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Analysis of Assessment for K13 Curriculum and Merdeka Curriculum at Senior High School Polewali Mandar

Analisis Penilaian Kurikulum K13 dan Kurikulum Merdeka di SMA Negeri Polewali Mandar

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ABSTRAK

Kurikulum K13 (Kurikulum 2013) di Indonesia menekankan pendekatan holistik dalam penilaian siswa, mengintegrasikan domain kognitif, afektif, dan psikomotorik, sedangkan Kurikulum Merdeka memperkenalkan pendekatan penilaian komprehensif yang bertujuan untuk meningkatkan kualitas pembelajaran dan hasil belajar siswa. Kurikulum Merdeka menekankan penilaian diagnostik, formatif, dan sumatif sepanjang proses pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan penilaian Kurikulum K13 dan Kurikulum Merdeka. Penelitian ini menggunakan pendekatan kualitatif dengan pendekatan studi kasus menggunakan sumber data primer dan data sekunder dengan empat guru Bahasa Inggris sebagai informan di SMA Polewali Mandar. Teknik analisis yang digunakan meliputi reduksi data, penyajian data, dan kesimpulan. Hasil penelitian ini adalah sebagai berikut: 1) Penilaian Kurikulum K13 menekankan pendekatan holistik dalam penilaian siswa yang mencakup domain kognitif, afektif, dan psikomotorik. Guru menggunakan penilaian otentik untuk mengevaluasi pengetahuan akademis, perkembangan sosial-emosional, dan keterampilan praktis siswa yang difokuskan pada pembelajaran berpusat pada siswa dan aplikasi dunia nyata untuk mempersiapkan siswa dengan keterampilan dan kompetensi yang diperlukan dalam kegiatan kelas. 2) Penilaian Kurikulum Merdeka menekankan penilaian diagnostik, formatif, dan sumatif di mana guru mengimplementasikan penilaian yang tidak hanya mengukur prestasi kognitif tetapi juga mempertimbangkan aspek afektif dan psikomotorik dari pembelajaran siswa. Pendekatan komprehensif ini bertujuan untuk meningkatkan kualitas pengalaman belajar dengan memberikan umpan balik yang berkelanjutan, mengidentifikasi kesenjangan belajar, dan memastikan kesiapan siswa untuk kemajuan akademis dengan mempromosikan lingkungan pembelajaran yang mendukung dan mendorong minat siswa selama kegiatan kelas.

ABSTRACT

K13 Curriculum (Kurikulum 2013) in Indonesia emphasizes a holistic approach to student assessment, integrating cognitive, affective, and psychomotor domains and Merdeka Curriculum introduces a comprehensive assessment approach aimed at improving learning quality and student outcomes. It emphasizes diagnostic, formative, and summative assessments throughout the learning process. The research aimed to describe the assessment for K13 Curriculum and the assessment for Merdeka Curriculum. This research used Qualitative research with study cases approach with source of data primer and secondary data with the informan of 4 English Teacher at Senior High School Polewali Mandar, technique of analysis used data reduction, display data dan conclusion. The result of this research were as follow: 1) The Assessment for K13 Curriculum emphasizes a holistic approach to student assessment encompassing cognitive, affective, and psychomotor domains which teachers utilize authentic assessment to evaluate students' academic knowledge, social-emotional development, and practical skills which focused on student centered learning and real-world application underscores to preparing students with the skills and competencies necessary at classroom activities. 2) The Assessment for Merdeka Curriculum emphasizing diagnostic, formative, and summative assessments which teachers implement assessments that not only measure cognitive achievements but also consider affective and psychomotor aspects of student learning while comprehensive approach aims to enhance the quality of learning experiences by providing continuous feedback, identifying learning gaps, and ensuring students' readiness to progress academically by fostering a supportive learning environment and encouraging student autonomy learning during classroom activities.

BACKGROUND

Assessment is a thing that conducted in tandem as a cohesive, integrated set of learning activities. It places a strong emphasis on the learning process and stipulates that the information gathered must come from actual learning activities. Effective assessment at the beginning of the lesson will indicate to the class whether or not there has been progress. Assessment is considered as the foundation of a learning activity, it is an integral part of the learning process. The government uses assessments to inform education policy because they are intended to review and track procedures, student learning outcomes, and ongoing enhancements to student learning.¹

There are steps to make good assessment as basic to assess students' achievement in the class. In order to ensure that the findings of assessments are objective, an instrument, or tool, must be used in order to measure students' learning outcomes accurately. According to Minister of Education and Culture Number 23 of 2016, educational assessment standards are standards that relate to the scope, objectives, benefits, principles, mechanisms, procedures, and instruments that are used as the basis for measuring student learning accomplishment in primary and secondary education.²

The process of evaluating that transpires during educational or school activities is known as evaluation in education. School needs to evaluate every single activity that is done in the school's environment, moreover in the class as the main activity in school. The process uses all information to meet a good conclusion at the end of the class learning. Assessment is a systematic process that contains information gathering, analyzing and interpreting the information to make decisions.

There is a public view of changing the curriculum and the changing of ministers, but it's not bad reality in education. The curriculum will undergo an assessment, modifications, and enhancements in compliance with the legal provisions pertaining to the national education system. Indonesia is now utilizing both the Merdeka and the 2013 curriculum. The Ministry of Education and Culture's suggestions for improvements and assessments of Indonesia's educational system are contained in K13 Curriculum. This curriculum used as a government measure against the system used in 2006 which is known as KTSP. Meanwhile, a newly designed program from the government, namely Merdeka Curriculum. The most important element in the policy must start from the teacher, before they teach in class. Teacher competency at any level, to translate the basic competencies mandated in the curriculum are very important as in the order of knowledge up to going on. In today's teaching and learning practice, the classroom has no walls, it will beyond the classroom walls. Students can learn well simultaneously or not simultaneously. Besides, this curriculum can be done anywhere and anytime.³

The K13 Curriculum mandates the use of authentic assessment, in which students are evaluated based on their overall learning results, process, and preparation. The ability and acquisition of student learning will be demonstrated by the combination of the three components' assessments. The K13 Curriculum mandates that emotive, cognitive, and psychomotor assessments be balanced. The prior curriculum assessment simply looked at the students' final learning outcomes. Acquisition student learning outcomes are defined as learning outcomes achieved while participation in the learning process without offering an evaluation of the learning process.

K13 Curriculum places a strong emphasis on a number of learning processes, such as the cognitive, psychomotor, and effective processes. When these processes are combined, the authenticity assessment procedure will adhere to the required requirements. The K13 Curriculum was developed in response to both internal and external difficulties. Challenges within the education system pertaining to the eight

¹ Wilson, M. "Making Measurement Important For Education: The Crucial Role of Classroom Assessment. *Educational Measurement: Issues and Practice Spring*, no. 37 (2018). P. 5–20.

² Permendikbud, Permendikbud RI No. 23 Tahun 2016 *Tentang Standar Penilaian Pendidikan*. (2016).

³ Santosa, M. H. Learning Approaches of Indonesian EFL Gen Z students in a Flipped Learning Context. *Journal on English as a Foreign Language*, no. 7 (2017), p. 183.

National Education Standards and the elements influencing the development of the Indonesian populace. External obstacles include those related to the future, competencies required in the future, community perspectives, advances in knowledge and pedagogy, and a variety of unfavorable events.⁴

The curriculum formed by the Merdeka Learning policy will be flexible, competency-based, focused on developing character and soft skills and accommodating to the needs of the world. Merdeka Curriculum is a curriculum that will be implemented in accordance with the needs, environmental conditions, and competency achievements which are the main goals. To encourage the transformation, the Ministry of Education, Culture, Research and Technology has planned a “Program Sekolah Penggerak” that will later support the implementation of this Merdeka Curriculum.⁵

The changing of the curriculum from K13 Curriculum to Merdeka Curriculum must take time to adjust, because when changing the curriculum, there also changing, such as preparation for teaching in class, implementation of teaching activity plans, assessment, etc. Every teacher must understand the new curriculum as the basic of the education in the school.

The changing of the curriculum is not easy for teachers at school. Apart from having to adapt to the new policy, they also have to study the contents of the curriculum. Each curriculum has similarities and differences. Almost ten times, education in Indonesia has changed the curriculum. Currently, the K13 curriculum has been replaced with Merdeka Curriculum. From the planning of learning to the implementation of learning in the classroom, every curriculum compares itself with the previous curriculum before being replaced with the current one. The K13 Curriculum and the Merdeka Curriculum are similar in many ways. These include basic frameworks, competences, learning, assessments, and curriculum tools.

Based on the problems mentioned above, researcher more focused on analyzing the assessment in the K13 Curriculum and the Merdeka Curriculum. So, the background of this study highlights the importance of teacher assessment in the education system. This study provides valuable insights into the teacher assessment system and the findings of the study can be used to improve the quality of education in Indonesia. Based on problem mentioned on the background, the researcher formulates the problem into research question as follows: How does the teacher assess students in K13 Curriculum and how does the teacher assess students in Merdeka Curriculum.

METHODOLOGY

This research used qualitative research. Qualitative research can be understood as a set of tasks associated with socially examining conditions, events, or occurrences. A study known as qualitative research used verbal data expression and analysis without the use of statistical methods.⁶ Drawing from a few of the aforementioned definitions, one can deduce that qualitative research is any study in which the data is verbally expressed, without the use of numbers, and without statistical procedures for analysis.

The subjects were 4 English Teachers at Senior High School in Polewali Mandar : SMKN 1 Tapango, SMK YPP Wonomulyo in the Academic Year 2023/2024. The total subject of this study are 4 teachers. the researcher divided the research instrument into two main categories. Interviews and documentation were appropriate methods for qualitative research.

Findings

⁴ Kemendikbud. *Keahlian Penilaian Sesuai Standar Kurikulum 2013*. (2014).

⁵ Kholisdinuka, A. *Lebih Dari Guru Biasa, Guru Penggerak Kemendikbud Bakal Punya Tugas Ini*. <https://news.detik.com>. (2022, Oktober Kamis)

⁶ Arifudin, O. *Pengaruh Pelatihan Dan Motivasi Terhadap Produktivitas Kerja Tenaga Kependidikan STIT Rakeyan Santang Karawang*. MEA (Manajemen, Ekonomi, & Akuntansi), (2018), p. 209.

This research findings explained about the result of the study entitled Analysis of Assessment for K13 Curriculum and Merdeka Curriculum at Senior High School Polewali Mandar. The research conducted the instrument from 19th May 2024 to 19th June 2024 at SMKN 1 Tapango and SMK Muhammadiyah Wonomulyo Polewali Mandar. The subjects of the study were 4 English teachers and the data was collected through interview. The results of the interview have been transcribed and will be displayed in the appendices section. The ways they explained about Assessment for K13 Curriculum and Merdeka Curriculum are as table follows:

Teacher	Merdeka Curriculum	K13 Curriculum
1	“There are projects and there are also assignments ”	“It is same sir, I used to give them also projects. ”
2	“As usual, sir, at the beginning of the semester, I give a diagnostic assessment , so we give an initial assessment. Actually, the aim is not to measure goals or abilities, but we also see where the children are interested so that there is specialization. So, if in the new semester we look at the children's specializations, let us make it easier as a basis for implementing learning differentiation.	“.....there is a cognitive assessment , which means evaluating whether there is an increase in what he learned in a semester or mid-semester. We still provide a cognitive evaluation so that it can be measured, whether he can absorb it or not at all, by giving him a written test. So that's the instrument we use”
3	“I apply 2 types of assessment, namely formative & summative ” at the beginning of the Merdeka Curriculum we are advised to carry out initial diagnostics to determine students' learning styles.”	“.....in the K13 curriculum the student assessment format is only divided into two categories, namely knowledge and skills for final results. ” “ Daily tests, semester exams, etc. ”
4	“..whereas in the Merdeka Curriculum I emphasis on knowledge, skills and focuses on assessing Pancasila students' profile criteria, both formative assessment and Summative and implementation of the Merdeka Curriculum in the classroom can be done by monitoring the stages of student development,....”	“The K13 assessment pattern I did, more structured as stated in Permendikbud number 66 of 2013 which is detailed for students' academics” “.....especially English Lesson focuses on cognitive abilities and skills even though it also monitors the condition of students in terms of character and emotions in the form of values.”

Teachers' Assessment in K13 Curriculum

The first research focused on teacher assessment in K13 Curriculum which adopted by the teacher at SMKN 1 Tapango and SMK Muhammadiyah Wonomulyo Polewali Mandar. The K13 Curriculum (Kurikulum 2013) introduces a holistic approach to student assessment, integrating cognitive, affective,

and psychomotor domains. Teachers play a critical role in this assessment process, ensuring a comprehensive evaluation of students' learning experiences.

Teacher Assessment Processing.

Teachers at SMKN 1 Tapango and SMK Muhammadiyah Wonomulyo Polewali Mandar implement a comprehensive approach to student assessment that integrates cognitive, affective, and psychomotor domains. The K13 Curriculum at SMKN 1 Tapango and SMK Muhammadiyah Wonomulyo Polewali Mandar emphasizes a comprehensive assessment approach that integrates authentic assessment methods across cognitive, affective, and psychomotor domains.

Type of Assessment.

Authentic assessment methods are used to evaluate students' understanding and application of knowledge in real-world contexts. Teachers employ various strategies such as project-based assessments, portfolios, performances, and real-life simulations. These methods allow students to demonstrate their cognitive skills through problem-solving, critical thinking, and application of theoretical knowledge in practical situations. Affective aspects are assessed by observing students' attitudes, values, and motivation towards learning.

The context of educational assessment at SMKN 1 Tapango and SMK Muhammadiyah Wonomulyo Polewali Mandar under the K13 Curriculum, the approach focuses on a comprehensive evaluation of students' learning encompassing cognitive, affective, and psychomotor domains. This holistic assessment strategy reflects a commitment to nurturing students' intellectual capabilities, emotional development, and practical skills essential for their future endeavors.

Teachers employ a variety of authentic assessment methods such as project-based assessments, portfolios, and real-world simulations to gauge students' abilities to apply knowledge in practical contexts. These methods not only assess cognitive skills like problem-solving and critical thinking but also evaluate affective aspects such as attitudes, values, and motivation towards learning. Furthermore, psychomotor assessments involve hands-on activities and practical demonstrations to measure students' proficiency in vocational and technical subjects. By integrating these diverse assessment approaches, educators aim to provide a well-rounded educational experience that prepares students to excel academically while fostering their personal growth and readiness for the challenges of a globalized world.

English teacher from SMK Muhammadiyah Wonomulyo, the researcher inquired about the implementation of the K13 Curriculum in the classroom. The teacher explained that assessment under the K13 Curriculum is comprehensive, encompassing student skills, attendance, attitudes, behavior, and knowledge. The curriculum tends to be very specific, requiring detailed evaluations of various aspects of student performance. The teacher highlighted that certain elements must be assessed meticulously to ensure a thorough understanding of each student's progress and development. This specificity aims to provide a holistic view of student achievement, reflecting not only their academic abilities but also their behaviour and participation in the learning process.

Assessments in the Merdeka Curriculum are structured to be formative and summative as well, but with a specific focus on holistic development and alignment with the P5 values. Moreover, the informant pointed out that the implementation of the Merdeka Curriculum in the classroom allows for monitoring students' developmental stages comprehensively. This

approach integrates learning activities that are tailored to match students' cognitive levels and developmental needs, emphasizing a more flexible and personalized approach to education compared to the structured nature of the K13 Curriculum's assessments.

The Assessment for Merdeka Curriculum

The second findings explain about the assessment approach in the Merdeka Curriculum emphasizes diagnostic, formative, and summative assessments to enhance the quality of learning and student outcomes. Diagnostic assessments identify students' initial understanding and emotional readiness, helping tailor learning activities to individual needs. Formative assessments provide continuous feedback for both teachers and students to improve the learning process and address any learning gaps. Summative assessments, conducted at the end of learning periods, evaluate overall student development and learning outcomes, determining their readiness to progress to the next level.

1. *Diagnostic Assessment*

Teacher used to assess students' understanding and emotional readiness, guiding teachers in their instructional strategies to meet individual needs.

2. *Formative Assessment*

Teacher used to provide feedback to both teachers and students, supporting continuous improvement throughout the learning process.

3. *Summative Assessment*

Teacher used to conduct at the end of learning periods to evaluate overall student development and readiness to advance academically.

Teachers at Senior High School Polewali Mandar are observed to effectively implement all three types of assessments: diagnostic, formative, and summative. This comprehensive approach allows for a thorough evaluation of student progress and learning outcomes. The implementation of the Merdeka Curriculum in classroom activities, highlighting its impact on student learning and assessment practices. They emphasized that the Merdeka Curriculum offers a more liberating approach for students, providing them with greater autonomy and flexibility in their learning journeys. This autonomy is reflected in how assessments are conducted, making them inherently less rigid and more accommodating to individual learning styles and paces.

Informant also stated that:

In the Merdeka curriculum there is a name called CP, sir, if the students have reached the learning milestones they can graduate, if you do CP, sir, you won't reach the target, CP now, sir, if you don't advance to grade 2, you won't be able to continue to grade 3.⁷

The informant elaborated on the Merdeka Curriculum's concept and its significance in student progression. They explained that within the Merdeka Curriculum framework, CP serves as a critical milestone that students must achieve to advance academically. If students successfully meet these learning milestones, they are eligible to progress to the next grade level. However, failure to achieve CP can result in students being unable to move forward in their academic journey, potentially impacting their continuation to subsequent grades.

This approach contrasts with traditional promotion criteria, emphasizing a competency based progression where students' advancement is contingent upon demonstrating mastery of specified competencies rather than solely on completing a set timeframe or grade level. The informant underscored the importance of CP in motivating students to actively engage in their learning and take ownership of their educational outcomes within the Merdeka Curriculum's flexible and outcome-focused framework. The interview shed light on how CP operates within the Merdeka Curriculum,

⁷ Rahmianti, *English teacher at SMK Muhammadiyah Wonomulyo*, interviewed 30th April 2024

serving as a pivotal mechanism to ensure students acquire essential competencies while promoting a more personalized and responsive approach to academic progression based on individual learning achievements.

The statement from the English teacher highlights a significant aspect of the Merdeka Curriculum, particularly focusing on the P5 component. The teacher emphasizes that the Merdeka Curriculum introduces innovations and new opportunities that were not present in previous curricula. This innovation is particularly evident in the structured implementation of P5, which integrates Pancasila principles into the learning framework.

DISCUSSION

The Assessment for K13 Curriculum

According to the findings which referred to the assessment for K13 Curriculum which explained that K13 Curriculum traditionally conducts assessments during and after learning activities, primarily focusing on evaluating students' achievements at specific points in their educational journey. This approach, while effective for measuring academic proficiency, may not always account for the full spectrum of students' learning dynamics or developmental progress over time.

The distinction in assessment practices underscores broader educational philosophies: the Curriculum prioritizes flexibility and continuous feedback to support holistic student development, whereas the K13 Curriculum emphasizes structured evaluations at critical junctures to gauge academic attainment. Both approaches aim to foster meaningful learning experiences but employ differing strategies to achieve educational goals aligned with Indonesian educational reforms.

Assessment within the K13 Curriculum, as articulated by educators interviewed, is designed to comprehensively evaluate student learning across multiple dimensions. This curriculum framework emphasizes a balanced approach to assessment that encompasses various aspects of student development beyond mere academic achievement. K13 Curriculum integrates assessments that go beyond traditional academic measures. It includes evaluations of students' cognitive (knowledge), affective (attitudes and values), and psychomotor (skills) domains. This holistic approach aims to provide a well-rounded understanding of students' capabilities and progress.

The implementation of the K13 Curriculum among Senior High Schools in Polewali Mandar reflects a structured approach to assessment that aligns with its educational objectives and student needs, the principles of formative and summative assessments, focused on learning outcomes, personalized and inclusive approaches, and continuous improvement are applied within this context.

Educators in Polewali Mandar's Senior High Schools utilize formative assessments consistently throughout the learning process. These assessments, which include methods such as observations, discussions, quizzes, and portfolios, allow teachers to monitor student progress closely. By providing timely feedback and adjusting teaching strategies accordingly, educators aim to enhance learning outcomes continuously. Summative assessments, conducted at key intervals like the end of units or academic years, such as final exams, standardized tests, or comprehensive projects, assess students' overall understanding and mastery of curriculum content.

Assessment practices in the K13 Curriculum are intricately tied to predefined learning outcomes and competencies. This ensures that assessments measure not only the depth of students' knowledge but also their ability to apply this knowledge effectively across various contexts. By aligning assessments with curriculum goals, educators in Polewali Mandar ensure that students' achievements are evaluated in a manner that reflects their progress towards intended learning outcomes.

Recognizing the diversity of learning styles and interests among students, the K13 Curriculum in Polewali Mandar incorporates personalized and inclusive assessment strategies. These strategies accommodate individual differences, fostering an environment where every student's unique strength

and challenge are acknowledged and supported. This inclusive approach not only enhances student engagement but also promotes their academic growth and personal development.

Assessment practices within the K13 Curriculum emphasize ongoing improvement in teaching and learning. Educators in Polewali Mandar collect and analyze assessment data to identify areas for enhancement. By tailoring instructional strategies based on these insights, teachers can provide targeted support to meet the diverse needs of all students effectively. This continuous improvement cycle ensures that the educational experience remains responsive to evolving student needs and educational standards.

This research relevant to the theory that assessment is an extremely important in language teaching and learning.⁸ It concludes that, in view of the fact that assessment may not separate from language learning and teaching activities, teacher evaluation should be carried out. The process of informal information gathering regarding students' current state of knowledge through a variety of methods at different times and in diverse circumstances is called assessment. On the other hand, testing is a systematic and standardized procedure where pupils are assessed based on the work they complete. Testing is a one-time, timed activity that is thought to be the only way to gauge how well students are learning. As a result, testing is considered to be only one part of the larger idea of assessment.⁹ Simply put, the test is a component of the assessment that the instructor can administer, but the assessment's reach is wider than its domain.¹⁰

According to the expert that the integration of summative assessments at key intervals ensures a thorough evaluation of student mastery and understanding of curriculum content. By aligning assessments with predefined learning outcomes and competencies, the K13 Curriculum ensures that educational goals are met effectively.¹¹ Moreover assessment strategies accommodate diverse learning styles and interests, fostering an environment where each student's unique strengths and challenges are acknowledged and supported. This inclusive approach enhances student engagement and promotes both academic growth and personal development.¹² The K13 Curriculum's focus on continuous improvement through the collection and analysis of assessment data helps educators refine their teaching methods, ensuring that the educational experience remains responsive to evolving student needs and educational standards. These combined advantages make the K13 Curriculum a robust and adaptive educational framework that supports comprehensive student development.

Assessment for Merdeka Curriculum

According to the findings related to Assessment for Merdeka Curriculum which explained that several key aspects emerge that highlight its distinctive approach compared to traditional educational frameworks. The Merdeka Curriculum emphasizes a balanced use of diagnostic, formative, and summative assessments to enhance the quality of learning and student outcomes. Diagnostic assessments play a crucial role by initially identifying students' baseline understanding and emotional readiness, thereby enabling educators to tailor learning experiences to individual needs right from the start. This early assessment phase helps in setting a personalized educational path that supports diverse learning styles and interests.

Formative assessments are integrated throughout the learning process, providing continuous feedback to both teachers and students. These assessments foster ongoing improvements in teaching

⁸ Liying Cheng and Janna Fox, *Assessment in the Language Classroom: Teachers Supporting Student Learning*, (United Kingdom: Palgrave, 2017), 1.

⁹ Dikli, S. *Assessment at Adistance: Traditional Vs Alternative Assessment*. *Journal of Educational Technology*, 2 (3). (2003) 13-19.

¹⁰ Rust, C, *Purposes and Principles of Assessment*. (2002). p. 2

¹¹ Snyder, *Handbook of Hope: Theory, Measures and Application*. (San Diego: Academic Press. 2020)

¹² Agustien, *Landasan Filosofis Teoritis Pendidikan Bahasa Inggris Buku I: Materi Pelatihan Terintegrasi Bahasa Inggris*. (Jakarta: Bagian Proyek Pengembangan Sistem dan Pengendalian Program SLTP. 2016)

strategies and allow for timely interventions to address any learning gaps that may arise. Meanwhile, summative assessments, conducted at specific intervals, evaluate overall student development and readiness to progress academically. They serve as checkpoints to gauge mastery of curriculum content and inform decisions on student advancement to the next level.

The Merdeka Curriculum's approach to assessment is characterized by flexibility and autonomy, aligning with its broader goal of promoting a liberating learning environment for students. Unlike more rigid assessment structures, the Merdeka Curriculum's assessments are designed to be less restrictive, accommodating students' individual paces and interests. This flexibility is reflected in how assessments are perceived as easier, not due to lowered standards but because they allow students greater freedom to demonstrate their learning in diverse and meaningful ways.

The implementation of the Pancasila Profile within the Merdeka Curriculum underscores its commitment to holistic education. The Profile integrates moral, cognitive, affective, and psychomotoric dimensions, emphasizing values such as belief in God Almighty, global diversity, tolerance, mutual cooperation, creativity, critical reasoning, and independence. These values are embedded into classroom practices to nurture well-rounded individuals who contribute positively to society.

The Merdeka Curriculum's assessment framework supports a comprehensive and student-centered approach to education. By embracing diagnostic precision, continuous formative feedback, and balanced summative evaluations, it strives to foster not only academic excellence but also personal growth and ethical development among students, preparing them for active engagement in a globalized world. This approach underscores the curriculum's commitment to quality education that values both academic achievement and the cultivation of essential life skills and values.

The implementation of the Merdeka Curriculum's assessment practices is integral to fostering a dynamic and inclusive learning environment. The curriculum emphasizes a multifaceted approach to assessment, comprising diagnostic, formative, and summative assessments. Diagnostic assessments are utilized to gauge students' initial understanding and emotional readiness, allowing educators to tailor learning experiences to individual needs from the outset.¹³ This personalized approach ensures that students receive targeted support and guidance based on their unique learning profiles.

Formative assessments play a pivotal role in ongoing learning processes by providing continuous feedback to both students and teachers. These assessments enable educators to monitor student progress closely, identify learning gaps promptly, and adjust instructional strategies to optimize learning outcomes. They also encourage active student participation and reflection, fostering a collaborative learning environment where students are empowered to take ownership of their educational journey.

Summative assessments conducted at predetermined intervals, evaluate students' overall mastery of curriculum content and readiness to progress academically.¹⁴ These assessments serve as benchmarks to measure student achievement and inform decisions on academic advancement. By integrating diagnostic, formative, and summative assessments cohesively, the Merdeka Curriculum at Senior High School Polewali Mandar aims to cultivate not only academic excellence but also holistic development encompassing moral, cognitive, affective, and psychomotoric dimensions.

The curriculum's emphasis on the Pancasila Profile underscores its commitment to instilling national values and fostering a sense of civic responsibility among students. The Profile integrates principles such as belief in God Almighty, global diversity, tolerance, mutual cooperation, creativity, critical reasoning, and independence into daily classroom practices. These values are integral to shaping students into well rounded individuals capable of contributing positively to society.

¹³ Febriana, R. *Evaluasi pembelajaran*. Bumi Aksara. (2021).

¹⁴ Saleh, M. Merdeka Belajar di Tengah Pandemi Covid-19. *Prosiding Seminar Nasional Hardiknas*. (2020)

The relevant between this assessment with the theory that Merdeka Curriculum is focused on diagnosing students' basic abilities, both in terms of talents and competencies, to help teachers design learning that suits students' abilities. There are two types of diagnostic assessments, namely cognitive diagnostic assessments which assess students' initial understanding, and non-cognitive diagnostic assessments which assess students' emotional and psychological readiness for learning.¹⁵

Merdeka Curriculum's assessment framework emphasizes comprehensive evaluation methods that support personalized learning, continuous improvement, and the cultivation of essential life skills and values. By aligning assessment practices with educational goals, the curriculum prepares students for broader academic and personal challenges, promoting their well-being and holistic development. This multifaceted approach ensures that assessment goes beyond measuring cognitive achievements to include affective and psychomotor aspects of learning, thereby supporting students' overall development and readiness for real-world contexts.

CONCLUSION

According to the findings, the conclusion of this research can be described that the Assessment for K13 Curriculum emphasizes a holistic approach to student assessment encompassing cognitive, affective, and psychomotor domains which teachers utilize *authentic assessment* to evaluate students' academic knowledge, social-emotional development, and practical skills which focused on student centered learning and real-world application underscores to preparing students with the skills and competencies necessary at classroom activities. The Assessment for Merdeka Curriculum emphasizing *diagnostic, formative, and summative assessments* which teachers implement assessments that not only measure cognitive achievements but also consider affective and psychomotor aspects of student learning while comprehensive approach aims to enhance the quality of learning experiences by providing continuous feedback, identifying learning gaps, and ensuring students' readiness to progress academically by fostering a supportive learning environment and encouraging student autonomy learning during classroom activities.

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¹⁵ Supriyadi, S., dkk. (2022). Penyusunan Instrumen Asesmen Diagnostik untuk Persiapan Kurikulum Merdeka. *Journal of Community Empowerment*, 2(2), 67-73.

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