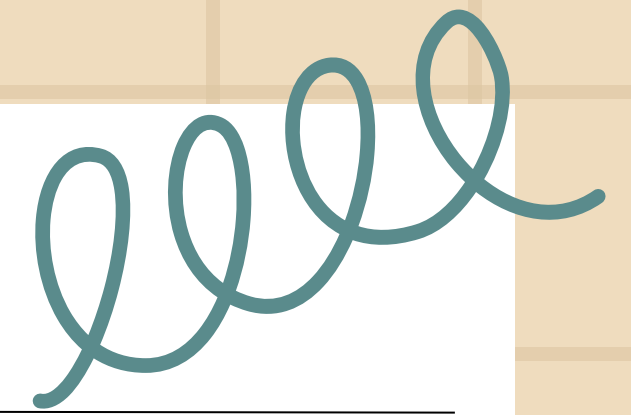


ASSESSMENT IN THE MERDEKA CURRICULUM

Neng Djodjoh Djoeaeriah

Abstract



The importance of the education curriculum is because the curriculum is a guide in the implementation of education. Assessment is one of the important aspects in maintaining quality of education, the reference rule is PermenDikBudrisTek number 21 of 2022. While curriculum 13, the assessment reference is permendikbud no 66 of 2013, So The purpose of this article is to discuss, what about the assessment that is contained in the merdeka curriculum. Writing this article using the literature review method. Literature research is a study of various reference books and the results of previous research of the same type, which has the benefit of obtaining a basic concept of the problem to be studied. The result of the research is that assessment from the perspective of the Merdeka Curriculum seeks to create a learning environment that encourages active, direct, and contextual student involvement, develops the character of students with a project to strengthen their Pancasila learner profile, thus realizing students who are critical, creative, independent and ready to face the challenges of life in the future. Keywords: assessment, merdeka curriculum,




Introduction

Law number 20 of 2003, contains the National Education System. The definition of curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for organising learning activities to achieve certain educational goals.

Assessment is one of the important aspects in maintaining the quality of education, the reference rule is PermenDikBudrisTek number 21 of 2022. While curriculum 13, the assessment reference is permendikbud no 66 of 2013.



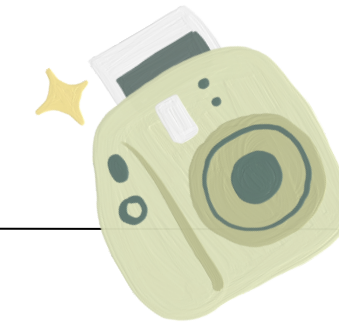
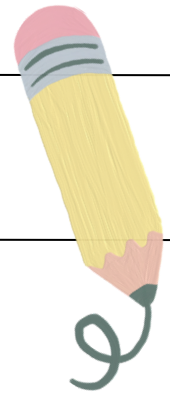
Problems



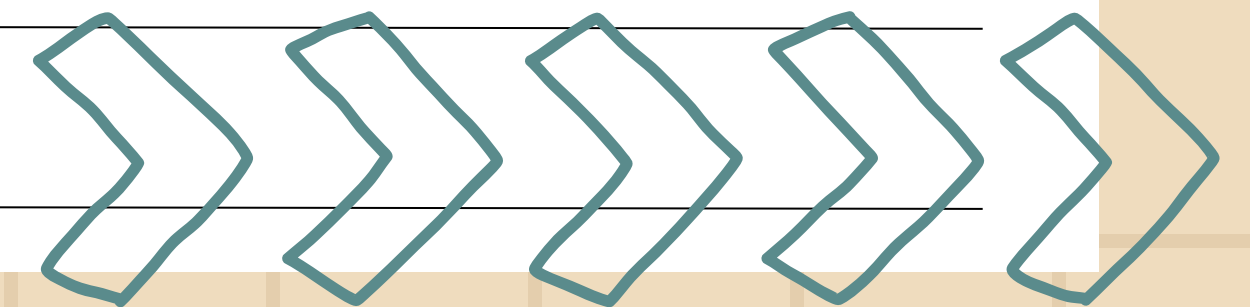
Hari Setiadi's research which examines the implementation of Assessment in the 2013 Curriculum which was carried out in 2016, proves that many educators in the field do not understand the assessment instrument, educators have difficulty in assessing attitudes, educators have difficulty in making reports. Kamaludin in 2016, Zulfatur Rifka in 2017

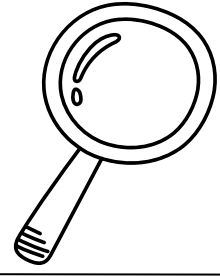
Based on the description and research results above, the assessment in curriculum 13, tends to be less mastered by teachers because there are too many instruments that must be provided. So the purpose of this article is to discuss what about the assessment contained in the merdeka curriculum.

Goal

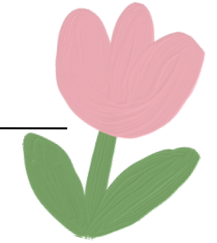
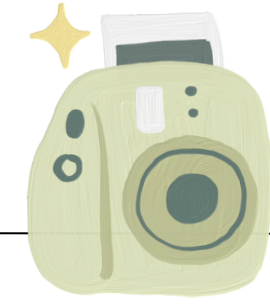


How is Assessment in the
Merdeka Curriculum



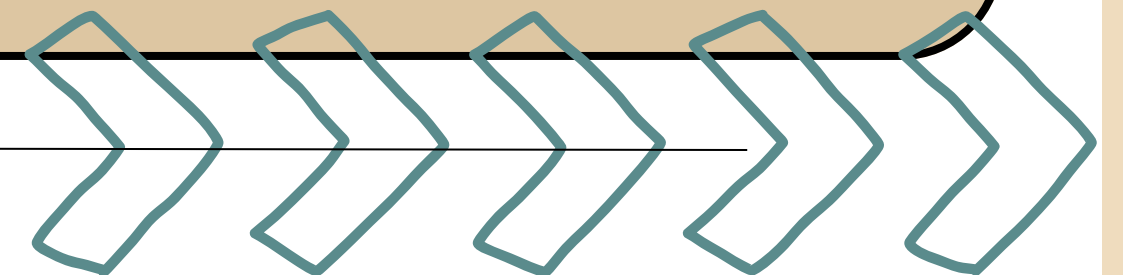


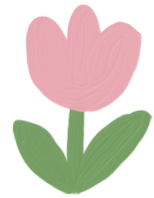
Methodology



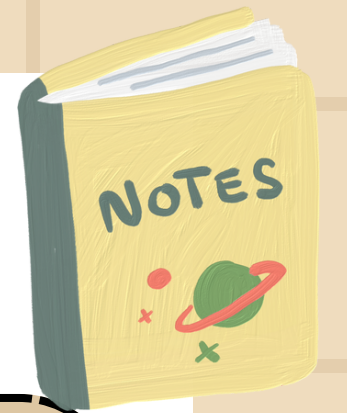
Literature Review Methods

Milya Sari and Asmendri said in an article entitled Library Research, explained that Library Research is a research activity carried out through a system of collecting information and data with the help of a variety of materials in the library or from internet sources related to the problem to be solved. Through collecting, processing and drawing conclusions from the data obtained to find a solution to the problem at hand.





LITERARY REVIEW



01

The definition of assessment contained in Permendikbudristek number 21 of 2022 is a process of collecting data, processing information data to determine the learning needs and developmental achievements or learning outcomes of students.

02

According to the Directorate of Primary Schools, it is explained that the merdeka curriculum is a curriculum that has diverse intracurricular learning so that information or material will be optimised so that students have enough time to deepen concepts and strengthen competencies.

03

In accordance with the regulations in Permendikbudristek number 21 of 2022 concerning Assessment standards. The procedure for assessing learner learning outcomes takes the form of Formative assessment and Summative assessment. For the PAUD level, summative assessment is not carried out, but only to determine the achievement of learner development. Summative in PAUD is not to evaluate the determination of grade promotion.





IMPLEMENTATION



Phase 01

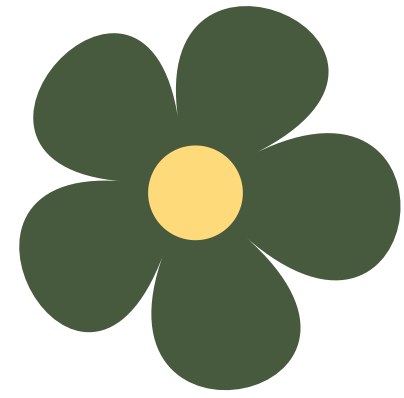
Based on the Ministry of Education, Culture and Research No. 262 / 2022, the independent curriculum structure is disaggregated into 2, namely intracurricular activities and projects to strengthen the profile of Pancasila students. In this P5 activity, the assessment carried out or the activities carried out are not united with intracurricular activities but are designed separately, starting from project learning activities, objectives, content do not have to be related to intracurricular goals and materials.

Phase 02

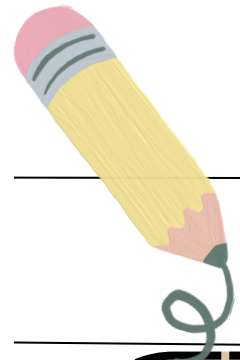
For the processing of assessment results, both intracurricular and the project to strengthen the profile of Pancasila students, in accordance with the assessment procedures in Permendikbudristek number 21 of 2022, it is explained that the processing of assessment results is carried out by analysing in a quantitative or qualitative way in the form of numbers or descriptions, which are reported in the form of a learning progress report containing a learning outcome report on information on the achievements of students, contained in a report card or other form of report.

Phase 03

The assessment of the Pancasila profile strengthening project is not only centred on the assessment of knowledge but also on aptitude and behaviour in accordance with the characteristics of the Indonesian nation and citizens of the world, through 6 dimensions of the Pancasila student profile, namely: faith and devotion to God Almighty, and noble character, global diversity, mutual cooperation, independence, critical and creative reasoning, which are elaborated into elements and sub-elements.



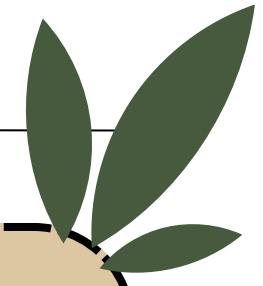
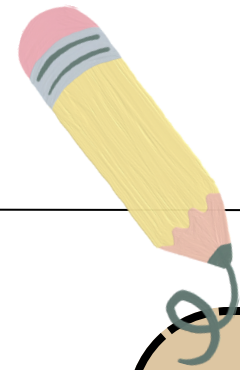
Conclusion



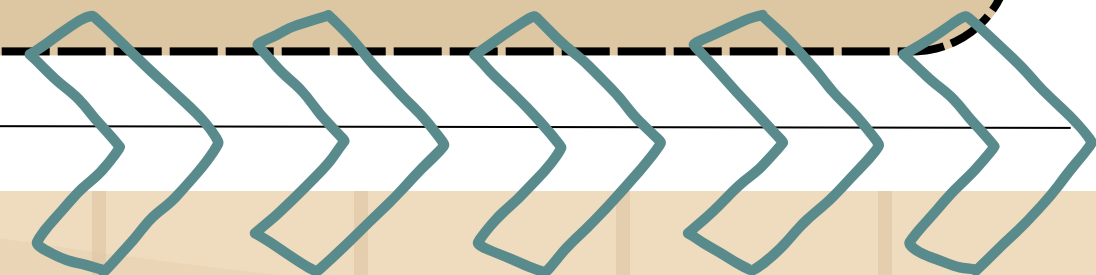
Assessment in the Merdeka Curriculum perspective gives a greater portion to student participation in the assessment process. Students are given the opportunity to reflect and evaluate their own performance, provide feedback to peers, and participate in assessment conferences with teachers. This not only helps students develop self-evaluation and reflection skills, but also strengthens their involvement in the learning process.

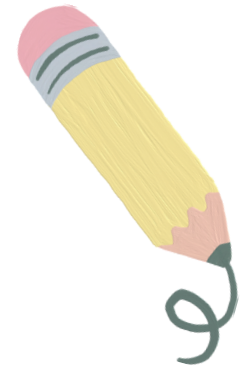


Conclusion



Assessment is conducted through various forms and methods. In addition to written tests, assessment may involve projects, presentations, portfolios, practical assignments, group discussions, or other forms of assessment relevant to the learning context. Thus, students have the opportunity to demonstrate their abilities in various ways, which enriches their learning experience, and fosters the profile of Pancasila learners through their projects.

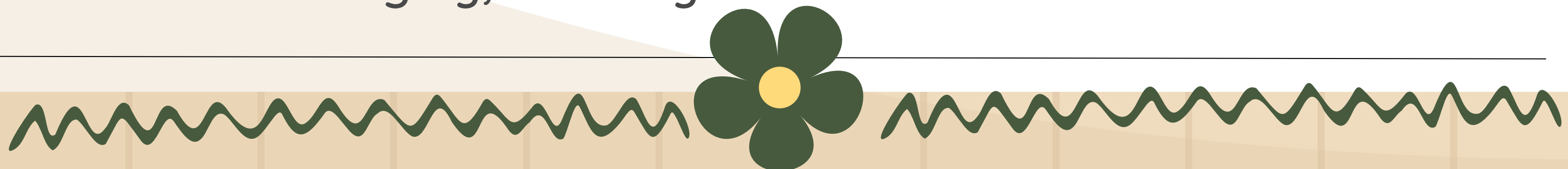


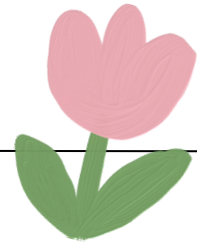


RECOMMENDATION



The reality of implementation in the field is that there are still many educators who have not mastered the rules of carrying out the assessment, as a result it is not right on target. The best advice for education managers at the centre is to provide comprehensive socialisation to educators in all corners of the country, and accompanied by trainings that focus on how to carry out the assessment continuously and thoroughly, not only limited to some educators.





THANK YOU

