

THE IMPLEMENTATION OF ASSESSMENT IN TEACHING ENGLISH IN MERDEKA CURRICULUM

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Submitted : 4 July 2023 Accepted : 21 July 2023 Published : 25 July 2023	This study aimed to examine the implementation of assessment in teaching English within the Merdeka curriculum at SMK N 3 Sukawati. This study investigated the implementation of formative assessment in teaching English in the Merdeka curriculum. This research employed a case study. The subjects of this study were two tenth-grade English teachers selected using a purposive sampling technique and also tenth-grade students. The data were collected and analysed using qualitative methods. Observation, document analysis, and interviews were employed to gather the data. This study used the theory from Miles and Huberman (1994). The study revealed that teachers had quite optimally implemented formative. Teachers used performance through presentations and role-play for formative assessment. In addition, lacks were also found when the teachers carried out the assessment, namely, the teacher did not use the assessment rubric and did not provide feedback on student assessment results.
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Assessment formative and summative in curriculum Merdeka	
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Introduction

Curriculum is a guideline to conduct teaching and learning process in the classroom. In Indonesia curriculum system revises and development several times, this is to improve the system of Indonesia education. As known at this time Indonesia government has conducted improvement of curriculum in Indonesia that known with Merdeka curriculum. Merdeka curriculum is curriculum that evaluation previous curriculum. The Merdeka curriculum was made as a framework for more flexible curriculum that focuses on important topics, character development, and student skills. The implementation of teaching and learning process integrated with Pancasila students profile, beside emphasize essential material and numeracy and differentiated instruction (Jusuf & Sobari, 2022). The implementation curriculum in teaching and learning the most activity that should do by the teacher is assessment.

According to Al-Dabbus (2020) & Maysuroh et al (2023) assessments measure how well students are doing in reaching certain learning goals and show how well they know certain skills. To figure out what a student has learned. In Merdeka curriculum assessment divided into three namely diagnostic, formative and summative assessments. Diagnostic assessment is implementing at beginning of academic year before the teacher design learning instruction. This assessment implemented to know the students' characteristic, needs, weakness and the strengths. Formative assessment implemented to know the students' improvement in learning, and the result of this assessment used by teacher to give the students feedback (Akter & Khan, 2020). In addition, the summative assessment is carried out to assess the achievement of learning objectives. Summative assessment is carried out at the end of the learning process, such as daily tests, midterm tests, and final semester tests (Treve, 2021; Heath et al., 2021 & Menendez et al., 2019).

Furthermore, conducting assessment in learning language is also the one important thing that use conducted by the language teachers. Language assessment Understanding student progress requires English. Language skills are assessed by listening, speaking, reading, and writing, but the language component is assessed by grammar, vocabulary, and pronunciation. Such as when teachers assess students' speaking skills, they also assess their pronunciation, word choice, and grammar. Besides that, conducting assessment language the teacher should concern with the principle of language assessment namely authenticity, reliable, valid and backwash (Brown and Abeywickrama, 2018).

There were some previous studies that have conducted a study about the implementation Merdeka curriculum, Kusumawardani et al. (2022) discovered that Merdeka teachers employed a scientific approach in class to help students learn think critically and creatively. Teachers have used diagnostic, formative, and summative evaluations to measure learning. Other studies supported this study, Ferdaus & Novita (2023) ; Ahid & Sufirmansyah (2022) this studies revealed that student-centered learning with the Merdeka curriculum achieves the Pancasila student profile. Cantika, Khaerunnisa, and Yustikarini (2022) analyzed the practical implementation of the Merdeka curriculum. The study identifies three crucial stages for implementing the Merdeka curriculum: implementation, assessment, and learning outcomes. Among these issues are the ineffective use of textbooks and the absence of a consistent evaluation of the Pancasila Student Profile's incorporation across all instructional levels. Furthermore, Yulianto (2022) described Merdeka curriculum assessment paradigm and model through a literature review. The results show that the Merdeka curriculum's assessment paradigm can both measure learning outcomes and improve student performance. Diagnostic, formative, and summative assessment can be used with the Merdeka curriculum.

Regarding the implementation of learning in the Merdeka curriculum, assessment is the one essential component. Assessment in the Merdeka curriculum is continuous and includes the development of the Pancasila profiles of students. Hence, the aim of this research was to examine the assessment implementation in the teaching of English language under the Merdeka Curriculum at SMK N 3 Sukawati. Unlike the previous studies only highlighted the implementation Merdeka curriculum, the challenges in implementing the Merdeka curriculum, and conducted a literature review about the types of assessment in the Merdeka curriculum. Therefore this study the researcher interested to conduct deeper analysis of how the teachers at SMK Ni 3 Sukawati implementing formative assessment in teaching English in the Merdeka curriculum.

Research Method

The study was applied case study. A case study is a research strategy, and case study is interpreted as a process of in-depth, detailed and detailed investigation or examination of a particular or special event that occurred. There were two English teachers that participated in this study, and this study also involved tenth grade students. This study was conducted at SMK N 3 Sukawati. This school was chosen because in this school the researcher found a case, in which this school the first time implementing Merdeka curriculum, besides this school is art and performing school and the teachers don't have a lot experience in implementing this curriculum this was stated by teachers when the researcher conducted primary interview with the teachers. Therefore the

researcher wanted to analysis deeper about the implementation assessment formative in Teaching English.

This study the researcher was used observation, document analysis and interview to collect data about the implementation assessment in Teaching English in Merdeka curriculum. To analysis the data this study used qualitative study that followed Miles and Huberman's (1994) theory. There are four stages of activity in this theory: data collection, data reduction, data presentation, and conclusion. This study collects data through observation, document analysis, and interviews. Data reduction removes any non-study-related data. After data reduction, meaningful data was arranged and shown to derive conclusions. This followed data display. This stage concluded the investigation and verified its findings.

Result and Discussion

Result

The researcher investigated the implementation of formative assessment in teaching English in curriculum Merdeka at SMK N 3 Sukawati through classroom observation interviews and document analysis. To investigate, an observation checklist, interview guidelines, and document analysis checklist were used. Before using these instruments, the researcher conducted a validity instrument for the supervisor judges. The result of instrument validation showed that the instruments were valid.

Classroom observation was conducted five times, which was the researcher conducted classroom observation three times in Teacher A and twice in Teacher B. The tenth-grade classroom observation was conducted based on the teachers' schedules. In the study, the researcher conducted research in SMK N 3 Sukawati in two classes, namely: Pedalangan and Tari class. Teacher A taught a Pedalangan class, whereas Teacher B taught a Tari class. The researcher observed several aspects during the classroom observation, characteristic implementation of formative assessment in curriculum Merdeka based on the guidebook from the Ministry of Education and Culture (2022), including assessment types and skills assessed. The appropriateness of assessment implementation includes procedures of assessment implementation, the principle of assessment in curriculum Merdeka implementation Permendikbud No 21 of 2022, and the principle assessment of the English language (Brown & Abeywickrama, 2018). As responses, each item was checked by using the checklist. The interview was conducted to dig deeper into teachers' implementation of formative assessments while also comparing the results with document analysis from the lesson plan. Besides that, in the interview, the researcher asked some questions related to implementing formative assessments. Likewise, the researcher analyses the lesson plan with some indicators in document analysis.

Observations were conducted twice in Teacher A regarding the implementation of formative assessment. Based on the first and second observation results, Teacher A implemented a formative assessment integrated with learning activities. Teacher A implemented a formative assessment based on the learning objective planned in her module. The formative assessment was carried out during the learning process. Furthermore, Formative assessment activities flexibly used appropriate strategies, forms, and techniques and followed the learning topic, learning objectives, and accordance in the real world. The instrument used was relevant to assess the students in learning English. Teacher A implemented a formative assessment containing the characteristics of strengthening the Pancasila profile: collaborative, creative, critical

thinking, and communicative. Based on the first observation, Teacher A carried out a formative assessment by using performance in the form of a presentation in the group to evaluate the students' knowledge.

In conducting this assessment, Teacher A asked the students to make a group consisting of 5-6 students in one group and then discuss and collaborate in groups to pursue the assigned tasks. Teacher A asked students to discuss and collaborate in a group to do literacy of learning material. Then students critically analyzed what is included in the expression "Asking and Giving opinions" used in formal and informal situations. Then Teacher A asked students with their groups to present in front of a class. After the presentation, the Teacher asked the students to ask and answer questions about the material presented. This activity was conducted to know the students' critical thinking. Teacher A provided feedback on the students who made a presentation, and also other students provided feedback on students who made a presentation. At the end of the learning activities, Teacher A conducted a self-assessment via Google form. In the first observation, the researcher found a lack, which was that Teacher A did not use a scoring rubric prepared in the learning module.

In the second observation, Teacher A still used the same type of assessment, which was assessment performance, but in a different form. Based on the second observation, the researcher found that Teacher A carried out this assessment through role-play about asking and giving opinions. Teacher A asked the students to make dialog about asking and giving opinions in pairs, then do role play creatively. The skill that was assessed by Teacher A was speaking skill. After the students performed, Teacher A provided feedback to students orally. Teacher A also asked other students to give feedback or comment to the presenter orally, but Teacher A did not use the scoring rubric. In addition, at the end of the learning process, Teacher A conducted a self-assessment via Google form to reflect on the teaching and learning process.

Based on the finding interview, Teacher A stated that the interview conducted a formative assessment in every learning process integrated with a value of profile Pancasila students and used performance-assessed integrated skills. However interview and in practice, the researcher found inconsistent in the interview. Teacher A implemented a formative assessment to assess the student's integrated skills Teacher A only assessed speaking skills in practice.

Document analysis also revealed that in Teacher A in lesson plan, she employed the appropriate method of formative assessment to evaluate the students' progress in learning English. The instrument used was relevant to achieve the learning goal, and the activity of formative assessment integrated with profile Pancasila. Besides that, Teacher A has made an assessment rubric on the lesson plan.

In Teacher B the researcher only conducted one observation because Teacher B conducted a formative assessment only once, which differs from Teacher A. Based on the result observation. Teacher B carried out a formative assessment in accordance with the learning objective. It was done throughout the learning process. Additionally, flexible formative assessment activities that were carried out using appropriate strategies, forms, and techniques followed the learning objective and topic agreement with the actual world. Teacher B utilized appropriate assessment in assessing the students in learning English. Teacher B implemented a formative assessment containing the characteristics of strengthening the Pancasila profile: collaborative, creative, critical reasoning, and communicative.

Teacher B used performance assessment in the form of role-play in implementing formative assessment. Teacher B asked students to read the material about asking and giving opinions and discuss with their partners about expressions of asking and giving opinions. Then students analyzed the expression critically about asking and giving opinions used in formal and informal situations. Afterward, Teacher B asked students to make a dialogue with their partner about asking and giving opinions and doing role play. Other students listened and paid attention to their friends doing the role play. The skill assessed was speaking. Based on the results of observation and interview, in this case, Teacher B did not provide feedback to students about their performance (speaking skills). The teacher evaluated the activity as a whole and only gave scores and feedback on the dialog that has written by the students.

This finding was consistent with the interviews and in practice, in which Teacher B stated that every teaching and learning process conducted this assessment. In the document analysis results, the researcher discovered that Teacher B implemented formative assessment and utilized appropriate forms of formative assessment to assess the students' English. Teacher B utilized instruments relevant to achieving the learning objective. The implemented activity was appropriate with strategies and integrated with the profile Pancasila. However, there was a difference between practice and module. Two formative assessment activities were planned in the lesson plan, namely filling in the blanks, making dialogues, and presenting. However, in practice, Teacher B did only one, only made and presented dialog in front of the class to assess the student's skills. Furthermore, Teacher B did not assess student knowledge. It was because the students in Tari's class should practice for dance performances. Thus Teacher B did not have enough time to do the learning activities in the classroom and do assessments.

Furthermore, there were three steps in implementing assessments (formative) in the Merdeka curriculum, the first was pre-stages (preparation). There were four steps in this stage: (1) preparing assessment. Based on the result document analysis in preparing the assessment, Teachers A and B have determined the learning objective, selection of assessment models, and made a scoring rubric. (2) Getting students ready to begin the assessment process, (3) explanation of criteria and assessment instructions, (4) time allocation to perceive the instruction. Teachers A and B implemented formative assessments in these stages. The second was core stages carried out the formative assessment and verified instruction comprehension. The third was post-stages, there were three steps: scoring the test, analyzing the result, and giving feedback. This case showed a lack, in which Teacher A did not implement a scoring rubric in formative assessment, and Teacher A did not analyze the result. However, Teacher A directly gave feedback on the student's presentations. Besides, the researcher also found a lack of Teacher B in the post-stage at this stage. Teacher B did not use a scoring rubric and give feedback on the student's performance results, but Teacher B only provided scores and feedback on conversations written by the students.

The result observation indicated that Teachers A and B had implemented formative assessments based on the principle assessment implementation in the Merdeka Curriculum, which the principles divided into four namely, assessment integrated with the learning process, designed and done based the function of formative assessment, valid and reliable with Merdeka curriculum. Besides that, Teachers A and B implemented principals assessment of the English language in learning English in the Merdeka Curriculum. The types of formative assessment used by the Teachers were

authentic, reliable, and valid in the curriculum used, and also instructed students to think critically and evaluated students' skills through performance.

Discussion

Based on the observations, interviews and document analysis, Teachers have implemented formative assessments in teaching English based on Merdeka curriculum. In Merdeka curriculum teachers carried out formative assessments integrated with profile Pancasila students that can increase students' creativity, critical thinking, and communication, collaboration and literacy skills. Nugrohadhi & Anwar (2022) stated that in their study, the main goals of the Pancasila Profile are to uphold the nation's morality and high ideals, to prepare students to become global citizens, to embody social justice, and to develop 21st-century skills. The two teachers applied formative assessment during the learning process to determine students' progress in learning English. This result was supported by previous studies that were conducted by Putra & Faridi (2021); Hamidah (2021) ; Sahibzada & Himat (2019) formative assessment is a crucial part of the teaching and learning process. From this assessment, the teacher can give feedback on the student's progress in learning. Formative assessment has a function to collect information about the learning process and improve the achievement of the learning objective. The formative assessment determines students' abilities and skills while participating in learning activities.

During conducted observation, the researcher found both teachers had implemented formative assessment based on the characteristic of formative assessment, namely, the implementation of formative assessment was integrated with ongoing learning activities, involved students, and also formative assessment activity was implemented flexibly, using appropriate strategies, forms and techniques and following the learning topic and learning objectives, carry out during the learning process, and the assessment activity integrated with the characteristic of profile Pancasila students. Nugrohadhi & Anwar (2022) stated that in their study, the main goals of the Pancasila Profile are to uphold the nation's morality and high ideals, to prepare students to become global citizens, to embody social justice, and to develop 21st-century skills. These indicators were implemented in formative assessment by both teachers and were relevant based on the concept of curriculum Merdeka. Besides that, the formative assessment was also implemented based on the principle of assessment in curriculum Merdeka and principle assessment of learning English, in which both teachers implemented formative assessment activities based on the function, valid and reliable with the concept of curriculum Merdeka. The assessment activities were expected in the real world, instructed students to think critically, and evaluated students' skills through performance. This result supported by a previous study, which is implemented that assessment followed principles of assessment in the curriculum used (Pantiwati et al., 2023).

The result observation, interview, and document analysis Teachers A and B showed differences in implementing formative assessment where Teacher A implemented formative assessment twice in the learning process. In contrast, teacher B only implemented formative assessment once in the learning process. Whereas according to the guidebook from Kemendikbud (2022), formative assessment in the Merdeka curriculum is more dominantly applied in the learning process. Both of the teachers implemented formative assessment by using performance assessment. According to Salma et al. (2021), in her research found that performance assessment in

learning English can encourage students to use language by involving their knowledge and proficiency. However, it motivates and inspires them to demonstrate their understanding and skills. Based on the result observation this study found that both of teachers were implemented performance assessment in form of oral presentation to assess the student's knowledge. Besides that teachers were used role play to assess the student's skills in English. It was in line with the previous study conducted by Putri et al. (2019) used oral presentations (performances) can improve students' competencies. And added by Nihazram & Masnan (2020) role play is a method that has excellent benefits for improving students' English skills. The types of formative assessment used by teachers were appropriate to the concept of Merdeka curriculum. Curriculum Merdeka adopts constructivist learning in the curriculum and should integrate it with critical skills, collaboration, creativity, and communication. These types of assessments are used to improve students' English skills but also can improve the students' communication, collaboration, critical thinking, and creativity. The students have to collaborate and communicate to finish the task and foster their critical thinking and creativity while doing the task. Besides that, implementing formative assessment also implemented self-assessment at the end of the learning process as a reflection of their understanding, but this was only conducted by Teacher A Based on a previous study conducted by Nugrahani et al., 2018 self-assessment had a significant impact on students as a reflection of their understanding and achievement during the learning process.

Furthermore, in the implementation of formative assessments have several procedures. The procedure consists of pre-stages (preparation), core stages and post stage. In this case during the observation the researcher found a deficiency in both the implementation of formative assessments. In the implementation of formative assessment it was found that there were deficiencies carried out by Teachers A and B. Where Teacher A after carrying out the formative assessment the teacher did not carry out the post stage optimally, because in the formative assessment teacher A did not analyse the results and did not use the scoring rubric. The teacher A only provided feedback to students not their performance (oral presentation and role play), likewise with Teacher B, where Teacher B did not carry out the post stage optimally. In this case, Teacher B did not analyse results, score rubrics and did not provide feedback on student performance (role play), but Teacher B only provided written feedback on student worksheets (conversation that write by the students). As stated in previous study Chowdhury (2018) a rubric is a helpful grading tool that teachers can use to rate students' work more consistently, reliably, and objectively. Students can better understand their strengths and limitations and become more realistic about the level of their own; therefore the teachers should well-designed rubric. In addition, previous study conducted by Sutarto & Jaedun (2018), the used of scoring rubric to encourage teachers to be objective and avoided subjectivity during assessing the students. Feedback has several benefits, including helping students recognize their learning gaps and offering suggestions for how to fill them, developing responsive learners, enhancing teaching techniques, giving both students and teachers useful information, inspiring students to learn, and many more. Students who receive comments can enhance their educational experience (Bashir at el, 2016). Teachers' feedback was very meaningful to the students because it could be their motivation to improve themselves and make them feel cared for by the teachers (Ayubi et al., 2021). It was consistent with a previous study conducted by Dahlback et al.(2020), which found that providing students with

feedback could boost students motivation and encourage them to continue learning. Furthermore, the teacher was in a hurry to complete the assessment without providing feedback to students (Prihandoko et al., 2020). This would also have an effect on student learning motivation, because they were not give more attention to the outcomes of their efforts and progress.

Conclusion

Both teachers had implemented formative assessments integrated with profile pancasila students in English in the Merdeka curriculum based on characteristic implementation formative assessment, the principle of the implementation assessment in the Merdeka curriculum, the principle for evaluation in English language learning, and the procedure of the implementation assessment. However, the researcher found a lack of both teachers in implementing the assessment. The lack of Teachers A and B did not use a scoring rubric to analyze the result in the formative assessment. Besides that, Teacher B did not give feedback on the student's performance in implementing formative assessment.

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