, which means there were 18 times. The second semester also there were 18 times."[2]

The observation technique is carried out by observing students directly when learning activities take place. In addition, there are also criteria in the observation, including students' activeness during the learning process, their interaction with their friends during the learning process, and how they understand learning by asking questions.[3] In its implementation, the teacher does not use any media. Assessment with this technique is done directly by using the eyes.[4]

Teachers' statements related to freedom in the implementation of assessment with observation techniques such as number, time, criteria, and media in its implementation are proved by the statement of vice principal of curriculum at School X, who stated:

"... for formative assessment in all techniques, teachers are given freedom but they must adjust to the material being taught. We give authority to teachers according to the needs used, so we do not limit how to implement it."[5]

Based on the interview above, the seventh-grade English teacher at School X in carrying out assessments using observation techniques is truly given full freedom or authority, such as how many times and when to implement them, the assessment criteria, and the media used. This is in accordance with the characteristics of Merdeka Curriculum where teachers are given the flexibility to create quality learning that suits the needs and environment of students, which includes assessment.

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[2] Interview with MNA on July 31, 2023.
[3] Interview with MNA on July 31, 2023.
[4] Interview with MNA on July 31, 2023.
[5] Interview with RB on July 31, 2023.

2) Written Test Technique

Written test is an assessment whose questions require answers from students that must be written on an answer sheet. Written test are conducted in every subject in educational institutions, including English subjects. Written test aim to determine the level of student understanding in comprehending certain material, both the material for each *Capaian Pembelajaran* (CP) and each specific subject matter. This technique was used by all English teachers at the *Sekolah Penggerak* in Kudus.

The following is the implementation of assessment using written test technique in three *Sekolah Penggerak* in Kudus:

a) School X

In its implementation, the written test technique at School X is carried out twice in each theme. In the odd semester of the 2022/2023 academic year for English subjects, there are 5 themes, so the total implementation of written tests in one semester is 10 times. While in the even semester, there are 4 materials, so the total implementation of written tests in one semester is 8 times. This was stated by the seventh-grade English teacher at School X:

> "For the written test, I carry out each theme twice. In the first semester, there were 5 themes so a total of 10 written tests. For the second semester, there were 4 themes so there were 8 written test assessments."[6]

The written test was conducted during English class. The teachers have allocated time for assessment activities. If the material presented is already in accordance with the indicators to be achieved, the teacher can carry out this assessment.

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[6] Interview with MNA on July 31, 2023.

So, in essence, the implementation of written test assessment is carried out conditionally.[7]

The form of questions made by teachers in carrying out assessments with written test techniques is varied. The form of questions made by teachers in carrying out assessments with written test techniques at School X are varied. There are two forms of written test carried out by teachers, in the form of games and multiple-choice questions.[8]

There are criteria for conducting assessments with written test techniques. At School X, the criteria applied is right and wrong and the students' process when working on the questions. This was conveyed by the seventh-grade English teacher at School X:

> "The criteria is the student's right or wrong answer, but once again what we see is the process, not the final result, so I also include the student's process in the assessment criteria for this written test.... Then also the time to complete the faster I also give a separate value, so it must be fast and precise."[9]

Regarding the use of media in the written test assessment technique, at School X, teachers use paperless media, such as smartphones and LCD projectors.[10] Teachers' statements about the freedom in carrying out assessments according to student conditions and the environment was supported by the statements of vice principal of curriculum at School X:

> "Teachers are given freedom but it must be in accordance with the material being taught. We give authority to teachers according to the needs used, so we do not limit the use of

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[7] Interview with MNA on July 31, 2023.
[8] Interview with MNA on July 31, 2023.
[9] Interview with MNA on July 31, 2023.
[10] Interview with MNA on July 31, 2023.

this technique and the way of implementation."[11]

Based on the interview above, the seventh-grade English teacher at School X in carrying out assessments using written test techniques is truly given full freedom or authority, such as how many times and when to implement them, the assessment criteria, and the media used. This is in accordance with the characteristics of Merdeka Curriculum where teachers are given the flexibility to create quality learning that suits the needs and environment of students, which includes assessment.

b) School Y

In its implementation, the written test at School Y was conducted only twice in a semester and done by combining several learning outcomes. It was done because the time of lesson time in seventh grade was only 3 lessons a week, so the time for implementation was limited.[12] It was supported by the statement from the vice principal of curriculum at School Y that the time for implementing assessment is limited. The following is the statement:

"Here, the English subject in Merdeka Curriculum has held 3 JP (lesson hours) in a week, very limited in time. So teachers are limited in conducting learning and assessment."[13]

The written test was conducted during English class. The teachers have allocated time for assessment activities. If the material presented is already in accordance with the indicators to be achieved, the teacher can carry out this assessment. So, in essence, the implementation of written test

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[11] Interview with RB on July 31, 2023.
[12] Interview with A on 24 July 2023.
[13] Interview with TY on July 29, 2023.

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assessment is carried out conditionally. The time allocation in carrying out written tests is at the end of the material. This was stated by the seventh-grade English teacher at School Y:

> "At the end, if several chapters have been completed or one or several learning outcomes, then a written test is carried out."[14]

The form of questions made by teachers in carrying out assessments with written test techniques at School Y is used multiple choice questions.[15] There are also criteria for conducting assessments with written test techniques. Teachers' criteria in conducting written test assessment were right and wrong. This is in accordance with the statement of the English teacher at School Y:

> "What is assessed is the result of the right or wrong, because it is written and it is also multiple choice so it is certain that the answer is right or wrong."[16]

Regarding the use of media in the written test assessment technique, at School Y teachers used paperless media such as pictures and music in carrying out written test assessments, this was conveyed by the seventh-grade English teacher of School Y:

> "There are many media, pictures, music, and I forgot what else. Yes, it is adjusted to the theme anyway. For example, if I use pictures, I will show the pictures and then I will give several multiple-choice questions. Music too."[17]

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[14] Interview with A on July 24, 2023.
[15] Interview with A on July 24, 2023.
[16] Interview with A on July 24, 2023.
[17] Interview with A on July 24, 2023.

Teachers' statements about the freedom in carrying out assessments according to student conditions and the environment was supported by the statements of vice principal of curriculum at School Y:

"Teachers are given freedom, especially the formative ones, which are assessments in the learning process. So it is up to how the teacher wants to carry out the assessment."[18]

Based on the interview above, the seventh-grade English teacher at School Y in carrying out assessments using written test techniques is truly given full freedom or authority, such as how many times and when to implement them, the assessment criteria, and the media used. This is in accordance with the characteristics of Merdeka Curriculum where teachers are given the flexibility to create quality learning that suits the needs and environment of students, which includes assessment.

c) School Z

In its implementation, the written test at School Z was conducted only twice in a semester and done by combining several learning outcomes. It was done because the time of lesson time in seventh grade was only 3 lessons a week, so the time for implementation is limited. This was conveyed by the seventh-grade English teacher at School Z:

"In one semester, there is a lot of material, such as introducing, telling time, greeting, telling days, and others... For the written test, I also combine them, there are also two times in one semester."[19]

It was supported by the statement from the vice principal of curriculum at School Z that the

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[18] Interview with TY on July 29, 2023.

[19] Interview with IRA on July 25, 2023.

time for implementing assessment is limited. The following is the statement:

> "For English lessons, there are 3 hours of learning a week. It is very limited for teachers to carry out learning."[20]

The written test was conducted during English class. The teachers have allocated time for assessment activities. If the material presented is already in accordance with the indicators to be achieved, the teacher can carry out this assessment. So, in essence, the implementation of written test assessment is carried out conditionally. The time allocation in carrying out written tests is at the end of the material.[21]

The form of questions made by teachers in carrying out assessments with written test techniques at School Z uses multiple choice questions and essays, as stated by the seventh-grade English teacher at School Z:

> "The written tests I have made so far are in the form of multiple choice and essay. Roman one or multiple choice there are 10, Roman two or essay there are 5."[22]

There are criteria for conducting assessments with written test techniques. At School Z teachers' criteria in conducting written test assessment was right and wrong. Then from the results, the teacher will make a grading according to the number of right and wrong.. This is in accordance with the statement of the English teacher at school Z Kudus:

> "The assessment criteria are right and wrong and there is also a grade, so there is a very good grade, there is good, quite good, and less...."[23]

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[20] Interview with NN on July 30, 2023.
[21] Interview with IRA on July 25, 2023.
[22] Interview with IRA on July 25, 2023.
[23] Interview with IRA on July 25, 2023.

Regarding the use of media in the written test assessment technique, at School Z teachers still use paper media, but sometimes teachers also use media that utilize technology, namely power point and LCD projectors. This was stated by the seventh-grade English teacher at School Z:

> "Yes, I use media, usually using paper, but for most tests I usually use power point, so it saves paper."[24]

Teachers statements about the freedom in carrying out assessments according to student conditions and the environment was supported by the statements of vice principal of curriculum at School Z:

> "Teachers are given full freedom for formative ones. The assessment can be carried out by practice or direct cognitive assessment."[25]

Based on the interview above, the seventh-grade English teacher at School Z in carrying out assessments using written test techniques is truly given full freedom or authority, such as how many times and when to implement them, the assessment criteria, and the media used. This is in accordance with the characteristics of Merdeka Curriculum where teachers are given the flexibility to create quality learning that suits the needs and environment of students, which includes assessment.

3) Oral Test Technique

Oral test is carried out by conducting questions and answers directly between teachers and students. The field findings data show that there are some differences in the implementation of oral tests in seventh-grade English subjects at several *Sekolah Penggerak* in Kudus. The following is the

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[24] Interview with IRA on July 25, 2023.
[25] Interview with NN on July 30, 2023.

implementation of assessment using oral test technique in three *Sekolah Penggerak* in Kudus:

a) School X

In the implementation of oral tests in seventh-grade English subjects at School X was held randomly or there is no standard number of implementations.[26] The oral test was conducted during the English class. The teachers have allocated time for separate assessment activities. It was conducted during the learning process. This was stated by the seventh-grade English teacher at School X:

> "I take oral tests during the learning process, I ask students' understanding randomly and in turn, some are done together at one time and that is usually in groups, because we are limited in time and this oral test takes a long time to implement."[27]

In addition, there are also criteria in conducting assessments with oral test techniques. At School X, the criteria applied for oral test assessment are the suitability of the answers to the theme, pronunciation, and their activeness in answering questions. This was conveyed by the seventh-grade English teacher at School X:

> "I adjust the criteria to each theme, for example, they have to produce simple present tense sentences so their answers must be in accordance with simple present tense. But in general, there is pronunciation and their activeness to speak."[28]

Then, related to the use of media in the implementation of assessments with oral test techniques, teacher at School X use key words and

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[26] Interview with MNA on July 31, 2023.
[27] Interview with MNA on July 31, 2023.
[28] Interview with MNA on July 31, 2023.

power point media. This was conveyed by the seventh-grade English teacher at School X:

> "Yes, I share keywords in the form of links, so they can read and study at home, so from home they already have an idea of what they will do in class. They already have materials, so when this test takes place they are ready. Then there is a power point to present orally that was done by group."[29]

The freedom in the number, time, criteria, and use of media in the implementation of assessments using oral test assessment techniques at School X showed that teachers have implemented assessments based on the characteristics of Merdeka Curriculum, namely freedom in carrying out assessments according to student conditions and the environment. It was also supported by the statements of several vice principals of curriculum at School X:

> "Teachers are given freedom but it must be in accordance with the material being taught. We give authority to teachers according to their needs, so we do not limit what techniques to use and how to implement it."[30]

Based on the interview above, the seventh grade English teacher at School X in carrying out assessments using oral test techniques is truly given full freedom or authority, such as how many times and when to implement them, the assessment criteria, and the media used. This is in accordance with the characteristics of Merdeka Curriculum where teachers are given the flexibility to create quality learning that suits the needs and environment of students, which includes assessment.

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[29] Interview with MNA on July 31, 2023.
[30] Interview with RB on July 31, 2023.

b) School Y

In the implementation of oral tests in seventh-grade English subjects at School Y was held 1 time in one semester.[31]The oral test was conducted during the English class. The teachers have allocated time for separate assessment activities. It was carried out at the end of the material or learning process. It was stated by the seventh-grade English teacher at School Y:

"Just like the written test, the implementation is after finishing one material that has speaking elements, such as description."[32]

In addition, there are also criteria in conducting assessments with oral test techniques. At School Y, the assessment criteria for oral tests are in the pronunciation and intonation of students in answering questions from the teacher. This is in accordance with the statement of the English teacher at School Y:

"Orall test is more about speaking, so the criteria are in pronunciation, reading, and intonation."[33]

Then, related to the use of media in the implementation of assessments with written test techniques. Teacher at School Y used picture media and recording devices in carrying out oral test assessments. It was conveyed by the seventh-grade English teacher of School Y:

"Sometimes I use pictures, for example, if I ask them to describe something I use pictures. If for example, I need physical evidence, I use a recording device so that I can check back later."[34]

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[31] Interview with A on July 24, 2023.
[32] Interview with A on July 24, 2023.
[33] Interview with A on July 24, 2023.
[34] Interview with A on July 24, 2023.

The freedom in the number, time, criteria, and use of media in the implementation of assessments using oral test assessment techniques at School Y showed that teachers have implemented assessments based on the characteristics of Merdeka Curriculum, namely freedom in carrying out assessments according to student conditions and the environment. It was also supported by the statements of several vice principals of curriculum at School Y:

> "Teachers are given freedom, especially the formative ones, which are assessments in the learning process. So it is up to how the teacher wants to carry out the assessment."[35]

Based on the interview above, the seventh grade English teacher at School Y in carrying out assessments using oral test techniques is truly given full freedom or authority, such as how many times and when to implement them, the assessment criteria, and the media used. This is in accordance with the characteristics of Merdeka Curriculum where teachers are given the flexibility to create quality learning that suits the needs and environment of students.

c) School Z

In the implementation of oral tests in seventh-grade English subjects at School Z carry out twice in a semester.[36] The oral test was conducted during the English class. The teachers have allocated time for separate assessment activities. The seventh-grade English teacher at School Z conducts an oral test at the end of the material that has a speaking element, the statement is as follows:

> "The implementation is after the material that has elements of speaking such as

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[35] Interview with TY on July 29, 2023.
[36] Interview with IRA on July 25, 2023.

introduction and greeting or leave-taking...."[37]

In addition, there are also criteria in conducting assessments with oral test techniques. At School Z there are pronunciation criteria in the oral test, but in addition, there are also criteria for students' fluency and performance in answering teacher questions.[38] Then, related to the use of media in the implementation of assessments with written test techniques. Teacher at School Z did not use any media in conducting the oral test.[39]

The freedom in the number, time, criteria, and use of media in the implementation of assessments using oral test assessment techniques at School Z showed that teachers have implemented assessments based on the characteristics of Merdeka Curriculum, namely freedom in carrying out assessments according to student conditions and the environment. It was also supported by the statements of several vice principals of curriculum at School Z:

> "Teachers are given full freedom for formative ones. The assessment can be carried out by practice or direct cognitive assessment."[40]

Based on the interview above, the seventh grade English teacher at School Z in carrying out assessments using oral test techniques is truly given full freedom or authority, such as how many times and when to implement them, the assessment criteria, and the media used. This is in accordance with the characteristics of Merdeka Curriculum where teachers are given the flexibility to create quality learning that suits the needs and environment of students.

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[37] Interview with IRA on July 25, 2023.
[38] Interview with IRA on July 25, 2023.
[39] Interview with IRA on July 25, 2023.
[40] Interview with NN on July 30, 2023.

4) Assignment Technique

Assessment with assignment technique is an assessment used to measure students' knowledge and facilitate them to acquire or improve their knowledge. Assignments can be done either individually or in groups according to the characteristics of the task given, done at school, at home, and out of school. The field findings data show that only one school out of the three *Sekolah Penggerak* in Kudus uses this assessment technique. This assessment technique was only used by English teachers at School Y. The following is the implementation of assessment using assignment technique at School Y:

Teachers are given the freedom to carry out assessments with this technique, this was conveyed by the English teacher at School Y during the interview process "Yes, the school gives freedom to teachers."[41] In its implementation, this assignment technique is carried out 2 times each semester. It was conveyed by the seventh-grade English teacher at School Y stated:

"Actually, there are many assignments, but I only take the best ones. So I forgot about the number of assignments... There are 2 assignments that are included in the grade."[42]

The assignment assessment is conducted after the English lesson. The teachers have allocated time for separate assessment activities. At School Y, assessment with assignment techniques is carried out when one topic of material or a combination of several materials has been finished. This was conveyed by the seventh-grade English teacher at School X as follows:

"Usually I give the assignment by combining several related chapters. For example, after discussing simple present tense material and to be there is a connection, then I give the assignment to make an example of a simple

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[41] Interview with A on July 24, 2023.
[42] Interview with A on July 24, 2023.

sentence with simple present tense that has to be."[43]

There are criteria for the implementation of the assignment technique assessment. The criteria made by School Y English teachers in assessing the results of student assignments depend on the form of the assignment given. There are several forms of assignments given to students, namely multiple choice questions, making sentences, memorization, and presentations. This was conveyed by the seventh-grade English teacher at School Y:

> "Sometimes it is written, in the form of making sentences, sometimes it is also directly orally or in presentations, and sometimes memorization. Some assignments are individual and some are a group."[44]

From several forms of assignments, the criteria made also adjust the form of the task. In the form of assignments to make sentences, School Y teachers make assessment criteria in the composition of sentences made by students and also the accuracy of their writing. Then, for the form of presentation assignments, it is usually done in groups and the teacher assesses the results of student assignments, pronunciation, intonation of students when presenting, cooperation, and teamwork. Meanwhile, in the form of memorization assignments, the teacher's criteria for assessing the results of student assignments is whether or not students memorize the assignments that have been given. This was conveyed by the teacher of School Y during the interview process:

> "It depends on what kind of assignment it is, if the assignment is writing or making sentences, the criteria is about the sentence structure, right or wrong in their writing. If it's memorization,

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[43] Interview with A on July 24, 2023.
[44] Interview with A on July 24, 2023.

whether they have memorized it or not. If the presentation is in addition to the results of their work, it is the same as the oral test criteria, then for the group I also assess cooperation and teamwork. ..."[45]

Then, related to the use of media, in the assessment of assignment techniques, School Y teachers use pictures or music. The use of these two media is often used by teachers in several assessment techniques. The media is used to give assignments to students and its use also adjusts to the form of material or tasks to be given.[46]

Teachers' statements related to the freedom in the implementation of assessment with assignment techniques such as number, time, form, criteria, and media in its implementation are supported by the vice principal of curriculum at School Y, who stated:

"Yes, teachers are given freedom, especially the formative ones, that is the assessment in the learning process. So it is up to how the teacher wants to carry out the assessment."[47]

Based on the interview above, the seventh grade English teacher at School Y in carrying out assessments using assignment techniques is truly given full freedom or authority, such as how many times and when to implement them, the form, assessment criteria, and the media used. This is in accordance with the characteristics of Merdeka Curriculum where educators or teachers are given the flexibility to create quality learning that suits the needs and environment of students, which includes assessment.

5) Performance Technique

Assessment with performance technique is often called authentic assessment, which requires students to

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[45] Interview with A on July 24, 2023.
[46] Interview with A on July 24, 2023.
[47] Interview with TY on July 29, 2023.

demonstrate and apply their knowledge to various contexts according to the desired criteria. In the assessment of performance techniques, the skills shown by students are the aspects that will be assessed. Assessment of skills is based on the quality of student performance with predetermined targets. The field findings data show that this assessment technique was only used by teachers at School X. The following is the implementation of assessment using performance technique at School X:

In its implementation, teachers are given the freedom to carry out assessments with this technique, this was conveyed by the English teacher at School X during the interview process. This assessment of performance technique is carried out once each semester.[48] It is carried out as a replacement for the mid-semester summative assessment which does not exist at School X. So the assessment with this technique is carried out at the end of the semester. The teachers have allocated time for separate assessment activities.[49]

There are criteria for the implementation of assessment with performance techniques. In determining the appropriate assessment criteria depends on the characteristics of the material being assessed and the competencies expected to be achieved by students. The criteria made by School X teachers in assessing student performance results depend on how students complete the tasks given. In addition, teachers also differentiate the different assessment criteria for each student. Given that the performance of each student cannot be generalized and the performance between students is different. This was conveyed by the seventh-grade English teacher at School X:

> "The criteria are almost the same as the observation assessment, how they complete it, but I also pay attention and adjust it according to the level of students, because different students

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[48] Interview with MNA on July 31, 2023.
[49] Interview with MNA on July 31, 2023.

have different understanding, then I differentiate it. For example, in the descriptive text material, some students only collect adjectives about physical appearance. Some have been able to collect about describing someone's character. Some can already find antonym synonyms. So I differentiate and adjust it."[50]

Then, related to the use of media, in the assessment with performance techniques, School X teachers use PowerPoint and Canva application media. The media is used by the teacher as a tool that students must use in completing the assignment given. Students are free to choose which media they want to use depending on their interests and habits. This was stated by the teacher of School Y:

"Yes, I use PowerPoint media or Canva. So they can explain the words they get in Canva, like infographics. So there are two choices, either ppt or Canva."[51]

Teachers' statements related to the freedom in the implementation of assessment with performance techniques such as number, time, criteria, and media in its implementation are supported by the vice principal of curriculum at School X, who stated:

"... for formative assessment in all techniques, teachers are given freedom but they must adjust to the material being taught. We give authority to teachers according to the needs used, so we do not limit how to implement it."[52]

Based on the interview above, the seventh grade English teacher at School X in carrying out assessments with performance techniques is truly given full freedom or authority, such as how many times and when to

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[50] Interview with MNA on July 31, 2023.
[51] Interview with MNA on July 31, 2023.
[52] Interview with RB on July 31, 2023.

implement them, the assessment criteria, and the media used. This is in accordance with the characteristics of Merdeka Curriculum where teachers are given the flexibility to create quality learning that suits the needs and environment of students, which includes assessment.

6) Project Technique

Assessment with project techniques is an assessment of certain competencies given in the form of research-oriented or product assignments that must be completed by students within a certain period. Assessment with project techniques has the aim of measuring students' ability to understand, apply, and convey information about certain material in one or more related subjects in accordance with the competencies to be achieved.

One of the characteristics of Merdeka Curriculum is implementing project-based learning to support character development in accordance with the profile of Pancasila students. In Merdeka Curriculum, teacher is given the freedom and independence to provide learning projects that are relevant and close to the school environment. So, after the teacher explains the students will have a project to complete. The data found in the field show that there are two schools that use this assessment technique. There are School X and School Z.

The following is the implementation of assessment using project technique at School X:

a) School X

Regarding the number of implementations, at School X the project assessment is held 5 times in the odd semester and 4 times in the even semester in the 2022/2023 academic year, so the total implementation of this project depends on how much material in one semester. This was stated by the seventh-grade English teacher at School X:

> "I often use this project assessment. One theme is usually one time. The first semester there were 5 themes so there were 5 projects,

the second semester there were 4 materials so there were 4 projects."[53]

Teachers have allocated time for assessment activities with project techniques. At School X, the project is carried out at the end of the meeting and the project was given a certain time limit. This was stated by the seventh-grade English teacher at School X:

"The implementation is usually at the end of the meeting. Because this assessment takes a long time so at the beginning I will convey that at the end of the theme they have to submit the project. In the middle of the work, there will be a kind of supervision, I help the children to complete it and there is also a certain time for students to consult their difficulties."[54]

In addition, there are also criteria for project assessment. At School X, the criteria applied for project assessment are the creativity of students and the suitability of the language or text produced by students based on the theme. This was conveyed by the seventh-grade English teacher at School X:

"The assessment criteria are creativity, language, or text produced according to what is taught or according to the theme. The form is usually grouped. The project is adjusted to the theme, but I give each group the freedom to do what they want. For example, I give a project on the theme of descriptive text, the selection of objects to be described is up to them, but I still give a template or example of the order of the

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[53] Interview with MNA on July 31, 2023.
[54] Interview with MNA on July 31, 2023.

contents, such as introduction, identification, and description."[55]

Then, for the use of media in assessment with project techniques, at School X, teachers use PowerPoint and Canva as their media. The media is used by the teacher as a tool that students must use in completing the given project. This was conveyed by the seventh-grade English teacher at School X:

"The media is PowerPoint or infographics through Canva. So students are happy and creative. Some make videos, the text description is through the video. So if it is free, students can be creative but with an example from me first."[56]

Teachers' statements related to the freedom in the implementation of assessment with project techniques such as number, time, criteria, and media in its implementation are supported by the vice principal of curriculum at School X, who stated:

"Teachers are given freedom but it must be in accordance with the material being taught. We give authority to teachers according to the needs used, so we do not limit the use of this technique, this way of implementation."[57]

Based on the interview above, the seventh grade English teacher at School X in carrying out assessments with projrct techniques is truly given full freedom or authority, such as how many times and when to implement them, the assessment criteria, and the media used. This is in accordance with the characteristics of Merdeka Curriculum where teachers are given the flexibility to create

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[55] Interview with MNA on July 31, 2023.
[56] Interview with MNA on July 31, 2023.
[57] Interview with RB on July 31, 2023.

quality learning that suits the needs and environment of students, which includes assessment.

b) School Z

Regarding the number of the implementation of assessment with project technique, at School X it was held once a semester.[58] Teachers have allocated time for assessment activities with this techniques. Seventh-grade English teacher at School Z stated that the project assessment at School Z was carried out at the beginning of the semester on descriptive text material:

> "I usually do project assessment at the beginning of the odd semester on daily activities, simple present tense, or greeting and leave taking material. In the even semester, it is about descriptive text, so they will write about description, and the product will be their writing. Last year's descriptive text was about favorite people."[59]

At School Z, the assessment criteria for student project results are in the writing, namely about grammar, neatness, and student improvisation in composing sentences. This is in accordance with the statement of the English teacher at School Z:

> "The criteria for project assessment is about the writing, such as grammar, organization, and improvisation in constructing sentences."[60]

Then, for the use of media in assessment with project techniques, at School Z the English teacher used power point as their media. However, the use of this PowerPoint is used to convey the project not as a medium that students must use to complete the project.[61]

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[58] Interview with IRA on 25 July 2023.
[59] Interview with IRA on July 25, 2023.
[60] Interview with IRA on July 25, 2023.
[61] Interview with IRA on July 25, 2023.

Teachers' statements related to the freedom in the implementation of assessment with project techniques such as number, time, criteria, and media in its implementation are supported by the vice principal of curriculum at School Z, who stated:

"Teachers are given freedom for formative ones. The assessment can be carried out by practice or direct cognitive assessment."[62]

Based on the interview above, the seventh grade English teacher at School Z in carrying out assessments with project techniques is truly given full freedom or authority, such as how many times and when to implement them, the assessment criteria, and the media used. This is in accordance with the characteristics of Merdeka Curriculum where teachers are given the flexibility to create quality learning that suits the needs and environment of students, which includes assessment.

7) Portfolio Technique

Assessment with portfolios technique are assessment that assess document of students' work in a particular subject area that reflects development over a period of time. The data found in the field shows that this assessment technique was used by English teacher at School X. The following is the implementation of assessment using portfolio technique at School X:

Teachers are given the freedom to carry out assessments with this technique, this was conveyed by the English teacher at School X during the interview process. In its implementation, the portfolio assessment technique is carried out 5 times in each semester.[63] It is carried out by checking the results of student notes. In every material or theme, there must be a checking of student notes by the teacher and the checking time itself is done uncertainly, it can be at the beginning, middle,

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[62] Interview with NN on July 30, 2023.
[63] Interview with MNA on July 31, 2023.

or end of the lesson. This was conveyed by the seventh-grade English teacher at School X as follows:

> "I check it randomly. What is certain is that I check every theme or material. I usually ask for the results of students' notes, such as their summary results related to the themes that have been studied. Examples of vocabulary in the text that they don't know the meaning of. Then I check each student's notes. I hope that children develop according to their understanding. Some students take a lot of notes because they only master the material a little, and some take little notes because they have mastered the material. So I hope that they all master the material."[64]

There are criteria for the implementation of this assessment technique. The criteria made by School X teachers in assessing student portfolios depend on how students complete the assigned tasks. In addition, teachers also differentiate or differentiate different assessment criteria for each student. Considering that children's abilities are different. This was conveyed by the seventh-grade English teacher at School X:

> "I return the criteria to the students' different abilities. Usually, I check it like this, for example, if there is one word that they did not record, I ask why he did not record it, and when I ask the meaning why he does not know, well that affects the score. So the point is that I assess the seriousness of the child in carrying out the instructions I give."[65]

Then, related to the use of media, in the portfolio assessment technique the teacher does not use any media. Assessment with this technique is carried out directly on the results of student records using the

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[64] Interview with MNA on July 31, 2023.
[65] Interview with MNA on July 31, 2023.

eyes.[66] Teachers' statements related to the freedom in the implementation of assessment with performance techniques such as number, time, criteria, and media in its implementation are supported by the vice principal of curriculum at School X, who stated:

> "... for formative assessment in all techniques, teachers are given freedom but they must adjust to the material being taught. We give authority to teachers according to the needs used, so we do not limit how to implement it."[67]

Based on the interview above, the seventh grade English teacher at School X in carrying out assessments with portfolio techniques is truly given full freedom or authority, such as how many times and when to implement them, the assessment criteria, and the media used. This is in accordance with the characteristics of Merdeka Curriculum where educators or teachers are given the flexibility to create quality learning that suits the needs and environment of students, which includes assessment.

b. Implementation of Summative Assessment (End of Phase or Semester)

Summative assessment is an assessment carried out to ensure the achievement of overall learning objectives. This assessment is conducted at the end of the learning process or can also be conducted at the same time for two or more learning objectives, in accordance with consideration of teachers and the policy of the education unit. In contrast to formative assessment, summative assessment becomes part of the final part of the assessment calculation at the end of phase or semester, end of school year, or the end of the level.

In this study, researcher focused on summative assessment at the end of the phase or semester. This assessment consists of two types, namely *Summative Tengah Semester* (STS) and *Summative Akhir Semester*

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[66] Interview with MNA on July 31, 2023.
[67] Interview with RB on July 31, 2023.

(SAS). The following are field findings on the implementation of summative assessments:

1) *Summative Tengah Semester* (STS)

      Summative Tengah Semester (STS) or summative mid-semester is an assessment that assess student knowledge in half a semester. In general, the STS program will take place in week 8 or week 9 in one semester. As for the material tested, it is usually like basic competencies. The data found in the field showed that this assessment technique was used at School Z. The name for the STS at School Z is PHB (*Penilaian Harian Bersama*). Actually, in Merdeka Curriculum, the summative mid-semester assessment has been eliminated. However, it returned to the characteristics of Merdeka Curriculum which gives freedom to teachers and educational institutions in carrying out the learning and assessment process. So it doesn't matter if there is still a mid-semester summative assessment in an educational institution, they are the ones who know the needs of their students.

      Below *is* the implementation of assessment using STS technique at School Z:

      There are several rules or guidelines from the school in carrying out assessments with this technique, this was conveyed by the English teacher and vice principal of curriculum at School Z during the interview process. In its implementation, this STS assessment technique is carried out once each semester.[68] This *assessment* is carried out simultaneously with eighth-grade and ninth-grade students. This assessment is carried out in the middle of the semester, both odd and even semesters.[69]

      The form of questions made by teachers in carrying out *assessments* with the STS technique is multiple choice and essay. There are 40 questions of multiple choice and 5 essay.[70] In the arrangement of

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[68] Interview with IRA on July 25, 2023.
[69] Interview with IRA on July 25, 2023.
[70] Interview with IRA on July 25, 2023.

STS questions, teachers are given guidance from the school to make several items according to the material that *has* been *taught* along with the guidelines. Furthermore, the school will select suitable questions from several teachers and combine some of these questions to be used as STS questions. This was conveyed by the vice principal for curriculum at School Z:

> ".... But for the summative ones, we are still the same as the PAS in the 2013 curriculum, later the teachers will make a guideline of question indicators, and then the madrasah will manage or make questions...."[71]

There are criteria for assessing the results of this assessment. The criteria made by School Z teachers in assessing students' STS results is to give scores to each item given to students. For the PHB criteria, if the multiple choice is correct, each correct score is 2. For the essay, each question has a score of 5.[72] Then, related to the use of media, in the STS assessment technique at School Z has used the CBT system, so the media used is a smartphone.[73]

Teachers' statements related to school rules in assessing students' STS results such as number, time, criteria, and media in its implementation are supported by the vice principal of curriculum at School Z, who stated:

> "...But for the summative ones, we are still the same as the PAS in the 2013 curriculum, later the teacher will make a guideline of question indicators, and then the madrasah will manage or make questions.... only in the summative. Like how many multiple choice questions, how many essays, because it is also adjusted to the processing time as well."[74]

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[71] Interview with NN on July 30, 2023.
[72] Interview with IRA on July 25, 2023.
[73] Interview with IRA on July 25, 2023.
[74] Interview with NN on July 30, 2023.

Based on the interview above, seventh-grade English teachers at School Z in carrying out assessments with the STS *technique* are not given full freedom or authority in their implementation, there are still rules or guidelines from the school that teachers must implement in carrying out assessments with this technique.

2) *Summative Akhir Semester* (SAS)

Summative Akhir Semester (SAS) or summative end-of-semester is an assessment that assess student learning outcomes in one semester. SAS is usually carried out at the end of odd and even semesters. SAS aims to test learning outcomes for 6 months or one semester. The data found in the field shows that the three *Sekolah Penggerak* in Kudus used this assessment technique. There are some rules or guidelines from the school in carrying out assessments with this technique.

Below are the implementation of assessment using SAS technique at several *Sekolah Penggerak* in Kudus:

a) School X

There are some rules or guidelines from the school in carrying out assessments with this technique, this was conveyed by the English teacher and vice principal of curriculum at School X during the interview process. In its implementation, the SAS technique is carried out once each semester.[75] Regarding with the time of implementation this assessments using SAS technique, it was held at the end of the semester.[76]

The form of questions made in this assessment technique at School X are multiple choice and essay. There are 40 multiple choices and 5 essays. In the preparation of SAS questions, teachers are given guidance from the school to make several items of question instruments according to the material that has been taught along with the guidlines.

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[75] Interview with MNA on July 31, 2023.
[76] Interview with MNA on July 31, 2023.

Furthermore, the question compiler at school will select suitable questions from several teachers and combine some of these questions to be used as SAS questions. This was stated by teacher at School X:

> "The questions are in the form of multiple choice and essay, 40 multiple choice and 5 essays according to the circular from the madrasah. We don't get freedom because there are already regulations from the madrasah."[77]

There are also criteria for assessing the results of this assessment. The criteria made by teachers in assessing students' SAS results are giving scores to each item given to students. This was conveyed by the seventh-grade English teacher at School X:

> "The criteria is right and wrong, and that will be the final summative assessment score. Each question has 2 points for multiple choices and 4 per point for essays. So multiple choices are scored 80 and essay 20, the total is 100."[78]

Then, related to the use of media, at School X the media used during SAS is paper.[79] Teachers' statements related to school regulations in the implementation of summative assessment with SAS techniques such as the number, time, form of questions, criteria, and media in its implementation are supported by the vice principal of curriculum at School X that stated there is a bit of authority from the school for summative assessments.[80]

Based on these interviews, it turns out that English teacher in grade seven apply standardized reference criteria in conducting assessments. This is evidenced by the scoring of each item given to

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[77] Interview with MNA on July 31, 2023.
[78] Interview with MNA on July 31, 2023.
[79] Interview with MNA on July 31, 2023.
[80] Interview with RB on July 31, 2023.

students. So the teacher already understands the way or technique of calculating the number of scores which will become the final score seventh grade English teacher at School X in carrying out assessments using the SAS technique are not given full freedom or authority in their implementation. There are still regulations or guidelines from the school.

b) School Y

There are some rules or guidelines from the school in carrying out assessments with this technique, this was conveyed by the English teacher and vice principal of curriculum at School Y during the interview process. In its implementation, the SAS technique is carried out once each semester and it called PAS and PAT.[81]

Regarding the time of implementation this assessments using SAS technique, at School Y it was held at the end of the semester. This was conveyed by teacher at School Y:

"At the end of even and odd semesters. if it is carried out in the odd semester it is called PAS (*Penilaian Akhir Semester*), if the even semester is called PAT (*Penilaian Akhir Semester*)."[82]

The form of questions made in this assessment technique at School Y are multiple choice and essay. There are 40 multiple choices and 5 essays. In the preparation of SAS questions, teachers are given guidance from the school to make several items of question instruments according to the material that has been taught along with the guidelines. Furthermore, the question compiler at school will select suitable questions from several teachers and combine some of these questions to be used as SAS questions. This was stated by teacher at School Y:

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[81] Interview with A on July 24, 2023.
[82] Interview with A on July 24, 2023.

"For PAS or PAT, there is a team of compilers from madrasah. It consists of 40 multiple choices and 5 essays. But the assessment depends on the teacher."[83]

There are also criteria for assessing the results of this assessment. The criteria made by teachers in assessing students' SAS results are giving scores to each item given to students. This was conveyed by the seventh-grade English teacher at School Y:

"If it is multiple choice, the points are 2 per question, if it is essay, the criteria are the suitability of the answer and each question has 4 points. In addition, I also pay attention to the spelling, whether it is correct or wrong."[84]

Then, related to the use of media, at School Y the media used during SAS is paper.[85] Teachers' statements related to school regulations in the implementation of summative assessment with SAS techniques such as the number, time, form of questions, criteria, and media in its implementation are supported by the vice principal of curriculum at School Y:

"...there is only a small amount for summative assessment and it is only a provision for the number of questions because there is a team of question compilers from madrasah, for the assessment the teacher gives the score, processes the score, and remediation also returns to the teacher."[86]

Based on these interviews, it turns out that English teacher in grade seven apply standardized

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[83] Interview with A on July 24, 2023.
[84] Interview with A on July 24, 2023.
[85] Interview with A on July 24, 2023.
[86] Interview with TY on July 29, 2023.

reference criteria in conducting assessments. This is evidenced by the scoring of each item given to students. So the teacher already understands the way or technique of calculating the number of scores which will become the final score seventh grade English teacher at School Y in carrying out assessments using the SAS technique are not given full freedom or authority in their implementation. There are still regulations or guidelines from the school.

c) School Z

There are some rules or guidelines from the school in carrying out assessments with this technique, this was conveyed by the English teacher and the deputy principal of the curriculum at School Z during the interview process. In its implementation, the SAS technique is carried out once each semester. This was conveyed by the seventh-grade English teachers at School Z:

> "For SAS, it is called PAS for the end of the odd semester and PAT for the end of the even semester. One semester is held once, if one year there are two times."[87]

Regarding the time of implementation this assessments using SAS technique, at School Z it was held at the end of the semester. This was conveyed by teacher at School Z:

> "The implementation is carried out at the end of the odd semester if PAS. If PAT is carried out at the end of even semester. Both are summative assessment techniques at the end of the semester but only the names are different."[88]

The form of questions made in this assessment technique at School Z are multiple choice and essay.

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[87] Interview with IRA on July 25, 2023.
[88] Interview with IRA on July 25, 2023.

There are 50 multiple choices and 5 essays. In the preparation of SAS questions, teachers are given guidance from the school to make several items of question instruments according to the material that has been taught along with the guidelines. Furthermore, the question compiler at school will select suitable questions from several teachers and combine some of these questions to be used as SAS questions. It consist of 50 multiple choices and 5 essays, so there are 55 questions.[89]

There are also criteria for assessing the results of this assessment. The criteria made by teachers in assessing students' SAS results are giving scores to each item given to students. For multiple choice the score is 1.5 when it is correct. For the essay, each question has a score 4.[90] Then, related to the use of media, at School Z, the use of media for SAS assessment is a smartphone because the SAS already CBT-based.[91]

Teachers' statements related to school regulations in the implementation of summative assessment with SAS techniques such as the number, time, form of questions, criteria, and media in its implementation are supported by the vice principal of curriculum at School Z:

> "...the summative is still the same as the PAS in the 2013 curriculum, the teacher makes a guidelines of question indicators and then the madrasah manages or makes questions.... only in the summative. Like how many multiple choice questions, how many essays, because it is also adjusted to the time as well."[92]

Based on these interviews, it turns out that English teacher in grade seven apply standardized

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[89] Interview with IRA on 25 July 2023.
[90] Interview with IRA on July 25, 2023.
[91] Interview with IRA on July 25, 2023.
[92] Interview with NN on July 30, 2023.

reference criteria in conducting assessments. This is evidenced by the scoring of each item given to students. So the teacher already understands the way or technique of calculating the number of scores which will become the final score seventh grade English teacher at School Z in carrying out assessments using the SAS technique are not given full freedom or authority in their implementation. There are still regulations or guidelines from the school.

2. **The Obstacles of English Subject Assessments of Merdeka Curriculum at Islamic Junior High Schools in Kudus**

Assessment activities that occur in a learning process cause social interaction between students and teachers and also students and student. These social interactions must be found in a condition where an unexpected event occurs. Teachers as facilitators, designers, and also those responsible for implementing assessments faced obstacles when assessing students. These obstacles can be derived from students, media, time, school environment, and even from the teacher. The following are some obstacles experienced by teachers when conducting assessments in each assessment technique in Merdeka Curriculum:

a. **Obstacles in the Implementation of Formative Assessments**

Formative assessment is an assessment that aims to provide information or feedback for teachers and students to improve the learning process. This assessment is conducted to identify the learning needs learners, the obstacles or difficulties they face, and also to obtain information on learners' development. This information is feedback for learners and educators. There are several techniques that can be used by teachers in carrying out formative assessment: (1) observation, (2) written test, (3) oral test, (4) assignment, (5) performance, (6) project, and (7) portfolio. In its implementation with various techniques, it was found that teachers experienced several obstacles, both from students, media, and even from teachers.

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The following are field findings data on the obstacles in the implementation of formative assessments:

1) Observation Technique

The implementation of assessment using observation techniques have some obstacles, considering the different conditions of students, it will be difficult when observing them one by one. It is known that among three *Sekolah Penggerak* in Kudus that used this assessment technique is only School X. Based on the field findings, the obstacles faced by seventh-grade English teachers at School X varied. This was conveyed by the teacher of School X during the interview process:

> "The obstacles are in time management, then the activeness of students who are varied at each level. Like the difference between active and less active children, and to get less active students to become active is difficult, especially when they are still in seventh grade, their psychology is still embarrassed."[93]

Considering the number of hours for English subjects in Merdeka Curriculum is very short. Regarding these obstacles, the teacher makes solutions so that these problems can be resolved and the assessment process can run much better in the future. The teacher's solution related to time management was change the observation assessment from individual into grouping to save more time in its implementation. From the groups formed before, the teacher will observe each group with rotation in different weeks. This was conveyed by the English teacher at School X:

> "... for solutions in time management, I usually divide them into groups, so they will take turns. For example, this week group 1, the second week group two, and so on."[94]

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[93] Interview with MNA on July 31, 2023.
[94] Interview with MNA on July 31, 2023.

Meanwhile, related to the obstacles of students' activeness, the teacher overcomes it by giving rewards to active students, with the aim that other students can be provoked to be active in this observation assessment activity. Considering that each student has a different level of activeness especially since they are still in seventh grade, in the category of environmental adjustment. This was stated by the English teacher of School X:

> "Then the solution to make inactive students become active, usually providing additional rewards that I explicitly convey to them, so they will be motivated to get the reward."[95]

The obstacles experienced by the teacher above are confirmed by the vice principal of curriculum at School X that there are obstacles in the time of implementing the assessment and the condition of the students, so that this makes the assessment process run less optimally. As stated by the vice principal of curriculum at School X:

> "... One is the readiness of the students, there are some students who do not respond to the teacher so the results are not optimal. Then the obstacles in the time allocation are sometimes not in accordance with the planning, because sometimes there are other agendas from the madrasah so there are many displacements..."[96]

Based on the results of the interview, it can be seen that in carrying out assessments using observation techniques, teachers experience obstacles. The obstacles experienced by teachers are time management and different student activeness. Related to these obstacles, teacher also make solutions so that the process of implementing assessments runs better in the future.

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[95] Interview with MNA on July 31, 2023.
[96] Interview with RB on July 31, 2023.

2) Written Test Technique

As it is known, among the three *Sekolah Penggerak* in Kudus all of them used assessment with written test techniques. Even though written tests were often implemented before Merdeka Curriculum, there are still obstacles in its implementation. Field finding data indicates that there are a variety of different obstacles in the three *Sekolah Penggerak* in Kudus. These obstacles are about media, time management, students who have different abilities, and teachers' doubts about whether the assessments carried out already in accordance with Merdeka Curriculum.

The following are the obstacles faced by teachers in conducting assessment using written test technique at several *Sekolah Penggerak* in Kudus:

a) School X

In the implementation of assessment using written test technique, teacher encountered some obstacles. At School X, teachers experience obstacles in time management and the use of media, this was conveyed by the teacher during the interview process:

> "There are obstacles, more to the media. Because we are trying to implement paperless so internet connection is needed. Well, the internet is sometimes slow because there are so many students connecting to wifi. Then there are obstacles in time management too."[97]

This is supported by the statement of the vice principal of curriculum at School X who stated that there are obstacles in time management and media, as follows:

> "…Then the obstacles in the time allocation are sometimes not in accordance with the plan because sometimes there are other agendas from the madrasah so many are

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[97] Interview with MNA on July 31, 2023.

displaced. Internet media is also sometimes become an obstacle."[98]

Related to these obstacles, teachers make solutions so that these problems can be resolved and the assessment process can run better in the future. Teachers overcome it by creating groups so that students who have difficulty getting the internet can join their groups. Meanwhile, the solution related to time management obstacles, teachers provide additional time if students have not finished the test, as stated by the teacher of School X:

> "…Then for the solution, I set the students in groups or pairs, so that if there is a student whose have slow internet, they can be helped by his friend. But there are also individuals, usually, I take them to the computer lab where the internet is quite fast. For time management obstacles, I usually give extra time."[99]

Based on the results of the interview, it can be seen that in carrying out assessments using written test techniques, teachers experience obstacles. The obstacles experienced by teachers are time management and the use of media. Related to these obstacles, teacher also make solutions so that the process of implementing assessments runs better in the future.

b) School Y

In the implementation of assessment using written test technique, the English teacher at School Y encountered some obstacles. It was related to the time management, and also there were problems with students who had different abilities, this was conveyed by the teacher during the interview process:

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[98] Interview with MNA on July 31, 2023.
[99] Interview with MNA on July 31, 2023.

"The obstacle is usually the students who have different abilities. So the timing is also difficult. I should have finished the assessment, but again the students' abilities are different, so I adjust it."[100]

It was supported by the statement of the vice principal of curriculum at School Y who stated that there are obstacles in time management and differences in student abilities, as follows:

".... Time is also usually an obstacle and it delays the assessment process. Then the diverse students are also becoming an obstacle."[101]

Related to these obstacles, teachers make solutions so that these problems can be resolved and the assessment process can be better in the future. Teachers overcome it by changing the unfinished test into a homework assignment, as stated by the teacher of School Y:

"Yes, I continue until it is finished, usually I tell them to do it at home. So that the next material is not messed up or overwhelmed."[102]

Based on the results of the interview, it can be seen that in carrying out assessments using written test techniques, teachers experience obstacles. The obstacles experienced by teachers are time management and the students diversity. Related to these obstacles, teacher also make solutions so that the process of implementing assessments runs better in the future.

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[100] Interview with A on July 24, 2023.
[101] Interview with TY on July 29, 2023.
[102] Interview with A on July 24, 2023.

c) School Z

In the implementation of assessment using written test technique, the English teacher at School Z did not find any obstacles for students while carrying out assessments using written test techniques. However, there are obstacles to the teacher's own doubts, whether the written test assessment carried out is in accordance with the guidelines in Merdeka Curriculum or not. This was conveyed by the English teacher at School Z:

> "I don't think there are any obstacles in its implementation, but sometimes I doubt whether the assessments I do are in accordance with the assessments in Mrdeka Curriculum or not. So I am confused because it's still an adjustment."[103]

It was supported by the statement of the vice principal of curriculum at School Z, who stated that there are obstacles for teachers who are still adjusting to the use of Merdeka Curriculum, teachers are still struggling with how to implement the right assessment.[104] Regarding to these obstacles, the teacher finds a way so that these problems can be resolved and the assessment process can be better in the future. Teachers overcome these obstacles by planning to attend training about assessment in Merdeka Curriculum that is good and correct.[105] Based on the results of the interview, it can be seen that in carrying out assessments using written test techniques, teachers experience obstacles. The obstacles experienced by teachers are time management and the use of media. Related to these obstacles, teacher also make solutions so that the

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[103] Interview with IRA on July 25, 2023.
[104] Interview with NN on July 30, 2023.
[105] Interview with IRA on July 25, 2023.

process of implementing assessments runs better in the future.

3) Oral Test Technique

As it is known, among the three *Sekolah Penggerak* in Kudus, all of them used oral test assessment techniques. Although oral tests were often carried out before Merdeka Curriculum, there are still obstacles in its implementation. Field finding data indicates that there are almost the same obstacles in the three *Sekolah Penggerk* in Kudus. These obstacles are time management, different abilities, and levels of student confidence.

The following are the obstacles faced by teachers in conducting assessment using oral test technique at several *Sekolah Penggerak* in Kudus:

a) School X

In the implementation of assessment using written test technique, teacher at School X experienced some obstacles in time management and students' different abilities in speaking English. It was conveyed by the teacher during the interview process:

"The obstacle is again in time management. Due to the limited time, meanwhile, oral test requires a very long time in its implementation. The next obstacle is usually the lack of pronunciation, which is incorrect."[106]

This is supported by the statement from the vice principal of curriculum at School X who stated that there are obstacles in time management and the different abilities of students, as follows:

"Then the obstacles in the time allocation sometimes do not match with the plan because sometimes there are other agendas from the madrasah, so many are shifted. In addition, students also become an obstacle

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[106] Interview with MNA on July 31, 2023.

for teachers. The ability of each student is different so the teacher must be able to adjust it....."[107]

Related to these obstacles, teachers make solutions so that it can be resolved and the assessment process can be better in the future. Teachers overcome its by providing vocabulary guidances to students about the vocabulary they will use during the oral test. In addition, teachers also told students or confirmed their pronunciation if there were errors, as conveyed by School X teachers:

"Then the solution for obstacles in time management usually I give keywords first before the implementation of this oral test, then in class I hold it randomly during the learning process and in shifts. If it is by group, I also randomize it. As for the problem of pronunciation that is not correct, the solution is just to tell them how to pronounce it correctly."[108]

Based on the results of the interview, it can be seen that in carrying out assessments using oral test techniques, teachers experience some obstacles. The obstacles experienced by teachers are time management and students' different abilities. Related to these obstacles, teacher also make solutions so that the process of implementing assessments runs better in the future.

b) School Y

In the implementation of assessment using written test technique, the English teacher at School Y encountered obstacle in students who were not confident when speaking English, this was conveyed by the teacher during the interview process:

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[107] Interview with MNA on July 31, 2023.
[108] Interview with MNA on July 31, 2023.

"The obstacle usually comes from the students' lack of self-confidence, sometimes they are afraid to perform because they have to do it one by one."[109]

This is supported by the statement of the vice principal of curriculum at School Y who stated that there are obstacles in the differences of students' character, as follows:

".... Then the diverse students also become an obstacle...."[110]

Related to these obstacles, teachers find ways so that can be resolved and the assessment process can be better in the future. Teachers overcome it by giving affirmations to students so that they are not embarrassed when speaking in English, as conveyed by School Y teachers:

"I usually affirm students that oral tests are held to train them how to speak English, it's cool if they can speak English and communicate with foreigners. If they still don't hesitate, then I give them a grade according to their ability."[111]

Based on the results of the interview, it can be seen that in carrying out assessments using oral test techniques, teachers experience obstacle. The obstacles experienced by teacher is students' different character. Related to these obstacle, teacher also make solutions so that the process of implementing assessments runs better in the future.

c) School Z

In the implementation of assessment using written test technique, English teachers at School Z experienced obstacles in time management, different

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[109] Interview with A on July 24, 2023.
[110] Interview with TY on July 29, 2023.
[111] Interview with A on July 24, 2023.

abilities of students, and their low self-confidence. This is as stated by the English teacher at School Z:

> "For the oral test, it takes time because it is one-on-one. Then there are still many students who are embarrassed, their pronunciation sometimes has errors, and the voices are not loud."[112]

This is supported by the statement of the vice principal of curriculum at School Z who stated that there are obstacles in time adjustment and the different abilities of students, as follows:

> ".... Different students' understanding is also become an obstacle. Then the obstacle is the limited time of only 3 hours of learning...."[113]

Regarding to these obstacles, the teacher makes a solution so it can be resolved and the assessment process can be better in the future. Teachers overcome it by adjusting the time as best as possible and also making questions based on the abilities of each student, make the questions that are not difficult[114]

Based on the results of the interview, it can be seen that in carrying out assessments using oral test techniques, teachers experience some obstacles. The obstacles experienced by teacher are time management, different abilities and character of students. Related to these obstacles, teacher also make solutions so that the process of implementing assessments runs better in the future.

4) Assignment Technique

In the implementation of assessment using assignment technique, English teachers experienced some obstacles. As it is known, among the three

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[112] Interview with IRA on July 25, 2023.
[113] Interview with NN on July 30, 2023.
[114] Interview with IRA on July 25, 2023.

Sekolah Penggerak in Kudus only School Y used this assessment technique. Based on the field findings, the obstacles faced by seventh-grade English teachers at School Y are varied. The obstacles experienced by teachers are time management and different student characteristics. This was conveyed by the teacher of School Y during the interview process:

> "In terms of the students, sometimes there are students who want to cooperate and some don't, they can't be separated from the dictionary and sometimes they forget to bring it and it takes time, they have to go to the library to borrow a dictionary. The limited timing makes it difficult."[115]

Related to these obstacles, teachers make solutions so that it can be resolved and the assessment process can be better in the future. The teacher's solution related to these obstacles is making the task as homework. This was conveyed by the English teacher of School Y:

> "Like it or not, if it hasn't been finished, it is made into homework, because I am being pursued in one semester must complete several materials. So it is like it or not, it has to be done at home."[116]

The obstacles experienced by the teacher above are confirmed by the vice principal of curriculum at School Y that there are obstacles in time management and the different characters of students, so that it makes the assessment process run less optimally. As stated by the vice principal of curriculum at School Y:

> "...The diverse students also become an obstacle..."[117]

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[115] Interview with A on July 24, 2023.
[116] Interview with MNA on July 31, 2023.
[117] Interview with TY on July 29, 2023.

Based on the results of the interview, it can be seen that in carrying out assessments using assignment techniques, teachers experience some obstacles. The obstacles experienced by teacher are time management and the different of students' characters. Related to these obstacles, teacher also make solutions so that the process of implementing assessments runs better in the future.

5) Performance Technique

As it is known, among the three *Sekolah Penggerak* in Kudus that use this assessment technique was only School X. Based on the data from the field findings, the obstacles faced by seventh-grade English teachers at School X in implementing assessment using this technique are related to students' different abilities in using the media to complete the tasks given by the teacher. It has been previously known that the English teacher at School X uses the Canva application media in carrying out assessments with performance techniques. Meanwhile, some students are confused when using the media, so it slightly delays the assessment process. This was conveyed by the teacher of School X during the interview process:

"The obstacles are related to the use of media, there are students who do not understand Canva because they are still in seventh grade, maybe they are still unfamiliar with Canva and these adjustments take time..."[118]

Related to these obstacles, teachers make solutions so that it can be resolved and be better for the assessment process in the future. Teachers try to provide examples or short tutorials on how to use the Canva application in general. This was conveyed by the English teacher of School X:

"...The solution is giving some examples on how to use the Canva application."[119]

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[118] Interview with MNA on July 31, 2023.
[119] Interview with MNA on July 31, 2023.

The obstacles experienced by the teacher above are confirmed by the vice principal of curriculum at School X that there are obstacles in the different abilities of students, so that it makes the assessment process run less optimally. As stated by the vice principal for curriculum at School X:

> "...In addition, sometimes students also become an obstacle for teachers. The ability of each student is different so the teacher must be able to adjust and overcome how they can get the same understanding of the material with different abilities..."[120]

Based on the results of the interview, it can be seen that in carrying out assessments using performance techniques, teachers experience some obstacles. The obstacle experienced by teacher is students' different abilities in using the media to complete the tasks given by the teacher. Related to these obstacle, teacher also make solutions so that the process of implementing assessments runs better in the future.

6) Project Technique

As it is known, among the three *Sekolah Penggerak* in Kudus, there are two school used project assessment techniques. Although both of those schools have implemented the assessment project, but the problems in its implementation are only experienced by teachers at School X. Teachers at School Z revealed that there was no obstacle in the implementation of assessment with this technique. The following are the obstacles faced by teacher at School X in conducting assessment using project technique:

Field finding data showed that at School X, teachers experience obstacle in time management, this was conveyed by the teacher during the interview process:

> "The obstacle is again in time management. Some students asked for dispensation to the

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[120] Interview with RB on July 31, 2023.

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teacher in other subjects to complete their projects. Then some students are in boarding school, so some are not allowed to access smartphones all time..."[121]

Related to these obstacles, teachers make solutions so it can be resolved and it can be better for the assessment process in the future. Teachers overcome it by giving students an understanding that their work should not interfere with other subjects. In addition, teachers also divide groups according to the distance where students live, as conveyed by the teacher of School X:

"...For the solution, I always tell them when doing the project must be able to adjust the time with other activities. In addition, I also divide the group according to the distance of the nearest house, so if they want to coordinate outside of the learning, they can do it when they are off school. Then there is a division of job desc in each group according to their abilities or habits, so as not to overwhelm them and also to get it done quickly."[122]

It was supported by the statement of the vice principal of curriculum at School X who stated that there are obstacles in time management, as follows:

"...Then the obstacle is in time allocation, sometimes it is not in accordance with the plan because sometimes there are other agendas from the madrasah so there are a lot of displacements..."[123]

Based on the results of the interview, it can be seen that in carrying out assessments using project techniques, teacher experience obstacle. The obstacle

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[121] Interview with MNA on July 31, 2023.
[122] Interview with MNA on July 31, 2023.
[123] Interview with MNA on July 31, 2023.

experienced by teacher is time management. Related to these obstacle, teacher also make solution so that the process of implementing assessments runs better in the future.

7) Portfolio Technique

As it is known, among the three *Sekolah Penggerak* in Kudus, only School X used portfolio assessment technique. Based on the field findings, the obstacles faced by seventh-grade English teachers at School X are varied. The obstacles experienced by teachers are cheating students, inattention to the instructions given by the teacher, and students different understanding. This was conveyed by the teacher of School X during the interview process:

"There are lots of obstacles, when I implement this assessment, the students usually copied their friend's notes. Whereas it doesn't mean that their understanding is the same as their friends. Students' understanding of the instructions also becomes an obstacle, and if they do not understand the instructions, they will do it carelessly. Some pay attention and some don't..."[124]

Related to these obstacles, the teacher makes solutions so that these problems can be resolved and the assessment process can be better in the future. Teacher always reminds students about the importance of being able to understand an instruction, and always being focused during the learning process so that they can understand the material delivered by the teacher and be able to write it. This was conveyed by the English teacher of School X:

"... As a solution, I always remind the students about the importance of being able to understand something."[125]

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[124] Interview with MNA on July 31, 2023.
[125] Interview with MNA on July 31, 2023.

Those obstacles experienced by the teacher above are confirmed by the vice principal of curriculum at School X that there are obstacles in the student's character and different abilities, so it makes the assessment process run less optimally. As stated by the vice principal of curriculum at School X:

"... One is the readiness of the students, some students are less responsive to the teacher so that the results are not optimal... The ability of each student is different..."[126]

Based on the results of the interview, it can be seen that in carrying out assessments using project techniques, teacher experience obstacle. The obstacle experienced by teacher are students' different character like cheating students and inattention to the instructions given by the teacher, and also students' different understanding. Related to these obstacles, teacher also make solutions so that the process of implementing assessments runs better in the future.

b. **Obstacles in the Implementation of Summative Assessment (End of Phase or Semester)**

Summative assessment is an assessment carried out to ensure the achievement of overall learning objectives. This assessment is conducted at the end of the learning process or can also be conducted at the same time for two or more learning objectives, in accordance with consideration of teachers and the policy of the education unit. In this study, researcher focused on summative assessment at the end of the phase or semester. This assessment consists of two types, namely *Summative Tengah Semester* (STS) and *Summative Akhir Semester* (SAS). In its implementation with those techniques, it was found that teachers experienced several obstacles, both from students or media.

The following are field findings on the obstacles in the implementation of summative assessments:

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[126] Interview with RB on July 31, 2023.

1) *Summative Tengah Semester* (*STS*)

As it is known, among the three *Sekolah Penggerak* in Kudus, only School Z used STS assessment technique. Based on the field findings, the obstacles faced by seventh-grade English teachers at School Z are varied. Most of the obstacles experienced by teachers are the unstable internet or school wifi when STS took place. In addition, students were not prepared when STS was held, as shown by the internet quota that was suddenly used up before STS ended. These obstacles caused many students failed to complete the STS and led to a follow-up exam. This was conveyed by the teacher of School Z during the interview process:

> "The first obstacle is the signal during PHB because it uses CBT. Then the second, the quota of students suddenly ran out in the middle of the implementation. So there were many follow-up exams."[127]

Regarding to those obstacles, teachers make solutions so that it can be resolved and the assessment process can be better in the future. Teacher solutions related to these problems are always reminding students to prepare everything related to the implementation of STS, such as smartphones and internet quotas that are sufficient to complete STS until the end. This was conveyed by the English teacher of School Z:

> "The solution to the obstacles is always reminding students to check their internet quota when they are at home, and then checking what the good signal provider at school..."[128]

The obstacles experienced by the teacher above are confirmed by the vice principal of curriculum at School Z that there are obstacles on the internet when STS took place, thus causing the assessment process is

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[127] Interview with IRA on July 25, 2023.
[128] Interview with IRA on July 25, 2023.

less than optimal. As stated by the vice principal of curriculum at School Z:

> "... Another obstacle is the number of students who took follow-up exams because the internet was suddenly in trouble."[129]

Based on the results of the interview, it can be seen that in carrying out assessments using STS techniques, teacher experience obstacle. The obstacle experienced by teacher are internet connection and students' unpreparedness. Related to these obstacles, teacher also make solutions so that the process of implementing assessments runs better in the future.

2) *Summative Akhir Semester* (*SAS*)

As it is known, among the three *Sekolah Penggerak* in Kudus, all schools use SAS technique. Even though the end-of-semester test was often carried out before Merdeka Curriculum, there are still obstacles in its implementation. Field findings data showed that there are several various obstacles. The following are field findings on the obstacles in the implementation of assessment using STS technique in several *Sekolah Penggerak* in Kudus:

a) School X

At School X, there was no obstacle for teachers during the implementation of SAS in Merdeka Curriculum. This is due to the fact that the end-of-semester test is not the first time carried out at School X. It has become a routine school agenda, so there are no obstacles in its implementation. This was conveyed by the teacher during the interview process:

> "Currently, there are no obstacles because this is a routine program. It's not the same as formative assessment, which only ran for one year. But in Merdeka Curriculum, the midterm assessment was eliminated."[130]

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[129] Interview with NN on July 30, 2023.
[130] Interview with MNA on July 31, 2023.

It was supported by the statement of the vice principal of curriculum at School X who stated that there were no obstacles in the implementation of SAS, as follows:

> "... For the end-of-semester test, there are no obstacles because it has been implemented for a long time, so the obstacles have been resolved long ago."[131]

Based on the results of the interview, it can be seen that there is no obstacle were found in the implementation of the assessment with the SAS technique. It was because of the SAS assessment has become a routine school assessment agenda.

b) School Y

The English teacher at School Y experienced obstacle in the assessment results of SAS technique. The obstacle is the students who have not met the KKTP (*Kriteria Ketercapaian Tujuan Pembelajaran*) or criteria for achieving learning objectives.[132] It was supported by the statement of the vice principal of curriculum at School Y who stated that there were obstacles to the students' insufficient scores, as follows:

> "... however, if the students' scores are not sufficient, it might be an obstacle."[133]

Regarding to these obstacles, teachers make solutions so that it can be resolved and the assessment process can be better in the future. Teachers overcome it by providing remedial activities so that students' scores meet the KKTP, as stated by the teacher of School Y:

> "Yes, if the score is under the standard, which is 75, there is remediation, if the score is at 75, usually there is enrichment."[134]

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[131] Interview with RB on July 31, 2023.
[132] Interview with A on July 24, 2023.
[133] Interview with TY on July 29, 2023.
[134] Interview with A on July 24, 2023.

Based on the results of the interview, it can be seen that in carrying out assessments using SAS techniques, teacher experience obstacle. The obstacle experienced by teacher the results of student scores that have not met the criteria. Related to these obstacles, teacher also make solutions so that the process of implementing assessments runs better in the future.

c) School Z

At School Z the implementation of SAS has the same obstacles as when implementing PHB or STS, which is the signal internet and student unpreparedness related to internet quota. This was conveyed by the English teacher of School Z:

> "The obstacles during PAS and PAT are similar with the obstacle in PHB, the first is the signal and the second is the internet quota."[135]

It was supported by the statement of the vice principal of curriculum at School Z who stated that there were obstacles on the internet when the STS took place, thus making the assessment process run inefficiently, as follows:

> "...There are also obstacles in the number of students who took the follow-up exam because sometimes the internet was in trouble."[136]

Regarding to these obstacles, the teacher looks for solutions so that it can be resolved and the assessment process can be better in the future. Teachers overcome it by reminding students to prepare everything related to the implementation of SAS, such as smartphones and enough internet quota to follow SAS until the end, as stated by the teacher of School Z:

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[135] Interview with IRA on July 25, 2023.
[136] Interview with NN on July 30, 2023.

"The solution to the PAS PAT obstacle is the same as the solution when implementing PHB. Just keep reminding students to prepare enough quota to be used for PAS and PAT."[137]

Based on the results of the interview, it can be seen that in carrying out assessments using STS techniques, teacher experience obstacles. The obstacles experienced by teacher are internet connection and students' unpreparedness. Related to these obstacles, teacher also make solutions so that the process of implementing assessments runs better in the future.

B. Research Discussion

In this section, the researcher present the interpretations and discussions related to the data findings with theories that support the data findings. The following is a discussion of the implementation of English subject assessment in Merdeka Curriculum at several *Sekolah Penggerak* in Kudus.

1. The English Subject Assessments of Merdeka Curriculum at Islamic Junior High Schools in Kudus

Assessment is an important part of a curriculum and assessment cannot be done separated from learning activities. As a systematic and continual activity, assessment aims to collect information about students' learning processes and learning outcomes. From the results of field findings, it can be seen that the implementation of English subject assessment in Merdeka Curriculum in seventh grade of several *Sekolah Penggerak* in Kudus varies greatly. According to the Ministry of Education and Culture's Education Standards Curriculum and Assessment Agency in its guidelines for learning and assessment, there are two types of assessments that can be carried out in implementing the curriculum, there are formative and summative assessments. In each type of assessment, there are several techniques that teachers can use in carrying out the assessment. The following are the discussion results of the field findings on the implementation

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[137] Interview with IRA on July 25, 2023.

of English subject assessment in Merdeka Curriculum at several *Sekolah Penggerak* in Kudus.

a. Implementation of Formative Assessment

The field findings showed some teachers in the data obtained stated that they used various techniques of assessments. At School X English teachers use formative assessment with observation, written tests, oral tests, performance, project, and portfolio techniques. At School Y English teachers use formative assessments with written tests, oral tests, and assignments technique. At School Z teachers use formative assessment with written tests, oral tests, and project techniques. This showed that the three *Sekolah Penggerak* in Kudus have implemented formative assessment using several techniques based on Merdeka Curriculum guidelines.

The use of various assessment techniques showed that teachers are indeed given the freedom to carry out assessments according to student needs, ability, character, and environmental conditions. This is in accordance with Parmono's opinion that stated, students' competencies can be assessed through written tests or other more comprehensive forms of assessment such as portfolios and assignments. Teachers are more independent in assessing students.[138]

Moreover, other than giving freedom to choose the assessment techniques that can be used, the field findings also show that English teachers in the three *Sekolah Penggerak* are given freedom to carry out the assessment in each technique. The freedom includes how many times the teacher will conduct the assessment, when the assessment is conducted, what the form of assessment, what the assessment criteria, and what media are used. Therefore, English teachers must be able to know the needs of students in order to determine how to assess students. It related with Wiggins' opinion in Hughes, the educative assessment system is based on assignments,

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[138] Parmono, D., et al., "Pelatihan Penyusunan Evaluasi Pembelajaran Berbentuk Portofolio Sebagai Implementasi Merdeka Belajar di Sekolah bagi Guru SMP N 41 Semarang," *Jurnal Implementasi* 1, no.1 (2021).

criteria, and standards known to students and teachers use a value that represents something clear, stable, and valid and provides useful feedback to students, teachers, administrators, or policymakers.[139] Although given the freedom to carry out assessments, teachers have to pay attention to the character of the assessment according to the level. This is in accordance with the regulation of the Minister of Education, Culture, Research and Technology number 21 of 2022, the procedure for assessing learning outcomes must be adjusted to the characteristics of the path, level, and type of education unit.

Formative assessment using some techniques in English subjects is carried out by English teachers at School X, School Y, and School Z during the learning process. This correlates with the theory by Khairil and Mokshein, which states that formative assessment is part of the classroom process during learning activities. It also provides evidence of education and shows the signs of education.[140] Formative assessment aims to help students understand the material during the learning process. In regard to this research, assessment activities contribute positively to the teaching and learning process, it is an important and major part of the process of forming and enhancing students' capabilities in learning and self-development.

Other than enhancing students' capabilities and self-development, formative assessment also aims to find out students' learning needs, obstacles in learning, the effectiveness of the methods used by the teacher, and students' progress and learning outcomes.[141] This is evident with the findings of this research, where teachers in three *Sekolah Penggerak* in Kudus conduct formative assessments in order to find out students' learning needs,

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[139] Hughes, P., "*Learning and Teaching for the Twenty-Firsh Century*." (New York: Springer Science and Bussines Media: 2007).

[140] Laily Fazlin Khairil & Siti Eshah Mokshein, "21st Century Assessment : Online Assessment," *International Journal of Academic Research in Business & Socisl Science* 8, no.1 (2018): 663, https://doi.org/10.6007/IJARBSS/v8-i1/3838.

[141] Arlen, et al., "Asesmen Kurikulum Merdeka di Sekolah Penggerak SMP Kabupaten Tanah Datar," *Jurnal Pendidikan Tambusai* 7, no.2 (2023): 5243.

students' understanding, and the obstacles. So, formative assessment is used according to student needs and it is carried out during the learning process to provide a variety of information to the teacher. From the results of these information the teacher needs to adjust or modify the lesson plan or make learning differentiation to suit the needs of their students.[142]

Based on the functions and objectives above, formative assessment is categorized as assessment as learning and assessment for learning. That is due to the fact that in its implementation this assessment emphasizes more on the reflective function in the learning process so that it can be categorized as assessment as learning. This is in accordance with Subehi and Sriyanto's opinion that stated, assessment as learning functions as formative and it is carried out during the learning process for reflection on the learning process.[143] Furthermore, this assessment also emphasizes the function of improving the learning process so that it can also be categorized as an assessment for learning. This is in accordance with the opinion of Subehi and Sriyanto's who stated that assessment for learning is a continuous process used to gather and analyze student learning outcomes in order to assess whether or not the learning objectives are achieved.[144]

Based on the description above, it can be concluded that the implementation of formative assessment in several *Sekolah Penggerak* in Kudus is in accordance with the characteristics of assessment in Merdeka Curriculum and the guidelines of Merdeka Curriculum. Implementing an assessment based on Merdeka Curriculum is not easy. It is because of this curriculum is still classified as a new

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[142] David Darwin, et al., "Asesmen Pembelajaran Bahasa dalam Kurikulum Merdeka Belajar pada Siswa SMA," *Lingua Rima: Jurnal Pendidikan Bahasa dan Sastra Indonesia* 12, no. 2 (2023): 29. 2

[143] 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): 118.

[144] 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.

curriculum. Therefore, if the teacher does not understand the concept of the Merdeka Curriculum, it will be confusing. Teachers are required not only to be able to assessed student, but also to be able to apply and use these assessment techniques based on different student needs, ability, character, and environmental conditions.

b. Implementation of Summative Assessment (End of Phase or Semester)

The field findings showed that the three Sekolah Penggerak in Kudus carry out summative assessment at the end of phase or semester with different techniques. At School X the summative assessment carried out only with the SAS technique. At School Y, the assessment technique used is also only SAS. Meanwhile, at School Z the summative assessment used is STS and SAS. The implementation of summative assessment at School X, School Y, and School Z is in accordance with the guidelines in the Merdeka Curriculum, where an educational unit or school can decide on the implementation of assessments according to the needs, conditions of students, and the environment.

Summative assessment is assessment that conducted after the end of learning, at the end of a scope of material that may consist of one or more learning objectives, at the end of the semester and at the end of the phase; specifically assessments at the end of the semester or phase, these assessments are optional. In this study, researcher focused on summative assessment at the end of the semester or phase. Based on the field findings, it is known that summative assessment in English subjects is carried out at School X, School Y, and School Z at the end of the semester or at the end of the phase. It is correlated with Natshia and Abadi's opinion, summative assessment is an assessment process carried out to complete one scope of material, the end of the semester, or the end of the

school year.[145] It conducted at the end of the learning unit to determine the effectiveness of the learning program.

In contrast with the formative assessment, in the implementation of summative assessment teachers are not fully given freedom. In the three *Sekolah Penggerak* in Kudus, teachers stated that in its implementation there were rules or guidelines from the school related in its implementation. However, there is general freedom for schools to choose the assessment techniques used, taking into account the needs of each learner. Included in this flexibility is the decision about mid-semester assessment (STS) and end-of-semester assessment (SAS). This is because both teachers and education units are authorized to decide whether or not to conduct these assessments.[146]

Based on document analysis, it shows that for the end-of-semester summative assessment or SAS at School X and School Y, students are given 40 multiple choice questions and 5 essay questions. Meanwhile, at School Z there are 40 multiple choice questions and 5 essay questions for STS, and 50 multiple choice questions and 5 essay questions for SAS. In each question the teacher will give different points between multiple choice and essay questions. The document based test given by the teacher to students becomes an evidence as a summative assessment. It correlated with the theory from Taras who defined summative assessment as a kind of assessment that summarizes all the evidence into a point.[147] This point given can be a number or grade obtained from the exam or test. From these results, the student's score will be known, and from the score the teacher has the right to determine what treatment will be given to students if the score does

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[145] Natshia, H., & Abadi, M., "Analisis strategi guru bahasa indonesia dalam implementasi kurikulum merdeka," *Basastra: Jurnal Kajian Bahasa Dan Sastra Indonesia* 11, no.3 (2022).

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

[147] Taras, M., "Assessment-summative and formative–some theoretical reflections," *British Journal of Educational Studies 4*, no.53 (2005): 467.

not meet the criteria for achieving learning objectives or *Kriteria Ketercapaian Tujuan Pembelajaran (KKTP)*.

This assessment included in the category assessment of learning because the implementation of summative assessment in the teaching and learning process is carried out to record student achievement, and as an educator's report at the end of the students' learning period. This is in accordance with the opinion of Black, et al., stating that summative assessment can be used as a process of evaluating students' learning abilities carried out with a certain period of time.[148] Summative assessment is a method of assessing the curriculum at the end of the syllabus where the focus is on outcomes. Through this assessment a teacher will know what students have learned, and the extent of student achievement or progession at the end of a unit, subjects, or the program as a whole. Summative assessments are mostly conducted in a formal setting. End of semester exams, final presentations, or final projects are examples of summative assessments.[149]

Based on the description above, it can be concluded that the summative assessment at the end of the fae or semester provides information to teachers regarding student learning achievements within a certain period of time. In its implementation in the Merdeka Curriculum, an educational unit and teachers are given the authority to carry out summative assessments at the end of this phase or semester or not. In addition, there are several rules or guidelines from the school for teachers related to the implementation of summative assessments at the end of this phase or semester.

2. **The Obstacles of English Subject Assessments of Merdeka Curriculum at Islamic Junior High Schools in Kudus**

Currrently, the Merdeka Curriculum has not been fully implemented. The government provides freedom to education units in implementing the curriculum based on the readiness

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[148] Black, P., et al., "*Assessment for Learning: putting it into practice*," (Buckingham, UK: Open University Press: 2003).

[149] Adinda, A. H., et al., "Penilaian sumatif dan penilaian formatif pembelajaran online," *Report Of Biology Education 2*, no.1 (2021).

of each school in accordance with the needs and conditions of the school. In this case, other than being required to be able to carry out competency-based learning, flexible learning, and Pancasila character, teachers must be able to determine assessments that are in accordance with the learning objectives to be achieved. Whereas determining assessment during learning is not easy because many assessment techniques such as observation, written, oral, assignment, project, performance, and so on, must be adjusted according to different student conditions. In addition, the number of assessment techniques used in *Merdeka Belajar* requires teachers to be able to choose the right form of assessment so that the desired learning objectives are achieved. Based on the results of findings, teachers at three *Sekolah penggerak* in Kudus experience various difficulties or obstacles in conducting formative and summative assessments. This is in accordance with Imran's opinion, which states that in carrying out the educational process, challenges and obstacles will definitely be faced, which is one of the consequences. These challenges can then trigger changes in the education system.[150] The following are teachers' obstacles in implementing formative and summative assessments.

a. **Obstacles in the Implementation of Formative Assessments**

Formative assessment aims to find out where students are in the process and not to assess students' proficiency. This assessment is used to find out feedback, so that the results of the assessment can be used to improve the learning process that is still or has been carried out. Formative assessment conducted by English teachers in the three *Sekolah Penggerak* in Kudus have done with a variety of techniques. Based on the findings this research has been known that English teachers in three *Sekolah Penggerak* in Kudus faced several obstacles faced in the implementation of formative assessment. The obstacles faced by teachers were varied from one assessment to

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[150] Imran, M. C., et al., "The Impact of Computer Assisted Language Learning (CALL) Technology on Indonesian Learners' Speaking Skills," *International Journal of Education and Humanities (IJOLEH)* 1, no.2 (2022): 183, https://jurnaleureka.com/index.php/ijoleh/article/view/83.

another depending on the technique of assessment being implemented.

Generally, the obstacles in conducting formative assessment in various techniques consist of time management, different student understanding, different student characters, media, and teachers' doubts about whether or not the implementation of the assessment is in accordance with the guidelines in Merdeka Curriculum. It will certainly have an impact on the learning process. The obstacles faced by teachers below are discussed, starting from the obstacles that are often encountered in various techniques to the obstacles that are rarely experienced by English teachers in the three *Sekolah Penggerak* in Kudus.

The first obstacle that most English teachers face in implementing assessments in various formative assessment techniques is time management. This is due to the limited hours of English classes, where there are only 3 hours of learning in a week. In three *Sekolah Penggerak* in Kudus, English teachers experience time management obstacles in almost all formative assessment techniques. At School X, English teachers experience this obstacle in observation, written tests, oral tests, performance, and project assessment techniques. At School Y English teachers experience this obstacle in written test assessment and assignments technique. At School Z teachers experience this obstacle in the oral test assessment technique. It certainly constrains the learning and assessment process This is in accordance with the Academic Study from BSKAP of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia on Curriculum for Learning Recovery, where it is stated that the difference in current learning hours is that the education unit organizes the schedule of learning activities more flexible. This affects the number of learning hours in a year. The reduction or change in the number of learning hours also has an impact on learning activities.[151] With the

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[151] Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, "Kurikulum untuk Pemulihan Pembelajaran," Edisi 1 (2021): 55.

amount of material that must be taught while the time given is limited, so teachers are required to be able to adjust and manage time as well as possible so that the assessment process continues to run well and does not interfere with the next learning process.

The second obstacle in the implementation of formative assessment is the different abilities of students. There are students who are quick to absorb information and there are also those who are rather slow to absorb information. This not only has an impact on the learning process, but also on the assessment process. In the three *Sekolah Penggerak* in Kudus, English teachers experience this obstacle in various assessment techniques that have been implemented. At School X, English teachers experience this obstacle in the implementation of assessment with oral test, performance, and portfolio techniques. At School Y teachers experience this obstacle in the implementation of assessment with written and oral test techniques. At School Z English teachers experience this obstacle in the implementation of assessment with oral test techniques. This is in accordance with the opinion of Nurcahyono & Putra, who stated that the heterogeneity of students in the classroom related to the level of student understanding, students' thinking ability is also an obstacle in the learning and assessment process.[152]

The third obstacle is the different characters of the students. In the three *Sekolah Penggerak* in Kudus, English teachers experience this obstacle in various assessment techniques that have been implemented. At School X, English teachers experience this obstacle in assessment with observation and portfolio techniques. At School Y teachers experience this obstacle in assessment with assignment techniques. At School Z English teachers experience this obstacle in the oral test assessment technique. This obstacle consists of students who are embarrassed during the assessment process, students who

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[152] Novi Andri Nurcahyono & Jaya Dwi Putra, "Hambatan Guru Matematika Dalam Mengimplementasikan Kurikulum Merdeka Di Sekolah Dasar," *Wacana Akademika: Majalah Ilmiah Kependidikan* 6, no. 3 (2022): 381.

do not want to cooperate, and there are even students who cheat. This is in accordance with Maryani's opinion in Hehakaya & Pollatu, which states that the difficulty in implementing learning and assessment is student heterogeneity. To meet the needs of different students, a variety of methods are needed.[153] Therefore, the teacher as a facilitator must be able to provide opportunities and motivation to students during the assessment process so that students can be actively involved, not embarrassed, and not cheat.

The fourth obstacle faced by teachers in carrying out formative assessment is insufficient facilities or media used. These obstacles are in the form of inadequate internet media and the use of media that are unfamiliar to students. This obstacle is experienced by English teachers at School X in carrying out assessments with written and performance test techniques. The obstacle in facilities or infrastructure is something that is commonly experienced by teachers in carrying out learning and assessment. This is in accordance with Wuwur's opinion which states that in the implementation of Merdeka Curriculum there are several factors that influence its implementation, these are the condition of the school environment, facilities and infrastructure, and available human resources.[154] The obstacle in inadequate facilities and infrastructure certainly will have an impact on the implementation of assessment in Merdeka Curriculum.

The fifth obstacle faced by English teachers in carrying out formative assessment is the teacher's doubt about the implementation of the assessment whether it is right or not. This obstacle is experienced by English teachers at School Z. This is in accordance with the opinion of Windayanti, et al., who stated that teachers are still very constrained regarding knowledge and assessment of Merdeka Curriculum, the teaching materials are still

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[153] Enjelli Hehakaya & Delvyn Pollatu, "Problematika Guru Dalam Mengimplementasikan Kurikulum Merdeka," *Jurnal Pendidikan DIDAXEI* 3, no 2 (2022): 403.

[154] Erwin Simon Paulus Olak Wuwur, "Problematika Implementasi Kurikulum Merdeka di Sekolah Dasar," *Jurnal SOKO GURU* 3. no. 1 (2023): 6.

very minimal, and knowledge and assessment of Merdeka Curriculum are still very limited. Since the teacher's understanding of Merdeka Curriculum is still lacking and is not in line with the learning paradigm of Merdeka Curriculum, they encounter obstacles and challenges in implementing learning.[155]

The obstacles faced by teachers in implementing the assessment of English subjects in Merdeka Curriculum have an impact on the assessment given. Eventhough the formative assessment is not the final decision of the report card, but the assessment that is not concrete will affect the decision-making in learning. Based on their experience, English teachers at the three *Sekolah Penggerak* in Kudus have taken several steps to overcome these obstacles, namely: 1) try as much as possible to manage time so that all learning materials can be learned and the assessment runs smoothly, 2) try to provide assessments according to the different abilities of students, 3) try to motivate and support students so that they are not embarrassed, want to cooperate, and do not cheat so that the assessment process runs optimally, 4) transfer the assessment process to the laboratory in order to get good internet access, and provide turotial to students about using media that they have not mastered 5) participate in Merdeka Curriculum implementation training to improve their quality so that they can carry out a good learning and assessment.

b. Obstacles in the Implementation of Summative Assessment (End of Phase or Semester)

Summative assessment at the end of phase or semester aims to determining the score or grade of each student as feedback for teachers, determining grade or phase promotion or graduation at the education level, and also as information on student learning progress as well as reporting material to parents and other education staff. Summative assessment conducted by English teachers in the three Sekolah Penggerak in Kudus have done with two technique. At School X and School Y used SAS technique

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[155] Windayanti , et al., "Problematika Guru Dalam Menerapkan Kurikulum Merdeka," *Journal on Education* 06, no. 01 (2023): 2062.

only and at School Z used STS and SAS. Based on the findings this research has been known that English teachers in three Sekolah Penggerak in Kudus faced several obstacles faced in the implementation of summative assessment SMPN at the end of phase or semester.

The first obstacle is related to facilities and infrastructure, specifically internet media that has a slow or inadequate connection. This obstacle is experienced at School Z in the implementation of STS and SAS. That is because the STS and SAS system there is already paperless or uses CBT (Computer Based Test). These obstacles certainly affect the ongoing assessment. As a result, many students take follow-up exams due to these obstacles. Slow internet media obstacles are a common problem in schools that have low internet access, or schools that have many students. This is in accordance with Wardani's opinion, which states that in the process of implementing the exam, there may be problems such as unstable network connections. The obstacles obtained in the simultaneous computer-based test resulted in the online server going down. It can cause a bad internet connection, especially it can be cut off, automatically re-conducting the computer-based test for students who do not pass the exam due to an unstable connection.[156]

The second obstacle in implementing summative assessment at the end or phase or semester is student heterogeneity. There are students who have different understanding so that their summative assessment results are different and this is an obstacle for the teacher because they have to do remediation later. This obstacle is experienced by School Y English teachers in summative assessment with SAS technique. In addition, the different characters of students are also become an obstacle. There are students who do not prepare well before the summative assessment carried out. This obstacle is experienced by

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[156] Selfy Udayana Kusuma Wardani, "Efektivitas Pennggunaa Sistem Computer Based Test dan Paper Based Test dalam Pelaksanaan Ujian Tengah Semester Bahasa Indonesia Di SMPN 6 Singaraja," *Jurnal Pendidikan Bahasa dan Sastra Indonesia* (2021): 496, https://ejournal.undiksha.ac.id/index.php/JJPBS.

English teachers at School Z, where students do not prepare enough internet quota to take STS and SAS assessments. The heterogeneity of students is in accordance with Maryani's opinion in Hehakaya & Pollatu, which states that the difficulty in implementing learning and assessment is student heterogeneity.[157]

The obstacles faced by teachers in implementing summative assessment at the end of phase or semester above have an impact on the assessment given. Summative assessment is carried out to determine the acquisition or achievement of students in one phase or semester, and the results of this summative assessment will be taken into consideration from the formative assessment as a determination of the level or phase of a student. According to their experience, English teachers at *Sekolah Penggerak* in Kudus have several steps to overcome these obstacles, which are improving the quality of the internet and always reminding students to check the good internet provider at school and preparing their own internet quota in case of problems with internet access at school. Then related to the obstacles of different student scores, teachers carry out remediation for students whose scores have not met the *KKTP* (*Kriteria Ketercapaian Tujuan Pembelajaran*).

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[157] Enjelli Hehakaya & Delvyn Pollatu, "Problematika Guru Dalam Mengimplementasikan Kurikulum Merdeka," *Jurnal Pendidikan DIDAXEI* 3, no 2 (2022): 403.