

An Implementation of Learning Assessment Model on The Curriculum of Merdeka Belajar

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Abstract

An aim of this article to identify descriptively about the conception of the learning assessment paradigm; and the implementation of the learning assessment model in the curriculum of Merdeka Belajar. This article uses a qualitative approach with a descriptive method. The data used were secondary data derived from documents and scientific literature. The data analysis technique used a literature review with a narrative review method. The results of the research indicate that there was a change in the learning assessment paradigm, from the traditional paradigm which tends to be carried out to measure student learning outcomes as well as activities that were separate from the learning process. However, the configuration paradigm states that the use of assessment was not only to determine the achievement of learning outcomes, but was able to improve the ability of students in the learning process. In addition, other findings indicate that the implementation of assessment in the curriculum of Merdeka Belajar can be done by integrating models such as diagnostic assessment, formative assessment, and summative assessment.

Keywords: Assessment, Curriculum, Merdeka Belajar.

INTRODUCTION

According to Munandar (2017) the curriculum is a map that can be used as a compass in the teaching and learning process, regardless of how educators teach, but it is not ruled out that the curriculum is a concrete step in shaping the character and attitudes of students [1]. Curriculum as a set or a system of plans and arrangements regarding learning materials that can be guided in teaching and learning activities. Therefore, all parties involved and directly related to the function of the curriculum must understand it. Parties such as students or students who run the curriculum, parents of students, teachers or educators, as well as the government through schools and the education office must understand the curriculum that is being implemented.

For students, the curriculum functions as a means to measure self-efficacy and education consumption. This is also related to the pursuit of targets that make students able to easily understand various materials or carry out the learning process every day with ease. In addition, it is hoped that students will get new experiences that in the future can be developed according to their development, and can be a provision for later life.

For educators or teachers, the function of the curriculum is very useful in the application of teaching methods. Educators or teachers will feel very helpful with the curriculum, because they can teach by following the structure that has been made in the delivery of material and evaluations that will be carried out on students. The function of the curriculum can also be referred to as a work guide for educators or teachers. With the curriculum, educators or teachers can evaluate the development of students in absorbing the knowledge and experience they have given.

Parents or guardians of students were figures who must synergize with the school in character building and learning science for students. Therefore, parents were required to know the curriculum used by their child's school. Because later parents must also guide and provide teaching to children in accordance with the curriculum applied at school. The function of the

curriculum for parents was to describe how their children learn and what their children get while at school. So, parents can also evaluate children and schools in the implementation of the learning curriculum. The function of parents was of course also significant in supporting the implementation of the curriculum, both for children who were students and also for educators in facilitating the teaching and learning process. Parents were one of the most important factors in the education of their children. Therefore, the function of the curriculum is very influential for parents of students.

The function of the curriculum is very important in the progress of education, both in Indonesia and in the world. Of course, each country has a different curriculum, depending on the educational goals of each country. With the curriculum, it can find out the direction of the goals of an education being implemented. In the scope of the school, the direction of learning that will be accepted at school will be known. For this reason, the legal curriculum must exist in any educational institution. In Indonesia, there have been several curriculum changes. The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) issued a new policy regarding the learning process in Indonesia. The new policy in the teaching and learning process is known as the curriculum of Merdeka Belajar.

The curriculum of Merdeka Belajar is an evaluation form of the K-2013. The curriculum of Merdeka Belajar is a curriculum with diverse intra-curricular learning and a project to strengthen the Pancasila student profile, where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. The curriculum of Merdeka Belajar was designed as part of the Ministry of Education and Culture's efforts to overcome a learning crisis that has long been facing, and has become even worse due to the pandemic. The crisis was marked by the low learning outcomes of students, even in basic matters such as reading literacy.

The learning crisis is also marked by wide disparities in the quality of learning between regions and between socio-economic groups. Therefore, the recovery of the education system from the learning crisis cannot be realized through curriculum changes alone. However, various efforts were needed to strengthen the capacity of teachers and school principals, assistance to local governments, structuring the evaluation system, and infrastructure and funding that is more equitable. However, the curriculum also has an important role in the world of education.

The curriculum has a huge impact on what teachers teach, and on how the material is taught. Therefore, a well-designed curriculum will encourage and facilitate teachers to teach better. In the curriculum of Merdeka Belajar, teachers have the flexibility to choose various teaching tools, so that learning can be adapted to the learning needs and interests of students. In addition, the philosophy of Merdeka Belajar means that educational units or schools, teachers and students have the freedom to innovate, as well as the freedom to learn independently and creatively.

In the curriculum of Merdeka Belajar, there was an assessment term which was interpreted as a measurement of student learning outcomes at the end of learning which leads to justification that a student is in the category of intelligent, clever, moderate, or less. Assessment can be interpreted as an ongoing process to ensure students achieve the best learning performance. Assessment is not to justify students, but to record the need to provide appropriate learning or follow-up services. This article aims to identify descriptively about: a) the conception of the learning assessment paradigm; and b) implementation of the learning assessment model in the curriculum of Merdeka Belajar.

RESEARCH METHODS

This article uses a qualitative approach with a descriptive method. The data used were secondary data derived from documents and scientific literature. Secondary data is data obtained from a second party. According to Yulianto (2016) secondary data was usually obtained in a ready-made form, has been collected and processed by other parties [2].

The data analysis technique uses a literature review, where the literature documents used for the study material were adjusted to the theme of the article. According to Xiao and Watson (2017), the literature review technique was a research technique that seeks to understand the existing literature by adding (aggregation), or interpreting (interpretation), or explaining (explanation), or integrating (integration) existing literature. [3]. This article uses the narrative review method, which was to narrate or tell the literature under study. Narrative review does not really assess the quality of the literature, but this article still prioritizes the quality of the literature studied. The narrative review method uses the following stages: 1) formulating research questions; 2) create and validate a protocol or library research design; 3) search for the literature under study; 4) selecting the literature that has been obtained; 5) assess the quality of the literature; 6) extracting data; 7) analyze and synthesize data; and 8) writing research results. Stages 1 to 5 were included in the data collection method, while stages 6 to 8 were data analysis methods.

RESULTS AND DISCUSSION

Assessment Paradigm

The curriculum of Merdeka Belajar was one of the solutions for the recovery of learning for education in Indonesia. This solution was taken as a result of the condition of education in Indonesia, which has fallen behind in learning due to the pandemic. The results of Yulianto's research (2021) stated that during the Covid-19 pandemic, when people with limited conditions and experiencing culture shock were forced to adapt to the digital world, and were in geographical reach with different telecommunication network conditions [4].

It was undeniable that there has been a revolutionary transformation in the learning system, so that it 'forces' everyone to switch as active IT users, including the world of education (Yulianto & Iryani, 2020) [5]. Assessment as a process of processing and gathering information to measure the achievement of student learning outcomes. The series of activities to carry out the assessment were determining the assessment process, analyzing, interpreting data regarding the process and student learning outcomes. These activities were carried out systematically and continuously to obtain meaningful information in making decisions. Assessment activities must be carried out in a planned manner in order to accurately measure and obtain information on the achievement of student competencies obtained during the learning process.

Assessment was not only carried out to fulfill obligations in teaching and learning activities, but has the following objectives: a) to determine the level of achievement of basic competency indicators of a subject that must be achieved by students; b) to assess individual student knowledge as needed; c) to diagnose student learning needs; d) to increase students' learning motivation in achieving learning objectives; e) as a guide for teachers to determine learning strategies that suit the needs and characteristics of students so that it is easier for teachers to teach and students can understand the subject matter well later; and f) as an effort to improve the quality of learning.

Educating with totality has become a basic principle in an educator (Yulianto, 2021) [6]. There were basic principles of assessment to support the implementation of the curriculum of Merdeka Belajar, such as (Kemdikbudristek, 2022) [7]:

1. Assessment was an integrated part
Learning and assessment were an inseparable unit. Therefore, assessment was an integrated part of the learning process, learning facilitation, and providing holistic information as feedback for teachers, students, and parents.
2. Assessment was designed and carried out in accordance with the objectives
One of the assessment principles in the implementation of the curriculum of Merdeka Belajar was that it was designed and carried out in accordance with the objectives of the assessment. The use of assessment aims to: a) encourage the learning process, become part of learning, develop metacognitive and reflection abilities (formative assessment); b)

assessment was used to assess learning and make decisions at the end of a stage (summative assessment); and c) determine learning needs and form individual learning programs for students (diagnostic assessment).

3. Assessments were designed in a fair, valid and reliable manner
Assessments were designed in a fair, valid and reliable manner, providing teachers, students and parents with rich information about learning progress and achievements, as well as decisions about next steps. A fair assessment means an assessment that was not beneficial or detrimental to students because of special needs and differences in learning backgrounds of religion, ethnicity, culture, customs, socioeconomic status and gender. The assessment has high validity, so that the resulting information was reliable. The assessment must be reliable, that was, the results can be compared because they were consistent.
4. Assessment includes various forms according to learning objectives
Assessment includes various forms of tasks, instruments, and techniques that were in accordance with the targeted learning objectives. Teachers were given broad autonomy in planning and using the types and techniques of assessment taking into account: the characteristics of the subject; characteristics and abilities of learners; learning outcomes; learning objectives; and available support resources.
5. Reports were simple and informative
Reports of learning progress and student achievement were simple and informative, providing useful information for students and parents, and useful data for guaranteeing and improving the quality of learning. Learning progress reports refer to the achievement of competencies based on the results of formative and summative assessments. The assessment was easy to understand and provides complete information for parents. The assessment must also address the student's need for feedback that motivates them to develop themselves. And, the assessment should be easy to do for the teacher. Teachers were expected to be able to apply moderation in assessments, such as ensuring that teachers were able to conduct assessments fairly and consistently by using certain criteria, communicating, confirming, and clarifying between teachers.

The traditional assessment paradigm tends to be used to measure student learning outcomes. In the traditional paradigm, assessment was only a separate activity from the learning process. Meanwhile, the configuration paradigm states that the use of assessment was not only to determine the achievement of learning outcomes, but more importantly how the assessment was able to improve the ability of students in the learning process. According to Yulianto and Iryani (2021), the change from the old paradigm to the new paradigm will be beneficial if it was actually practiced [8]. Assessment of the curriculum of Merdeka Belajar was carried out through three approaches, such as: 1) assessment of learning (final assessment of learning), 2) assessment for learning (assessment for learning), and 3) assessment as learning (assessment as learning).

1. Assessment of learning
Assessment of learning was an assessment carried out after the learning process was complete. The learning process is completed does not always occur at the end of the year or at the end of students completing education at a certain level. Each educator carries out an assessment that was intended to provide recognition of the achievement of learning outcomes after the learning process was complete, meaning that the educator conducts an assessment of learning. national exams, school/madrasah exams, and various forms of summative assessment constitute an assessment of learning (assessment of learning outcomes).
 2. Assessment for learning
Assessment for learning was carried out during the learning process and is usually used as a basis for improving the teaching and learning process. With assessment for learning educators can provide feedback on the learning process of students, monitor progress, and determine their learning progress. Assessment for learning can be used by educators to improve performance in facilitating students. Various forms of formative assessment, for
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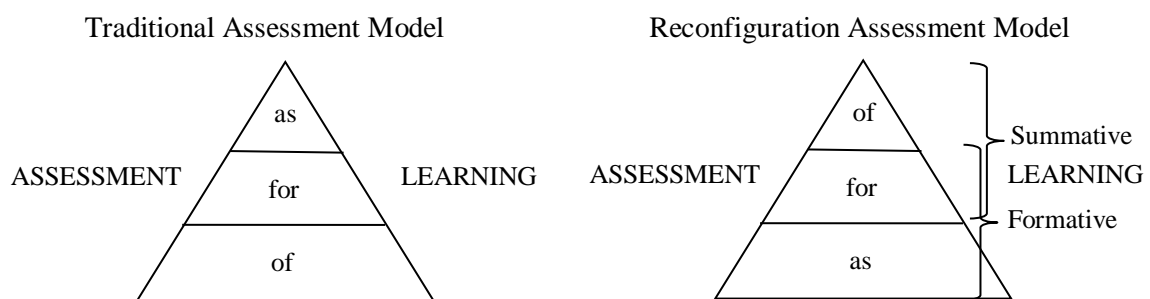
example: assignments, presentations, projects, including quizzes were examples of assessment for learning (assessment for the learning process).

3. Assessment as learning

Assessment as learning has a function similar to assessment for learning, which was to function as formative and carried out during the learning process. The difference was, assessment as learning involves students actively in the assessment activities. Learners were given the experience to learn to be assessors for themselves. Self-assessment and peer-to-peer assessment were examples of assessment as learning. In assessment as learning, students can be involved in formulating assessment procedures, criteria, and assessment rubrics/guidelines, so that they know exactly what must be done in order to obtain maximum learning outcomes.

Assessment of learning was generally carried out by educators, when compared to assessment for learning and assessment as learning. However, the assessment of the achievement of student learning outcomes should prioritize assessment as learning and assessment for learning when compared to using assessment of learning.

Figure 1. Learning Assessment Model



Source: Earl & Katz (2006) [9]

The curriculum of Merdeka Belajar of assessment paradigm was applied to the planning and implementation of formative and summative assessments. Planning and implementation of summative and formative assessments in the Independent Learning Curriculum was based on the following paradigm [7]:

1. Application of a growth mindset

The application of a growth mindset in the assessment was expected to build awareness that the process of achieving learning objectives was more important than the final result. Educators were expected to be able to apply the idea of applying a growth mindset. According to Dweck (2015), a growth mindset has a growth mindset believing that intelligence and talent can be developed over time, effort, and learning followed by sincerity and perseverance [10]. Meanwhile, someone who has a fixed mindset believes that intelligence and talent were fixed and cannot change. How to give feedback that is oriented towards a growth mindset using the feedback ladder. Feedback does not only give praise/appreciation, but can also describe such as: clarification, strengths, weaknesses, suggestions, and appreciation. Especially for appreciation, educators can describe the earnest effort shown by students. Feedback can be done verbally through dialogue with students or in writing. The five components in the feedback ladder were expected to be fully implemented.

2. Integrated

The assessment was carried out in an integrated manner with learning covering competencies in the domains of attitudes, knowledge, and skills that were interrelated. The formulation of learning outcomes has accommodated these three domains.

3. Flexibility in determining the timing of the assessment

The curriculum of Merdeka Belajar of assessment time has the freedom to choose the time as follows:

- a. Diagnostic assessment: the beginning of learning, and the beginning of the scope of the material.
 - b. Formative assessment: during the learning process.
 - c. Summative assessment: completed 1 (one) scope of material (consisting of several learning objectives), and at the end of the phase if needed to strengthen confirmation of learning outcomes, a summative assessment can be carried out at the end of the semester, focusing on the competencies learned during one semester.
4. Freedom in determining the type of assessment
- In intra-curricular learning, educators were given the flexibility to plan and use the type of assessment by considering: subject characteristics, characteristics and abilities of students, learning outcomes, and learning objectives, as well as available supporting resources. Types of assessment according to function include:
- a. Assessment as a learning process (assessment as learning)
 - b. Assessment for the learning process (assessment for learning)
 - c. Assessment at the end of the learning process (assessment of learning)
5. Flexibility in using assessment techniques and instruments
- Educators were given the freedom to use assessment techniques and instruments. assessment techniques and instruments, such as:
- a. Assessment Techniques
 - Observation, students were observed periodically, with a focus as a whole or individually. Observations can be done in routine/daily tasks or activities.
 - Performance, performance assessment can be in the form of practice, produce products, carry out projects, and create portfolios.
 - Written/oral tests, written/oral forms of tests and quizzes were the most familiar forms of assessment techniques.
 - b. Assessment Instrument
 - Rubrics, guidelines created to assess and evaluate the quality of student performance achievements, so that educators can provide the assistance students need to improve performance. Rubrics can also be used by educators to focus on the competencies that students must master. Performance achievements were outlined in the form of criteria or dimensions to be assessed which were made in stages from less to best.
 - Copies, in the form of the work that was used as a standard of achievement and comparison. Educators can use examples of student work as a reference for assessment indicators.
 - Checklist, a list of information, data, characteristics, characteristics or elements that were intended.
 - Anecdotal notes, short notes on observations made by students. Notes were focused on important student performance and behavior, accompanied by background events and analysis results from observations that have been made.
 - Graphics of student development (continuum), graphs or infographics that describe the stages of student learning development.
6. Freedom in determining the criteria for achieving learning objectives
- Each educational unit and educator will use a different flow of learning objectives and teaching modules, therefore to identify the achievement of learning objectives educators will use different criteria, either in the form of quantitative figures or qualitative data according to the characteristics of learning objectives, learning activities and assessments. held. These criteria were called the criteria for achieving learning objectives. The criteria for achieving learning objectives were derived from the assessment indicators of a learning objective, which reflect the achievement of competence in the learning objectives. The criteria for achieving learning objectives serve to reflect on the learning process and

diagnose the level of mastery of student competencies so that educators can improve the learning process and or provide appropriate learning interventions to students. The criteria for achieving learning objectives were not the minimum standards that must be achieved by each student. Each student may be on different achievement criteria, thus the criteria for achieving learning objectives become a source of information or data for educators to determine follow-up learning adjustments according to students' conditions.

7. Flexibility in processing assessment results

Processing of assessment results is carried out by utilizing formative and summative results. There were 2 (two) types of data, such as: data from the assessment results in the form of numbers (quantitative) and data from the assessment results in the form of narratives (qualitative). The objectives of data processing were: a) obtaining information on learning outcomes that have been achieved by students within a certain period of time which will be presented in the learning progress report; and b) mapping the strengths and weaknesses of students for further use as a basis for providing feedback. To meet the objectives of data processing and to adjust the needs and abilities of educators in carrying out assessments and processing data from assessment results, the educational unit was given the freedom to process the results of the assessment, taking into account the characteristics of subjects, learning outcomes, flow of learning objectives, and learning activities.

8. Freedom in determining the criteria for grade promotion

Education units were given the freedom to determine the policy for grade promotion. Educators were expected to be able to carry out the assessment function optimally, so as to be able to diagnose the development of students. Diagnostic results were used as a reference for follow-up learning. Likewise, formative and summative assessments were expected to go well, so that at the end of the phase, all students go to grade because they have achieved the planned learning objectives. Educators and educational units were given the freedom to determine the criteria for grade promotion, taking into account the following: a) Learning Progress Report; b) Report on the Pancasila Student Profile Achievement Project; c) Student portfolios; d) Extracurricular/achievement/award students; and e) Attendance rate. The learning and assessment guide provides notes on grades as follows: a) if there were transfer students from an educational unit that has a different curriculum structure and assessment model, it was necessary to carry out a diagnostic assessment based on the curriculum structure/learning objectives in the intended class of the student; b) from the results of the diagnostic assessment, educators can follow up; and c) if the ability of students was still not in accordance with the learning objectives, it was necessary to provide additional learning hours to overcome the lag.

Diagnostic Assessment

The word diagnostic has a diagnostic meaning, namely: investigating, researching, investigating, identifying, exploring the causes of student failure in learning. Diagnostics has an important role to be able to assist teachers in planning their learning. Diagnostic learning was a method of extracting the initial data of students to obtain information in the form of understanding, strengths, weaknesses ranging from knowledge and skills as well as the behavior character of students.

Diagnostic assessment on the curriculum of Merdeka Belajar as an activity carried out by educators before compiling learning. Diagnostic assessment was an independent curriculum assessment/assessment that was carried out specifically with the aim of identifying or knowing the characteristics, conditions of competence, strengths, weaknesses of the learner's learning model, so that learning can be designed according to the various competencies and conditions of students. Diagnostic assessments have two main functions, such as: 1) identifying problems or difficulties experienced by students, and 2) planning follow-up efforts in the form of solving efforts in accordance with the problems or difficulties that have been identified.

Diagnostic assessment aims to identify the competencies, strengths and weaknesses of students. The results of the diagnostic assessment were used by educators as a reference in planning learning according to the learning needs of students. Under certain conditions, information related to family background, readiness to learn, motivation to learn, and student interest can be used as material for consideration in planning learning. The diagnostic assessment of the curriculum of Merdeka Belajar can be arranged in the following stages [7]:

1. Analyzing student learning outcomes reports of the previous year's students.
2. Identify the competencies to be taught.
3. Develop an assessment instrument to measure the competence of students. Assessment instruments that can be used include:
 - a. Written/oral test, and/or
 - b. Skills (product, practice)
 - c. Observation
4. If necessary, it can dig up student information on aspects: family background, motivation, interests, learning facilities and infrastructure, as well as other aspects according to the needs of students/schools.
5. Implementation of assessment and processing of results.
6. The results of the diagnosis become data/information to plan learning according to the stage of achievement and characteristics of students.

Educators can carry out diagnostic assessments as needed at the beginning of the school year, at the beginning of the material scope, or before preparing teaching modules independently. Several things were needed for educators when compiling and carrying out diagnostic assessments, such as: a) educators have the flexibility to determine assessment instruments in accordance with the characteristics of competencies and assessment objectives; b) the diagnostic assessment stage can be used for assessment at the beginning of the school year and before preparing the independent module; and c) for the initial assessment of the material scope, it can be simplified into stages 1, 2, 3, 5, and 6, where stage 4 can be skipped.

With the implementation of a diagnostic assessment in the education unit, it provides many positive things in the form of increasing motivation for teachers, so that teachers can adjust and design methods, models and learning media that were in accordance with the ability of students to deliver learning outcomes. A diagnostic assessment can quickly map the abilities of all students in the class, to find out who already understands, who understands somewhat, and who doesn't. Teachers can adjust learning materials according to the abilities of students. Diagnostic assessment can be divided into two, such as: 1) cognitive diagnostic assessment, and 2) non-cognitive diagnostic assessment.

1. Cognitive diagnostic assessment

Cognitive diagnostic assessment was a diagnostic assessment that can be carried out routinely, at the beginning when the teacher will start introducing a new learning topic, at the end when the teacher has finished explaining and discussing a particular topic, and at other times during the semester (every two weeks/month/quarter/semester). The abilities and skills of students in a class vary. There were those who understand a certain topic faster, but there were also those who take longer to understand the topic. A student who quickly understands one topic, was not necessarily quick to understand another topic. Cognitive diagnostic assessment aims to diagnose the basic abilities of students on the topic of a subject. A cognitive diagnostic assessment may include one or more subject topics. The objectives of the cognitive diagnostic assessment were: a) identifying student competency achievements, b) adjusting classroom learning to the average competency of students, and c) providing remedial classes or additional lessons to students with below-average competencies. Cognitive diagnostic assessment goes through several stages, starting from preparation, implementation, and follow-up. The preparation stage includes the following activities: a) making an assessment lesson schedule; b) identify assessment materials based on the simplification of the available basic competence; and c) compiling 10 (ten) simple questions, 2 (two) questions according to the class with semester 1, 6 (six) questions with

topics one class below for semesters 1 and 2, 2 (two) questions with topics two classes below, for semester 2. The diagnostic assessment was carried out by giving assessment questions to all students in the class, either face-to-face or studying from home. Meanwhile, follow-up on the diagnostic assessment includes the following activities: a) conducting a diagnosis of the assessment result; b) based on the results of the assessment diagnosis, the students were divided into 3 (three) groups, such as: students with an average class will be taught by the class teacher, students 1 semester below the average, will be entrusted to the class teacher below or create a study group that accompanied by parents, students 2 semesters below the average will be entrusted to the lower class teacher or create study groups accompanied by parents, family members, or other relevant assistants; c) conduct an assessment of learning topics that have been taught before starting a new learning topic; and d) repeating the same process at the beginning of each lesson to adapt learning materials according to the level of student ability.

2. Non-cognitive diagnostic assessment

Non-cognitive diagnostic assessment has aims to measure the psychological aspects and emotional conditions of students before starting learning. The implementation of non-cognitive diagnostic assessments emphasizes the psychological and emotional well-being of students. Non-cognitive assessment was carried out to assess the activities of students while studying at home while still paying attention to the condition of their families. Regarding the preparation and implementation of non-cognitive diagnostic assessments, the teacher's skills to ask questions and make questions can help teachers get comprehensive and in-depth information. Non-cognitive diagnostic assessment at the beginning of learning was given to students to determine: a) psychological and emotional well-being of students; b) student activities while studying at home; and c) the student's family condition. Non-cognitive diagnostic assessment was carried out through several stages, such as: preparation, implementation, and follow-up. The preparatory stage includes the following activities: a) preparing aids in the form of pictures of emotional expressions, and b) making key questions, such as: What are your activities while studying at home? What is the most pleasant and the most unpleasant? What are your hopes? Implementation of non-cognitive diagnostic assessment includes the following activities: a) providing emotional pictures to students; and b) asking students to express their feelings during learning by telling stories, writing, or drawing. Meanwhile, the follow-up to the non-cognitive diagnostic assessment includes the following activities: a) identifying students with negative emotional expressions and having a one-on-one discussion; and b) determine follow-up and communicate with students and parents if necessary.

Although there were two types of diagnostic assessment, such as cognitive and non-cognitive, at this stage both were valid. There was no standard form for each stage, everything was very dependent on aspects of the assessment, school level, the class the students were in, the subjects, facilities and infrastructure, and so on. The preparation stage was largely determined by the creativity of a teacher to compile diagnostic assessment instruments, both cognitive and non-cognitive. The implementation stage requires good questioning skills, especially in non-cognitive diagnostic assessments that allow teachers to conduct interviews, or by giving students the opportunity to tell stories about what were the obstacles they were experiencing. The follow-up stage requires the sincerity of a teacher to really think about the best steps to help students with various difficulties. In this case the teacher can discuss with the principal or colleagues. If the diagnostic assessment was implemented properly, then the implementation of the curriculum of Merdeka Belajar can also be applied to the maximum and quality education unit.

Formative Assessment

The learning process carried out by the teacher to students needs an assessment or assessment. The assessment method was used to assess students' understanding, learning needs, and progress in the learning process. Formative assessment was an assessment carried out with

the aim of monitoring and improving the learning process, as well as evaluating the achievement of learning objectives. In accordance with its objectives, formative assessment can be carried out at the beginning and throughout the learning process.

Formative assessment to monitor student learning and provide regular and ongoing feedback. For students, formative assessment has aims to help students identify strengths and for development. For teachers and schools, formative assessment was intended to provide information about the challenges students face during project-based learning, so that adequate support can be provided. Formative assessment can be given by the teacher, friends or yourself.

The formative assessment model in the curriculum of Merdeka Belajar was useful for educators to monitor student learning, ensure student progress, and determine student understanding. In addition to being useful for educators, the formative assessment model was also useful for students in terms of evaluating their own learning, building knowledge, identifying strengths and weaknesses, as well as improving self-efficacy.

The formative assessment process was carried out to find and interpret the evidence used by students and teachers to determine the level of students in learning and student learning strategies to achieve learning objectives appropriately. Several factors can improve learning through formative assessment, such as: 1) providing effective information or feedback for students regarding their improvement in learning activities; 2) involve students in learning activities actively and optimally; 3) organize learning activities that allow students to get good grades when conducting assessments; 4) become a motivation for students because of the large influence of the assessment of student learning outcomes; and 5) as a consideration of students' needs in assessing themselves and understanding how to improve their learning outcomes.

Based on the data from the formative assessment results, educators can find out which parts of the material/competencies have been mastered and whether there were still parts that have not been mastered properly. Next, the teacher immediately decides the action that needs to be taken, for example repeating the lesson on the part of the material that the students have not mastered well, improving the ongoing learning and/or designing the next learning activity based on the results of the formative assessment. Thus, formative assessment makes learning more quality and guarantees the achievement of learning objectives for each student. In order for formative assessment and learning to become a single unit, the formative assessment plan was made integrated with the learning plan in the teaching module. In order for the assessment to provide benefits to students and educators, there were several things that educators need to consider when designing formative assessments, including [7]:

1. Formative assessment was not high stake. Formative assessments were designed for learning purposes and should not be used to determine report cards, promotion decisions, graduation, or other important decisions.
2. Formative assessment can use various techniques and/or instruments. An assessment was categorized as a formative assessment if the aim was to improve the quality of the learning process.
3. Formative assessment was carried out simultaneously with the ongoing learning process so that formative assessment and learning become a single unit.
4. The formative assessment can use a simple method, so that feedback on the results of the assessment can be obtained quickly.
5. The formative assessment carried out at the beginning of the lesson will provide information to educators about the readiness of students to learn. Based on this assessment, educators need to adjust/modify their learning implementation plans and/or make learning differentiations to suit the needs of students.
6. The assessment instrument used can provide information about strengths, things that still need to be improved by students and reveal ways to improve the quality of writing, work or performance that was given feedback. Thus, the assessment results were not just a number

Formative assessment can be done at the beginning of learning and during the learning process. Formative assessment at the beginning of learning, can be done through diagnostic assessments, both cognitive and non-cognitive. Meanwhile, formative assessment was carried

out during teaching and learning activities, where in one face-to-face, formative assessment can be carried out more than once. For example, at the beginning of learning by using a joint response technique (choral response), where educators check students' mastery of the knowledge learned at the previous meeting. In the middle of the lesson, the teacher checks the students' understanding of what they were learning, and until the middle of the lesson by asking questions. Furthermore, at the end of the lesson, educators can use exit slips to check students' mastery of the competencies learned until the end of the lesson.

Summative Assessment

Assessment as one of the teaching and learning activities carried out to determine student learning outcomes, whether it meets learning outcomes or not. Summative assessment is an assessment that aims to assess the achievement of the Learning Objectives (TP) and/or Learning Outcomes (CP) of students, as the basis for determining grade promotion and/or graduation from the education unit. Assessment of the achievement of student learning outcomes was carried out by comparing the achievement of student learning outcomes and the criteria for achieving learning objectives.

The method of evaluation or assessment of the curriculum of Merdeka Belajar can be done by educators at the end of the lesson. Summative assessments were often highly rated because they affect students' final grades, so students were often given preference over formal assessments. Feedback from the final assessment (summary) can be used to measure student progress so as to guide teachers and schools in designing subsequent learning activities.

Summative assessment can be useful for educators to help measure whether students have met learning outcomes or the extent to which students have reached the end of the learning unit, and can improve the next learning process. Summative assessment was also useful for students to understand performance at the end of the unit. learning, understand whether he has met the learning outcomes and final performance in the learning unit. Learning outcomes include; competence of spiritual and social attitudes, competence of skills and competence of knowledge carried out in a planned and systematic manner.

Summative assessments usually produce points or numbers that were used as material to decide students' academic performance. Summative assessment was very influential on the classification of awards at the end of the lesson. Summative assessment was used as a track record of students' overall achievement systematically and has an effect on students' academic achievement in class, grade promotion and graduation. In fact, often summative assessments also influence decisions on learning consequences for students. Summative assessment can also provide feedback to academic staff as a measure of learning success, accountability and monitoring standards of academic staff, as well as a means to motivate students.

In early childhood education, summative assessment was used to determine the developmental achievements of students and not as a result of evaluation to determine grade promotion or graduation. Summative assessment was in the form of learning outcomes reports containing reports of learning achievements and can be added with information on children's growth and development. Summative assessment can serve as: a) a measuring tool to determine the achievement of student learning outcomes in one or more learning objectives in a certain period; b) get the achievement value of learning outcomes to be compared with the achievement criteria that have been set; and c) determine the continuation of the student learning process in the next class or level [7].

Summative assessments can be carried out after learning ends, for example at the end of a material scope (may consist of one or more learning objectives), at the end of the semester and at the end of the phase; specifically for the assessment at the end of the semester, this assessment is optional. If educators feel they still need confirmation or additional information to measure the achievement of student learning outcomes, they can conduct an assessment at the end of the semester. On the other hand, if the educator feels that the assessment data obtained for 1 semester was sufficient, then there was no need to conduct an assessment at the end of the

semester. The thing that needs to be emphasized, for summative assessments, educators can use various techniques and instruments, not only in the form of tests, but can use observation and performance (practice, produce products, carry out projects, and create portfolios).

CONCLUSION

Assessment was a process of collecting and processing information to measure the achievement of student learning outcomes. In carrying out the assessment, educators and educational units must refer to the Educational Assessment Standards. The results of the assessment were used by students, educators, education staff, and parents as reflection material to improve the quality of learning. Implementation of assessment in the curriculum of Merdeka Belajar can be done by integrating the models: diagnostic assessment, formative assessment, and summative assessment.

Diagnostic assessment was an assessment carried out by the teacher at the beginning of learning to see competence and monitor the learning development of students from cognitive and non-cognitive aspects. The results of the diagnostic assessment were used to map learning needs, so that teachers can determine appropriate learning strategies according to the conditions of students.

Formative assessment was an assessment carried out by the teacher during the learning process to provide information about the development of student competency mastery at each stage of learning. The results of formative assessments were useful for teachers to take action and ensure that each student achieves maximum mastery. Formative assessments can encourage students to achieve learning goals by providing regular feedback.

Summative assessment was an assessment carried out by the teacher after completing the learning process. Summative assessment was not always carried out at the end of the lesson. The results of the summative assessment were used to measure the achievement of student learning outcomes, measure students' concepts and understanding, and encourage action to achieve the expected competencies.

Formative assessments and summative assessments do not have to be used in a lesson plan or teaching module, but depend on the scope of the learning objectives. The educator was the figure who best understands the learning progress of students so that educators need to have the competence and flexibility to carry out assessments to suit the needs of each student. This discretion includes assessment design, implementation time, use of assessment techniques and instruments, determination of criteria for achieving learning objectives, and processing of assessment results. Included in the discretion was the decision on the mid-semester assessment. Educators and educational units have the authority to decide whether or not to carry out such an assessment.

SUGGESTION

This paper only elaborates the conceptual framework for the implementation of the learning assessment model in the curriculum of Merdeka Belajar, further research was expected to examine the effect of the assessment model on student achievement, at various levels in the education unit, class and subject. In addition, the object of further research is expected to take pictures of the assessment model for the implementation of the curriculum of Merdeka Belajar in driving schools and non-activating schools.

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