

Independent Curriculum Learning Assessment at Junior High School Level

Siti Fatihah¹, Istanto²

¹²Universitas Muhammadiyah Surakarta

*Correspondence: Siti Fatihaha

Email: g000210179@student.ums.ac.id

DOI:

<https://doi.org/10.23917/iseedu.v8i2.9000>

Received: 11-09-2024

Accepted: 18-10-2024

Published: 20-11-2024



Copyright: © 2024 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>)

Abstract:

Every change aims to create new things that lead to success. Digital assessment offers a number of advantages that can be utilized in both synchronous and asynchronous classroom contexts, with the aim of improving the implementation of assessments to be more accurate and efficient. Improving the education system, one of which is through changes to the curriculum and assessments, is expected to support the development of intelligence in the evolution of education. Assessment in the Independent Curriculum is considered an assessment function which aims to identify students' characteristics, potential and learning achievements (outcomes). This assessment is designed to directly identify students' learning needs and observe their progress in absorbing the lessons taught by the teacher. Existing learning assessment models vary greatly, and this research adopts a phenomenological approach with descriptive qualitative methods. The research results show that there are seven learning assessment models, each with different uses and functions that are adapted to the needs of students. These models provide various ways that can be used by teachers to support learning assessments according to the individual needs of students. In general, learning assessments in the Independent Curriculum can be divided into two main categories, namely formative assessments and summative assessments.

This research aims to identify competency assessment models offered in the

context of the Independent Curriculum. The conclusion of this research is that these assessment models play a role in supporting student development and introduce various methods that can be used in implementing student development assessments, in accordance with the objectives of the Independent Curriculum.

Keywords: Models, Digital Assessment, Independent Curriculum

Introduction

According to Law Number 20 of 2003, concerning the Indonesian education system. Mentions that national education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, community, nation and state. With developments in education there are efforts to improve quality.

The rapid development of technology and the increasingly close involvement of students with technology in everyday life shows that teachers have no reason not to utilize technology in learning activities. According to Rohmadiyanto (2021), the use of technology is a very important need to facilitate the achievement of learning goals, both in the classroom and outside the classroom. Digitalization in learning activities should be balanced with digitalization in the assessment process. This means that teachers need to adopt digital assessment as a form of assessing student learning performance.

Hafiz, Desniarti, & Anisa (2020) highlight that one of the problems faced by teachers in online learning is when students' work loses originality because of their tendency to ask other people for

answers in the home environment. All the answers given by students may be correct, making it difficult to distinguish which ones are genuine works and which ones are just copies. This clearly deviates from the purpose of evaluation which should measure student learning achievement.

The independent curriculum offers assessments as an assessment function to determine the characteristics, potential and learning achievements of students (outcomes) which are designed to directly identify students' learning needs and their development in the need to absorb a lesson taught by the teacher. Evaluation in learning is an activity that aims to weigh and assess students' abilities in learning such as attitudes, skills and knowledge in order to make decisions regarding the status of students' abilities (Ratnawulan & Rusdiana, 2014).

Assessment is generally interpreted as a process of collecting and processing information in the form of qualitative and quantitative values to measure the achievement of learning outcomes so that you can get a picture of how well a student has achieved (Abdullah 2015). In the independent curriculum, assessment or learning assessment is divided into two types, namely formative and summative.

Formative assessment can help students take ownership of their learning when they understand its purpose is to improve learning, not increase final grades (Trumbull & Lash, 2013). Meanwhile, formative assessment during learning can be used as a basis for reflecting on the entire learning process which can be used as a reference for planning learning and making revisions if necessary. Through formative assessment, teachers can identify weaknesses and strengths in the implementation of the learning process that has been carried out. Through formative assessment, teachers have the ability to recognize strengths and weaknesses in the implementation of the learning process that has been carried out.

The implementation of summative evaluation in the teaching and learning process is carried out to record student achievements and as an educator's report at the end of the student's study period (Ediyanto, 2016). The implementation of summative evaluation in the teaching and learning process is carried out to record student achievement and as an educator's report at the end of the student's study period. This information is then compared with certain criteria to determine the quality dimensions or attributes that are considered satisfactory (Setiawan & Tumardi, 2019; Zainal, 2020).

With an assessment, a teacher wants to know what students remember about the learning they have undergone, and the extent of the students' success at the end of the unit, subject or program as a whole. Summative assessments are always assessed formally. End of semester tests and final projects are examples of summative evaluation. The final result of this evaluation is to state whether a student can move up to the next class or must remain in the same class again. Seeing this situation, researchers are interested in conducting a study of the assessment of independent curriculum digital assessment models.

Research Method

This research adopts a qualitative research method with a phenomenological approach. Systematic analysis techniques involve analysis and processing of message content, as well as document analysis (Suprayogo, 2001). The aim of this research is to explain assessment models in the context of the Merdeka Curriculum and collect information related to the models used in Merdeka Curriculum assessments.

Result and Discussion

a. Digital Assessment Model

According to Febri (2011: 2), assessment is an assessment step that is carried out while monitoring learning interactions in the classroom. This assessment can be carried out simultaneously with the teaching and learning process.

According to Marzuki and Hakim (2018:40) the learning model was developed from the differences in the characteristics of various students. However, actually the learning model is not focused on just one particular model. (Marzuki & Hakim, 2018).

a. Diagnostic Assessment

Diagnostic assessment refers to a special assessment carried out to identify a student's strengths and weaknesses. The aim of this assessment is so that learning can be adapted to learning competencies according to the students' conditions (Kemendikbud RI, 2020). Diagnostic assessments function as a tool to diagnose students themselves, by focusing on certain aspects being assessed (Firmanzah & Sudibyo, 2021; Inanna et al., 2021; Sari et al., 2021). The type of diagnostic assessment can be cognitive or non-cognitive (Barlian et al., 2022; Indrawati et al., 2022). Research conducted by Sri Suparni, Sarwanto, and Ajat Sudrajat in (2023) (Utariningsih 2018) shows that SMPN 4 Padang Panjang is one of the schools that implements an independent learning curriculum by implementing diagnostic assessments on its students. The results of the research show variations in the learning styles of class VII.I students at SMPN 4 Padang Panjang, with a comparative percentage of 33.9% for visual learning style, 33.2% for auditory learning style, and 32.9% for kinesthetic learning style.

b. Online Based Assessment

Is an evaluation that utilizes information technology and internet networks. This assessment can be done anywhere as long as there is a stable internet connection. Although the basis of this assessment is actually similar to conventional assessments in general, the difference lies in the use of different media and tools. According to Riadil (2020), the use of digital applications in online learning has a number of advantages, one of which is its ability to improve performance and provide more accurate data. Research conducted by Ardiana et al (2021) shows that the digital assessment training lasted for two days with the participation of 16 teachers from MTs Muhammadiyah Mandalle. More than 80% of participants experienced significant improvements in knowledge and skills. Teachers succeeded in gaining new knowledge about applications such as Kahoot, Quizizz, and Quizlet for creating web-based online tests. They also develop skills in creating questions in various formats, using applications directly in class and giving assignments at home, as well as acting as hosts and participants. (Ardiana 2021) Thus, it is hoped that this program can encourage teachers to apply skills in developing digital assessments, which is a step towards more effective integration of technology in the learning process.

c. Cognitive Assessment

Cognitive assessments are in the form of assessments carried out at the beginning of the lesson to diagnose students' initial abilities and knowledge (Suryanti, 2018; Utariningsih, 2018). This assessment is useful for teachers to determine teacher strategies in carrying out differentiated learning. One of the learning style diagnostic assessments carried out at the

driving school SMPN 4 Keruak, East Lombok (Kuswara et al., 2022). This research notes that students at SMPN 4 Keruak, East Lombok, show a variety of learning styles, including auditory, visual, kinesthetic, audio-visual, audio-kinesthetic, and visual-kinesthetic learning styles.

d. Portfolio Assessment

According to Surapranata and Hatta (2004), a portfolio can be explained as a collection of learning outcomes or student work that reflects students' efforts, development and learning achievements from time to time, as well as from one subject to another.

A portfolio can also be interpreted as a physical object, as a social pedagogical process, or as an adjective (Budimansyah, 2021:1). A portfolio can also be referred to as evidence of students' learning experiences collected over time, such as during one semester. In the article written by Wahyudi (2020) shows the portfolio assessment as follows:

- a. Provide a comprehensive picture of student learning progress.
- b. Encourage students to reflect and reflect on their learning.
- c. Help students develop an understanding of concepts and learning processes
- d. Encourage critical and reflective thinking
- e. Becomes a tool to improve self-understanding and metacognitive abilities.

The application of portfolio-based assessments and learning journals can be a model for other learning programs. Can be applied in other contexts to improve learning outcomes and motivation. Thus, the conclusion is that the application of portfolio-based assessments and learning journals can be an effective strategy in improving students' metacognitive abilities and learning motivation at the independent class level in the sixth semester of the Biology Teaching Planning Course, Biology Education Study Program, Jambi University.

e. Authentic Assessment

Marzano, Frontier, & Livingston (2011) explain that authentic evaluation creates reflective actions in learning which are called "reflecting on teaching." In this process, teachers actively consider the surrounding environment, identifying which components do not make a positive contribution to improving students' abilities. The implementation of authentic assessment can be observed through three aspects, namely: (1) planning, which includes the quality of the Learning Implementation Plan (RPP), (2) implementation of the assessment, and (3) teacher discipline in carrying out the assessment. The quality of assessment planning can be assessed from various perspectives, although the most crucial is assessing the quality of the RPP.

In research entitled "Authentic Assessment Model for Assessing Learning Outcomes of Junior High School (SMP) Students: Implementation of Authentic Assessment in SMP" conducted by Badrun Kartowagiran and Amat Jaedun (2016) found that the quality of implementing authentic assessment in SMP in the Special Region of Yogyakarta (DIY) still needs improvement. This indication is caused by several factors, namely: (a) the number of teachers is still limited in making Assessment Designs (RP), (b) Learning Implementation Plans (RPP) still have room to be improved because most RPPs do not reflect the design of attitude assessments, does not integrate assessment into the learning process, and does not demonstrate a sustainable assessment approach, (c) the quality of implementing authentic assessment during learning still needs to be improved, because more than half of teachers do not involve attitude

assessment, (d) all teachers implement knowledge assessment, but the assessment techniques are less varied, (e) almost all teachers assess skills, but the assessment techniques are less diverse, with only a few using portfolios.

f. Science Literacy Assessment

Scientific literacy is a very important skill in the context of 21st century skills. Therefore, scientific literacy is a major concern in 21st century learning, as stated by Rusilawati (2018). The low level of scientific literacy among students is caused by the lack of role of science learning in the daily lives of citizens and the separation of science learning from the social context. Learning focuses more on mastery of material, with assessments that are not fully appropriate, so that students are only prepared to understand knowledge, as stated by the National Research Council (1996). Assessment instruments also still do not fully cover scientific literacy as a whole, as highlighted by Permanasari (2011). Scientific literacy is the skill to understand scientific concepts and principles and have the ability to think scientifically to solve everyday problems related to science. Students who have knowledge in understanding scientific facts and the relationship between science, technology and society, and are able to apply their knowledge to solve problems in real life, can be called individuals who have scientific literacy abilities, as expressed by Bond (1989).

In the research entitled "Development of a Science Literacy Assessment Instrument to Describe Learner Profiles" conducted by Nur Chasanah et al (2022) at Warriorkulon Elementary School, it was revealed that the validity of the literacy assessment instrument developed was in the good category with information that the instrument could be used with slight revision.

g. Assessment Center

An assessment center is an approach to competency evaluation in which a person is given a series of tasks or simulations related to the daily tasks of the job. Assessments are conducted by a group of trained assessors who monitor and evaluate individual behavior. An alternative definition of an assessment center is as a procedure used by human resource management (HR) to assess employees based on human attributes or abilities related to organizational effectiveness (Thornton, 2005).

In research entitled "Implementation of a Digital Assessment Center to Increase the Effectiveness of the Assessment Process" conducted by Febriana Sariati Marpaung (2020) revealed that PT PLN (Persero) is one of the companies that implements the assessment center method to assess the soft competence of its employees. The Assessment Center Implementation Unit (UPAC) is responsible for carrying out measurements using this method and is under the auspices of the main office of the Education and Training Center (Pusdiklat)/Corporate University. Providing reliable and valid measurement data to management is the basis of work at PT PLN (Persero) Assessment Center Implementation Unit (PLN UPAC).

The results of measurements related to soft competency not only help decision makers to understand more clearly the behavior of an employee, but also provide deeper insight and understanding regarding the potential possessed by employees. The implementation of the Digital Assessment Center has had an impact on the company, namely in terms of PLN assessment cost efficiency and increasing productivity.

2. The Following are the Strengths and Weaknesses of Each Assessment Model

No	Digital Assessment Models	Excess	Lack
1.	<u>Diagnostic Assessment</u>	Can adapt learning in class to the average competency of students	Requires quite a bit of time. It can also cause students anxiety when taking tests where they will worry about the results
2.	<u>Online Based Assessment</u>	Time efficient and allows for wider variations in the types of questions and assessment formats used	If the light goes out, you can't continue accessing, but have to log in from the beginning, which can take a long time
3.	<u>Cognitive Assessment</u>	Adjusting the level of learning to student abilities, not to pursue curriculum targets	Difficult to put into practice especially at advanced levels
4.	<u>Portfolio Assessment</u>	Inviting students to learn to be responsible for what they have done, both in class and outside of class in implementing the learning program	There is a tendency for teachers to only pay attention to final achievements so that the assessment process receives less attention
5.	Authentic Assessment	Oriented towards authentic assessment by teachers who can find out where students' strengths and weaknesses are	Teachers who use authentic assessments in the classroom are required to further develop their education and professionalism
6.	Science Literacy Assessment	This assessment can measure students' scientific literacy skills validly and reliably	Teachers mostly measure students' abilities at a low level. Science only emphasizes memorization, memory and practical application of formulas
7.	Assessment Center	Can be categorized as formative or summative assessment	Must focus on continuous improvement of the learning process

Conclusion

The learning assessment models in the Merdeka Curriculum are designed to assist teachers in evaluating the development of students' abilities and potential, especially during the final assessment. In this way, teachers can determine the most relevant learning assessment model to be applied to

students. These assessment models link learning development in the Independent Curriculum Context with various concepts from various disciplines, digital science with the aim of forming individuals who have excellence. Through variations in assessment models, it is hoped that a generation of qualified and superior educators will emerge, which in turn will improve the education system as a whole.

Reference

- Ade Hera Adinda, H. E. (2021). Penilaian Sumatif dan Penilaian Formatif Pembelajaran Online. *Report of Biological Education*, 10.
- Ali Sadikin, M. A. (2016). PENERAPAN ASESMEN BERBASIS PORTOFOLIO DAN JURNAL BELAJAR UNTUK MENINGKATKAN KEMAMPUAN METAKOGNITIF DAN MOTIVASI BELAJAR MAHASISWA PADA MATA KULIAH PERENCANAAN PENGAJARAN BIOLOGI. *BIODIK*, 50-61.
- Ardiana, N. A. (2021). Pelatihan Pengembangan Digital Asesment Bagi Guru-Guru Di MTs Muhammadiyah Mandalle. Kecamatan Bajeng Barat Kabupaten Gowa. *jurnal pengabdian masyarakat*.
- Badrun Kartowagiran, A. J. (2016). MODEL ASESMEN AUTENTIK UNTUK MENILAI HASIL BELAJAR SISWA . *Jurnal Penelitian dan Evaluasi Pendidikan*, 131-141.
- Barlian, U. d. (2022). Implementasi Kurikulum Merdeka Dalam Meningkatkan Mutu Pendidikan. *JOEL*, 2105-2118.
- Bond. (n.d.). In pursuit of chemical literacy: A place for chemical reaction. *jurnal of chemical Education*, 157.
- Chasanah, N. (2022). Pengembangan Instrumen Asesmen Literasi Sains Untuk Mendeskripsikan Profil Peserta Didik. *Jurnal of Sience Education*, 474-483.
- Dwi Putri Ramadhani, P. N. (2021). ANALISIS PENERAPAN ASESMEN FORMATIF DALAM PEMBELAJARAN IPA DAN FISIKA : LITERATURE REVIEW. *Pendidikan IPA*, 110-120.
- Ermiyanto. (2023). Asesmen Diagnostik Gaya Belajar Siswa Kelas VII Di SMPN 4 PADANG PANJANG. *Jurnal Manajemen dan Ilmu Pendidikan*, 166-177.
- Firmanzah. (2021). Implementasi Asesmen Diagnostik Dalam Pembelajaran IPA Pada Masa Pandemi Covid-19 Di SMP/MTs Wilayah Menganti, Gresik. *Pendidikan Islam*, 165-170.
- Hafiz, M. D. (2020). Pembelajaran Daring yang Dihadapi Guru Sekolah Menengah Atas. *jurnal ilmu pendidikan*, 103-105.
- Inanna. (2021). Evaluasi Pembelajaran. *Teori dan Praktek*.
- Kurniawaty, I. (2022). Strategi Penguatan Profil Pelajar Pancasila di Sekolah Dasar. *Jurnal Ilmu Pendidikan*, 5170-5175.
- Marpaung, F. S. (2020). Implementasi Digital Assessment Center Untuk Meningkatkan Efektivitas Proses Asesmen. *JTET(Jurnal Teknik Elektro Terapan)*, 17-23.
- Permanasari. (2011). Penerapan Project Based Learning Terintegrasi STEM Untuk Meningkatkan Literasi Sains Siswa Ditinjau Dari Gender. *Inovasi Pendidikan IPA*, 2.
- Riadil, I. N. (2020). Persepsi Guru Paud Terhadap Sistem Pembelajaran Daring Melalui Whatsapp di Masa Pandemi Covid-19. *Jurnal Penelitian Dalam Bidang Pendidikan Anak Usia Dini*, 89-110.
- Rohmadiyanto, E. (2021). Pembelajaran Berbasis Teknologi Informasi.

-
- Rusilawati. (2018). Asesmen Literasi Sains: Analisis Karakteristik Instrumen dan Kemampuan Siswa Menggunakan Teori Tes Modern Rasch Model". *Prosiding Seminar Nasional Fisika Universitas Riau*, 1-14.
- Sri Suparni, Sarwanto, Ajat Sudrajat. (12-03-2023). PENGEMBANGAN SISTEM INFORMASI UNTUK MENINGKATKAN EFEKTIVITAS PENGOLAHAN NILAI DI TINGKAT SEKOLAH DASAR. *ELSE (Elementary School Education Journal)*, 07, 14.
- Sugiyono. (2018). Metode Penelitian Pendidikan. *Alfabeta*.
- Thornton. (2005). Panduan Memahami Assessment Centers dalam Manajemen Sumber Daya Manusia.
- Utariningsih, U. (2018). Pengembangan Tes Diagnostik Kognitif Berkarakter HOTS Matematika di Sekolah Menengah Pertama. *jurnal penelitian dan evaluasi pendidikan*, 171.
- Wahyudi. (n.d.). asesmen pembelajaran berbasis portofolio. *visi ilmu pendidikan*, 288.