

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents: (1) the conclusions formulated from research questions, (2) the recommendations that provided some ideas addressed to English teachers, schools, and further research related to the English subject assessments of Merdeka Curriculum.

A. Conclusions

Based on the research “The English Subjects Assessment of Merdeka Curriculum (A Case Study at Islamic Junior High Schools in Kudus)” the researcher can conclude that study as follows:

1. The implementation of assessments in Merdeka Curriculum carried out by English teachers in three *Sekolah Penggerak* in Kudus is in accordance with the guidelines in the Merdeka Curriculum. Those schools have carried out formative and summative assessments with various techniques as in the Merdeka Curriculum guide. Formative assessment is carried out during the learning process for reflection on the learning process. The formative assessment techniques used are as follows: (a) English teachers at School X used formative assessment with observation, written test, oral test, performance, assignment, project, and portfolio techniques; (b) English teachers at School Y used formative assessment with written test, oral test, and assignment techniques; (c) English teachers at School Z use formative assessment with written test, oral test, and project techniques. Meanwhile, summative assessment is carried out at the end of the semester or at the end of the phase to record student achievement, determine class or level promotion, and as a teacher's report at the end of the students' learning period. The summative assessment carried out is as follows: (a) School X conducts summative assessment with SAS techniques; (b) School Y conducts summative assessment with SAS techniques; (c) School Z conducts summative assessment with STS and SAS techniques. In its implementation, teachers and schools are given the freedom to carry out these assessments based on differences in student understanding, student character, and the environment.

2. In implementing formative and summative assessments in Merdeka Curriculum, teachers found several obstacles, both in implementing formative and summative assessments. This is because of the implementation of the Merdeka Curriculum in Kudus Regency has only been implemented for one year and is still classified as an adjustment. The obstacles experienced by teachers in carrying out formative assessments are: (a) time management; (b) different student understanding; (c) different student characters; (d) media, and (e) teachers' doubts about whether or not the implementation of the assessment is in accordance with the guidelines in Merdeka Curriculum. In addition to experiencing obstacles in carrying out formative assessments, teachers also experience obstacles in the summative assessment process, there are: (a) facilities and infrastructure; and (b) student heterogeneity which includes students' different understandings and characters. Although in its implementation teachers found several obstacles, teachers tried to overcome it or look for alternatives so that the assessment process could run well.

B. Pedagogical Implications

This research has implications for the world of education, especially in the assessment process. Nowadays, there are some changes in terms of assessment, this is due to the changes of curriculum, it is from the 2013 Curriculum to the Merdeka Curriculum. In Merdeka curriculum, the focus of assessment has changed to formative rather than summative. Obviously, this has led to some changes in the assessment techniques that are carried out and it requires adjustments. Various obstacles also arise due to these adjustments. Considering that not all schools in Indonesia have implemented the Merdeka Curriculum, so the results of this study are expected to be a reference for teachers in carrying out assessments in the Merdeka Curriculum.

C. Recommendations

Based on the research that has been conducted, the researcher would like to provide the following recommendations:

1. For teachers

With so many assessment techniques in the Merdeka Curriculum, teachers must be more creative, attractive, and innovative in managing the assessments used for students by considering the differences in student abilities, student characters, and the environment, so that students will be excited and interested in completing the assessment given. Teachers also have to learn more and take part in various trainings on the implementation of the Merdeka Curriculum because it is classified as a new curriculum so it needs a lot of adjustment. The purpose of implementing the assessment is expected to provide direct benefits to students, regardless of the assessment technique.

2. For school

Educational institutions as stakeholders and policymakers must be able to maintain, manage, and facilitate the current system of assessment much better. Both formative and summative assessments are effective evaluation tools that can be used to enhance students' abilities in the world of education. Therefore, it is essential for teachers to be competent in conducting assessments in this current curriculum and it requires full support from the school, such as conducting frequent trainings on the implementation of the Merdeka Curriculum.

3. For further researcher

For future researchers, similar research can be carried out. However, it should include methods such as observation to gain a clearer understanding of the actual situation during the assessment process in Merdeka Curriculum. Additionally, further research could be conducted on the implementation of assessment through action research.