



Implementation of Assessment by Elementary School English Teachers in Sekolah Penggerak

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Abstract

Assessment is one of the important components in Kurikulum Merdeka. In Kurikulum Merdeka, there are various kinds of assessments that can be conducted by the teacher. Since, in this curriculum English becomes one of the compulsory subjects for elementary school students, it is important to explore the types and the implementation of assessment on it. The aims of the present research are to discover the types of assessment and the implementation of it. The researcher involved three English teachers from one of Sekolah Penggerak Batch 1. The researcher conducted non-participant classroom observation and semi-structured interview. The instruments were observation sheet and interview guidance. The results are there are three types of assessment, namely diagnostic, formative, and summative assessment. The teachers implemented these assessments by using various techniques. The researcher suggests the next researcher to conduct the research about the obstacles faced by elementary school English teachers in conducting assessment in Kurikulum Merdeka.

Keywords: *Assessment; Implementation; Types*

Introduction

English was made as compulsory for Junior High and Senior High School pupils in Indonesia a few years ago. Meanwhile, elementary school students did not have English as their compulsory subject. It raises many problems for Junior High School English teachers when they teach the students who never learned English before in the previous education level. This condition is getting worse as the impact of Covid-19 which raised learning loss. One of the Indonesian government's policies for solving this problem is by launching Kurikulum Merdeka. The Ministry of Education and Culture of the government also launched Sekolah Penggerak as the promotor of the implementation Kurikulum Merdeka. In this curriculum, English becomes a compulsory subject for elementary school. Learning English at an elementary level is aimed at familiarizing pupils with the subsequent stages of education. Psychologically, elementary school age is characterized by a high capacity for learning, making it relatively easy to acquire new knowledge. However, in the context of digital technology, a solid command of the English language is essential for facilitating the acceptance and utilization of technology. Furthermore, the inclusion of English language instruction at the elementary school level is also a means of equipping pupils with the necessary skills to engage with a wide range of academic disciplines. This policy is also supported by the government policy in which teachers who are from an English education background can be the teachers in elementary school.

Teachers have some important roles in the process of teaching and learning. One of them is conducting an assessment. Furthermore, a meaningful learning process requires a good, planned, and irrational assessment system. Since the assessment should be understood, prepared, and implemented well, it is important for the teacher to know the types and how to implement each type of assessment. (Yogi Anggraena et.al, 2017) stated that an assessment is an activity that provides an integral part of the learning process. Assessments are conducted to evaluate the evidence or fundamental factors related to the attainment of learning objectives. (Yulianto, 2022) stated that assessment in Kurikulum Merdeka is understood to be an evaluation of students' learning results at the conclusion of learning that justifies a student's classification as intelligent, smart, moderate, or less. One way to think of assessment is as a continuous process that makes sure students learn as much as possible. The aim of assessment is to document the need for appropriate learning or follow-up assistance, not to defend students.

There is some related research about the assessment in Kurikulum Merdeka. The research about the implementation of Kurikulum Merdeka was conducted by (Yulianto, 2022). (Nisrina, 2023) conducted research which focused on cognitive level in summative tests. (Noning et.al , 2021), (Nooralam & Sakhiyya, 2022), (Hadziq, 2023), (Sadora et al., 2021), and (Astari et al., 2023) conducted research about formative assessment in Kurikulum Merdeka. (Aringka, 2023), (Putri, 2023), (Imran, 2023), (Marpaung et al., 2023), (Arifin, 2024), and (Ramadhan, 2023) focused his research on diagnostic assessment in Senior High School level. (Shadri et al., 2023) and (Amin et al., 2023) conducted research on the teachers' perspective on the assessment which is implemented in Kurikulum Merdeka. Beside that, the assessment characteristics in Kurikulum Merdeka had been researched by (Pantiwati et al., 2023). Furthermore, (Mahyuddin et al., 2024) conducted research about the optimization of teachers' roles in assessment in Kurikulum Merdeka. Based on some previous studies, the researcher found some aspects which can differ from the present research to the previous research. Since the previous research focused on assessment of Kurikulum Merdeka in Junior High School and Senior or Vocational High School, the present research focused on the assessment in EFL classroom for elementary school level. The previous research focused on one type of assessment, meanwhile the present research focused on all types of assessment used by English teachers in elementary school and the implementation.

The researcher chose this school in conducting the research based on some consideration. First, this school is stated as Sekolah Penggerak Batch 1 since 2021, so English is one of compulsory subjects for all students. Second, all English teachers in this school are from an English education background. Third, all English teachers have at least three years teaching experience. Fourth, they are ready to share their experiences about their assessment in the EFL classroom. Based on the phenomenon, related studies, and other considerations, the researcher formulated two research questions in conducting this research. First, "What are the types of assessment used by elementary school English teachers in Sekolah Penggerak?". Second, "How is the implementation of assessment

used by elementary school English teachers in Sekolah Penggerak?”. By knowing the types and implementation of assessment in the EFL classroom in Sekolah Penggerak, it can give description and references for other elementary school English teachers and educational institutions to create more useful assessments that meet the varied needs of students in Kurikulum Merdeka.

There are some related theories that can be discussed in this research. (Sadriani et al., 2023) stated that assessment is used to evaluate and assess student performance in cognitive, psychomotor, and emotion domains. It means that assessment can be conducted in some aspects of students' competencies. Based on (Anggraena et al., 2022), assessment is an integral component of the learning process that promotes learning and gives parents, teachers, and students comprehensive information as feedback to help them decide on additional learning tactics. It is planned and executed with the flexibility to choose the method and schedule for the learning objectives in line with the assessment function. It is made to explain learning progress and decide on the best course of action in a fair, proportionate, valid, and trustworthy manner. It showed that assessment needs the participation of teachers, students, and parents. Besides that, assessment is an essential component of Kurikulum Merdeka. Since the assessment is one of the significant parts of Kurikulum Merdeka, teachers should have a better understanding and implementation on it. (Noning et.al , 2021) explained some benefits of conducting assessment, namely learning can be facilitated, can obtain complete information about students, can track the students' learning progress, and can get feedback from the students. By conducting an assessment, teachers can decide what materials and activities should be designed and conducted in the next process of teaching and learning.

In conducting assessment, the teacher should consider the assessment's principles. (Yogi Anggraena et.al, 2017) explained that there are five principles in assessment. First, assessment is an essential component of the learning process, since it aids in the facilitation of learning and provides comprehensive information. Second, assessments are planned and executed in alignment with the assessment function, allowing for autonomy in selecting the method and timing of the assessment to successfully accomplish learning goals. Third, the examination is intentionally crafted to ensure fairness, proportionality, validity, and reliability. Fourth, learning progress and student achievements reports are concise and comprehensive, offering valuable insights into the attained character traits and skills, along with effective follow-up techniques. Fifth, the evaluation results serve as reflective material for students, instructors, education professionals, and parents/guardians to enhance the quality of learning.

In Kurikulum Merdeka, there are three types of assessment which can be implemented by the teacher. They are diagnostics assessment, formative assessment, summative assessment. (Noning, Yuliana A; Felix, Tans; Bera, 2021) defined a sort of evaluation known as formative assessment is used to monitor, enhance, and gauge how well learning objectives are being met. Both at the beginning and during the learning process, formative assessment can be employed. Formative and summative assessments are distinguished (Brown, 2003). The purpose of formative assessment is to

help students continue their growth process by evaluating them while they are "forming" their abilities and competences. The delivery of appropriate performance evaluation by the teacher and internalization of that feedback by the students with an eye toward future formatting or confirmation of learning are crucial to this kind of development. Learning planning and formative assessment planning are combined to involve students in the implementation of their learning assessments, for instance through peer and self-evaluation as well as metacognitive reflection on their learning objectives. (Noning, Yuliana A; Felix, Tans; Bera, 2021) recommended taking four factors into consideration when carrying out formative assessments in the English subject in the Kurikulum Merdeka. First, implemented at the same time in the process of learning, It is followed by instruction targeted to each student's needs and enhancement of the educational process. Second, teachers can use a variety of techniques, including performance (products, projects, portfolios, and tests). Third, follow-up can be carried out directly by offering feedback or taking action. Fourth, teachers can prepare a variety of instruments, including rubrics, anecdotal notes, and checking list sheets, to record information that occurs during learning.

Summative assessments are intended to measure or summarize the knowledge that a student has acquired and are typically given at the end of a course or unit of instruction. Furthermore, (Yogi Anggraena, 2017) explained that summative assessment refers to the evaluation conducted to ascertain the attainment of overall learning objectives. This assessment is conducted at the conclusion of the learning process or can alternatively be conducted concurrently for two or more learning objectives, in accordance with the preferences of the educator and educational policy guidelines. In contrast to formative assessment, summative assessment is included in the final evaluation calculation at the conclusion of the semester, school year, or level. Summative assessment in elementary and secondary education is conducted to evaluate the attainment of learning objectives and/or students' CP (competence level) in order to determine class advancement and/or graduation from the educational institution. Meanwhile, (Aringka, 2023) defined one particular element of Kurikulum Merdeka is diagnostic assessment, which aims to discover and comprehend personality characteristics, competencies, strengths, weaknesses, and learning styles of pupils. (Asrifan et al., 2023) explained that teachers conduct diagnostic assessments at the beginning of each learning session to gauge students' emotional state and preparedness for active engagement in the learning process. This facilitates teachers' understanding of the learning approaches or strategies that will be implemented afterward.

Research Methodology

This study is a descriptive qualitative study. The participants were three elementary English teachers in one of Sekolah Penggerak in Rejang Lebong regency. The samples were chosen by using total purposive sampling. Some consideration for choosing these English teachers were from their education background, teaching experiences, and readiness in sharing information. Teacher 1 teaches

English for the first and second grade. She has three and half teaching experiences. Teacher 2 teaches English for the third and fourth grade. She has six years teaching experience. Teacher 3 teaches English for the fifth and the sixth grade. He has ten years teaching experience and has been stated as a professional teacher. To carry out this investigation, the researcher employed two kinds of data collection techniques and two kinds of instruments. They were non-participant classroom observations and interviews. The researcher used an observation sheet to get the data about teachers' types and implementation. The researcher also conducted a semi structured-interview to get the deeper data which the researcher got from classroom observation. The collected data were analyzed by using three steps, namely condensation of data, display of data, and conclusion drawing.

Findings and Discussion

1. Types of Assessment Used by Elementary School English Teachers in Sekolah Penggerak

Considering the findings of the researcher's investigation in the implementation of assessment by English teachers in one of Sekolah Penggerak in Rejang Lebong regency, it was found that the teachers conducted three kinds of assessments. They are diagnostic, formative, and summative assessment. There are two types of diagnostic assessment: cognitive assessment and non-cognitive assessment. The findings about the types of assessments used by English teachers are as follow:

Table 1

The types of assessment used by elementary school English teachers in Sekolah Penggerak

No	Respondents	Diagnostic Assessment		Formative Assessment	Summative Assessment			
		Cognitive	Non-cognitive		Mid-Term Summative	Semester Summative	Final-Year Summative	Final-Level Summative
1.	Teacher 1	√	√	√	√	√	√	-
2.	Teacher 2	√	√	√	√	√	√	-
3.	Teacher 3	√	√	√	√	√	√	√

Based on the table above, it can be seen that all English teachers conducted three types of assessment. They are diagnostics, formative, and summative assessment. For diagnostics assessment, the teachers conducted two kinds of diagnostics assessment, namely cognitive and non-cognitive assessment. Based on the interview result, the teachers conducted the cognitive assessment to get the parameter in what level of their students' understanding about the topic which was going to be taught. The teachers conducted non-cognitive assessment to find out their students profiles, interests, learning styles, and background. The teachers hoped that by conducting cognitive and noncognitive assessment, they could design and implement appropriate teaching and learning activities. This finding aligns with (Aringka, 2023) who explained that the purpose of a diagnostics assessment is to identify and comprehend the personality characteristics, competencies, strengths, limitations, and learning styles of pupils.

All English teachers also conducted formative assessment. Based on the result of classroom observation, the teachers conducted this assessment in various techniques and used various assessment instruments. The teachers conducted formative assessment to get the information about the students' achievement toward the learning objectives on that day. The teachers also conducted this assessment to improve the quality of teaching and learning process. This finding is in line with the finding of (Noning et.al, 2021). They stated that formative assessment is a type of assessment that is conducted to monitor and enhance the learning process, as well as to evaluate the attainment of learning goals.

In summative assessment, all English teachers in this school conducted various kinds of summative assessment. Teacher 3 conducted all kinds of summative assessment, namely mid-term summative, final-year summative, and final-level summative. Based on the interview result, the final-level assessment was conducted at the end phase of the education, namely in the end of sixth grade. Since teacher 3 taught English for the sixth-grade students, he conducted the final-level assessment. Meanwhile, teacher 1 who taught English for the first and second grade and teacher 2 who taught English for the third and fourth grade only conducted mid-term summative and final-year summative. They conducted the summative test to measure the students' achievement in one or more units of materials. This finding aligns with the finding of (Yulianto, 2022). He explained that the goal of a summative assessment is to determine how well students have mastered the Learning Objectives (TP) and/or Learning Outcomes (CP). It forms the foundation for deciding whether to enhance grades or graduate from the educational unit.

2. The Implementation of Assessment by Elementary School English Teachers in Sekolah Penggerak

The researcher conducted non participant classroom observation to get the data about the implementation of assessment used by the teachers. Then, to get more data about the implementation, the researcher conducted a semi-structured interview. From the result of observation and interview, the research could describe the implementation of assessments (diagnostics, formative, and summative assessment).

In conducting diagnostics assessment, teacher 1 conducted it at the beginning of the lesson or when the students finished one unit of lesson. It was in line with the finding of (Yulianto, 2022). Teacher 1 often used oral questions in conducting non-cognitive and cognitive assessment. She used oral questions because she realized that she taught the students in the first and second grade who were not too interested in answering the written questions. She could ask the students individually or wholly. Besides that, she sometimes consulted the classroom teacher. She supposed that the classroom teacher was the closest teacher for the students. The classroom teacher had more information about the students' profiles. It showed that teacher 1 collaborated with a classroom teacher to get the information about the students' profiles, abilities, learning styles, interests, and

background. Meanwhile, teacher 2 conducted the diagnostics assessment by using the written tests and oral questions. Teacher 2 used a written test in conducting the cognitive assessment. The teacher could ask the students to write down the vocabularies related to the topic which was going to be learnt. The teacher sometimes gave multiple choice questions to measure the students' prior knowledge. For non-cognitive assessment, the teacher usually conducted it by using oral questions. The teacher usually asked about students' preferences in learning activities and materials. By conducting this assessment, she could prepare the teaching and learning activities based on the students' preferences. It is in line with (Arifin, 2024). If teacher 1 usually conducted diagnostic assessment at the beginning of lesson or at the end of one unit, teacher 2 sometimes conducted diagnostics assessment while she was teaching. She observed the classroom to get the information about the students' needs and preferences. Teacher 3 conducted a diagnostics assessment by using written tests and oral questions. He conducted a written test to get the information about the students' learning styles and the level of students' ability toward the materials which were going to be taught. He conducted oral questions in gaining the data about students' preferences. He also conducted participation classroom observation to know their students' profiles and interests. He usually conducted this assessment at the beginning of the lesson unit, while teaching, and after completing one unit. The time of conducting diagnostics test aligned with the finding of (Asrifan et al., 2023). He found that every time a student begins instruction, teachers conduct diagnostic tests to determine the student's readiness for learning and how they feel about it. It showed that diagnostic assessment could be conducted at various times, at the beginning, while teaching, or at the end of a lesson unit. Furthermore, the teachers also conducted formative assessment.

In conducting formative assessment, each of the teachers had similarities and differences. This formative assessment was applied as long as the teaching and learning process. Teacher 1 said that she used formative assessment to know whether her students understood the lesson or not. It aligned with (Amin et al., 2023). They said that formative assessment was used to assess how well the objectives of learning were reached. Teacher 2 added the reason for conducting formative tests was as the feedback or insight for the next teaching improvement. Furthermore, teacher 3 explained that he conducted formative assessment to measure the students' achievement related to the learning objectives. By conducting this assessment, he could know in what aspects the students' need improvement. It could reflect his teaching result. Each teacher had their own strategies in implementing it. Based on the classroom observation in the first grade with the topic "I like fruits". Teacher 1 asked the students to cut some pictures and glued the pictures based on the sentences in the students' worksheet. Beside that, she also guided the students to read some sentences, then she asked the students to read the sentences one by one in front of the classroom. In this activity, she conducted formative assessment by using performance technique. She also conducted listening activities. In this activity, she read some sentences about someone's preferences on fruits. The students listened and circled the pictures based on what they heard from the teacher. In the speaking activity, she asked the

students to ask their friends about their favourite fruits. Another activity was writing. In this activity, she asked the students to write the missing letter in each of the fruit's names. Based on these findings, it showed that teacher 1 conducted formative assessment in various activities. It aligned with the guidance from (Kemdikbudristek, 2022). It could facilitate the students in developing their four English skills. In the second grade, teacher 2 taught the lesson about "Yummy Fried Chicken". The formative assessments were almost the same with the first grade. The differences were in listening activity, the students were asked to give a tick in the pictures based on what they heard. In the reading assessment, she asked the students to pair the pictures with the appropriate sentences. In conducting formative assessment, she used some rubrics as the guidance for giving the score. The rubrics could be seen in her teaching modules. She also gave feedback to the students' results by giving comments, appreciation, motivating words, and emoticons. It was in line with (Pantiwati et al., 2023). They also found that feedback in formative assessment could be an insight for the students' next improvement.

Teacher 2 who taught English in the third and fourth grade conducted formative assessment in various activities. It aligns with the finding of (Putri, 2023). In the beginning part, she practiced how to pronounce some vocabularies related to the topic. Then, she asked each student to pronounce the vocabularies in front of the classroom one by one. It was a part of a performance test. She also asked the students to find out the words related to the numbers given. In the writing activity, she asked the students to count the things in each of the questions, then wrote the number. Besides that, she also asked the students to see a picture which consisted of various things. The students were asked to write five sentences based on the picture. In the classroom observation, the teacher did not conduct listening activity. But, based on the interview, she stated that in some units she also conducted listening activity in formative assessment. In the fourth grade, she did not only practice the students to mention the words, but the simple sentences about transportation. Then, she asked each student to read the sentences one by one. In the reading activity, she asked the students to read five sentences and matched those with the pictures. In the writing activity, she asked the students to write five simple sentences based on the pictures in the coursebook. Furthermore, in speaking activity, she asked the students to ask their classmates about appropriate transportation. She also used some rubrics in conducting formative assessment. She also gave feedback to the students. From the interview, she said that she used the result of formative assessment as the references to the next teaching improvement.

Teacher 3 who taught English in the fifth and sixth grade conducted formative assessment in various activities. In the fifth grade, he guided the students about comparison by using the real objects, namely some students. After that, he asked the students to arrange the words into correct sentences. In the writing activity, he asked the students to fill the blanks with appropriate words in the box. Besides that, the students were asked to write comparative sentences about their family members. Then, the students tell their family members a comparison in front of the class. In reading, the students were asked to answer some questions based on the picture. In the sixth grade, he conducted

listening activities. He asked the students to fill the blanks with the words they listened to. In writing, they were asked to arrange the jumbled sentences into a good paragraph. Besides that, they were asked to write five sentences based on the picture. They were also asked to write the story. Then, they were asked to tell their stories in front of the classroom. In giving the score, he used some rubrics. The rubrics were stated in his teaching modules. Since he taught in the fifth and sixth grade, the complexity of exercise is more difficult.

The English teachers also conducted summative assessments. Teacher 1 and teacher 2 conducted three types of summative assessment, namely mid-term summative, semester summative, and final-year summative. Meanwhile, teacher 3 conducted four types of summative assessment, namely mid-term summative, semester summative, final-year summative, and final-level summative. The final-level summative would be used as the consideration for whether the students could continue to the next level of education or not. It aligns with the finding of (Surul, 2023). Since teacher 3 taught in the sixth grade, he conducted the final-level summative. Based on the result from the interview, the summative assessment in this school was organized by the vice headmaster for curriculum. This school holds summative assessments in particular weeks. Before conducting a summative assessment, the school would point some teachers to the committee of summative assessment. Then, each teacher made a grid and questions card. All English teachers made grids and question cards based on some learning objectives. Then, the grids and question cards were checked by the curriculum vice headmaster. If there was a revision, the English teachers would revise it. If there was not any revision, they could print the test instrument. Based on the document, the questions for summative assessment were in multiple choices. The summative assessment is held by using paper. After the students answered the summative assessment, the teachers checked and scored the students' answers. After that, the teachers recapped and analysed the students' results. The analysis result would be the guidance for the remedial and improvement. All English teachers conducted the same summative assessment for mid-term and final-year assessment. But, teacher 3 in conducting the final-level assessment, beside conducting written assessment, he also conducted a performance test.

Conclusion and Suggestion

Based on the findings and discussion, the researcher concludes that there are three types of assessment conducted by the elementary school English teacher in Sekolah Penggerak. They are diagnostic, formative, and summative assessments. The diagnostic assessment is divided into cognitive and non-cognitive assessment. The summative assessment is divided into mid-term, semester, final-year, and final-level summative assessment. Each of the English teachers implemented diagnostic and formative assessment in various ways and techniques based on their students' needs and profiles. They had some rubrics as their guidance in assessing the students. For summative assessment, it was held in the particular week for all students. The researcher suggests the next

researcher to conduct the research about the teachers' obstacles in implementing assessment in Kurikulum Merdeka

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