THE PERCEPTION OF ENGLISH TEACHERS ON THE IMPLEMENTATION LEARNING ASSESSMENT IN KURIKULUM MERDEKA CONTEXT AT SMP NEGERI 1 KELARA

A THESIS

Submitted to the Faculty Training and Education Universitas Muhammadiyah Makassar in Part Fulfillment of the requirements for the Degree of Education in English Education Departement

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2024

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5-05-24	III	Double check the structure in research methodology	
7-05-24	IV	Reorganize your finding based on research questions	
11-05-24		- Analyze again your research data, specially in observation - Use interview data	
13-05-24		Extract form and give interpretation	
20-05-24		Please finish	
26-05-24		ACC	

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MOTTO

"Sesulit apa pun tantangan yang dihadapi, selalu ada jalan keluar untuk meraih kemenangan. Tapi barengilah amal ibadah agar kita tidak tersesat"

DEDICATION

I dedicated this thesis for my father, my mother, my sister, my family and my friends helps me in any condition

ABSTRACT

Heni Indrayani, 2024. The Perception of English Teachers on the Implementation Learning Assessment in *Kurikulum Merdeka* Context at Smp Negeri 1 Kelara.A thesis of English Education Department the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar.(Supervised byNurdeviBte Abdul and Ariana)

This research aims to find out (1)To find out teachers' perception on the implementation of assesment aslearning. (2)To find out teachers' perception on the implementation of sssesment for learning. (3)To find out teachers' conduct assessment as/for based on *Kurikulum Merdeka* context. This research method is qualitative research with phenomena experienced by research subjects, such as behavior, perception, motivation, action, etc. Research data collected through observation and interviews. This research was carried out at SMP Negeri 1 Kelara which used two teachers as subjects.Data analysis techniques use data reduction, data display, and drawing conclusions/verification.

The findings of this research indicate that the use of assessment as learning in the *Kurikulum Merdeka* has a positive impact while the assessment for learning has a negative impact. The positive impact of using assessment as learning shows that assessment as learning is effective, assessment as learning can provide more space for students to learn technology. Meanwhile, the negative impact of using assessment for learning is that students who understand the material slowly make the assessment process difficult because teachers have not seen the real results or effects of using for-assessment, so teachers sometimes face difficulties in directly assessing their success. The use of assessment in the *Kurikulum Merdeka*, namely the teacher uses formative and summative assessments in the learning process that are appropriate to the material presented in class and condition the needs of students. In addition, teachers select and use additional forms of assessment to assess student progress in the learning process.

Keywords: Assesment in Learning, Kurikulum Merdeka, Perception

ABSTRAK

Heni Indrayani, 2024. Persepsi Guru Bahasa Inggris Terhadap Pelaksanaan Penilaian Pembelajaran Dalam **K**onteks Kurikulum Merdeka Di Smp Negeri 1 Kelara. Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. (Dibimbing oleh NurdeviBte Abdul dan Ariana).

Penelitian ini bertujuan untuk mengetahui (1) Untuk mengetahui persepsi guru terhadap implementasi asesmen sebagai pembelajaran. (2) Untuk mengetahui persepsi guru terhadap pelaksanaan penilaian sebagai pembelajaran. (3) Untuk mengetahui pelaksanaan penilaian yang dilakukan guru berdasarkan konteks Kurikulum Merdeka. Metode penelitian ini adalah penelitian kualitatif dengan fenomena yang dialami oleh subjek penelitian, misalnya perilaku, persepsi, motivasi, tindakan, dll. Data penelitian dikumpulkan melalui observasi dan wawancara. Penelitian ini dilakukan di SMP Negeri 1 Kelara yang menggunakan dua orang guru sebagaisubjek. Teknik analisis data menggunakan reduksi data, display data, dan penarikan kesimpulan/verifikasi.

Temuan penelitian ini menunjukkan bahwa penggunaan penilaian sebagai pembelajaran dalam Kurikulum Merdeka memiliki dampak positif sedangkan penilaian untuk pembelajaran memiliki dampak negatif. Dampak positif dari penggunaan asesmen sebagai pembelajaran menunjukkan bahwa asesmen sebagai pembelajaran efektif, asesmen sebagai pembelajaran dapat memberikan ruang yang lebih banyak kepada siswa untuk belajar teknologi. Sedangkan dampak negatif dari penggunaan asesmen untuk pembelajaran adalah siswa yang memahami materi secara perlahan membuat proses penilaian menjadi sulit karena guru belum melihat hasil atau dampak nyata dari penggunaan asesmen, sehingga guru terkadang mengalami kesulitan untuk menilai secara langsung keberhasilannya. Penggunaan penilaian dalam Kurikulum Merdeka, yaitu guru menggunakan penilaian formatif dan sumatif dalam proses pembelajaran yang sesuai dengan materi yang disampaikan di kelas dan mengkondisikan kebutuhan siswa. Selain itu, guru memilih dan menggunakan bentuk penilaian tambahan untuk menilai kemajuan siswa dalam proses pembelajaran.

Kata kunci: Penilaian dalam Pembelajaran, Kurikulum Merdeka, Persepsi

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This thesis was written to fulfill the requirement for obtaining an Undergraduate Degree in English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar.

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TABLE OF CONTENT

COVER ..... **i**

APPROVAL SHEET ..... **ii**

COUNSELING SHEET FOR A THESIS CONSULTATION ..... **iii**

SURAT PERNYATAAN ..... **iv**

SURAT PERJANJIAN ..... **v**

MOTTO AND DEDICATION ..... **vi**

ABSTRACT ..... **vii**

ABSTRACT ..... **viii**

AKNOWLEGMENT ..... **ix**

SURAT KETERANGAN BEBAS PLAGIAT ..... **v**

TABLE OF CONTENT ..... **x**

CHAPTER I **1**

INTRODUCTION **1**

A. Background of the Research 4
B. Research Question 5
C. Research Objectives 6
D. Significant of the Research 6
E. Scope of the Research 7

CHAPTER II **8**

LITERATURE REVIEW **8**

A. Previous Related Findings 10
B. Some Pertinent Ideas 11
   1. Kurikulum Merdeka 14
   2. Implementation of Kurikulum Merdeka 18
   3. Assessment 30
   4. Teachers Perception 36
C. Conceptual Frameworks 37

CHAPTER III **38**

RESEARCH METHODOLOGY… **38**

A. Research Design 38
B. Research Subject 39
C. Research Instrument 40
D. Data Collection Technique 41
E. Data Analysis 42

CHAPTER IV **43**

FINDINGS AND DISCUSSION **43**

A. Findings 65
B. Discussion 75

CHAPTER V **76**

CONCLUSION AND SUGGESTION **76**

A. Conclusion 77
B. Suggestion 78

BIBLIOGRAPHY **83**

APPENDICES **100**

CURRICULUM VITAE **108**

LIST OF APPENDICES

1. 1 Appendix A: Observation Checklist.....88

1. 2 Appendix B: Interview Guidelines 89

1. 3 Appendix C: Result Observation Checklist.....93

1. 4 Appendix D: Transcript Interview Results 96

1. 5 Appendix E: Transcript Interview Results 98

1. 6 Observation and Interview 100

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CHAPTER I

INTRODUCTION

A. Background

The world of education is currently in a post-pandemic recovery period and the government is expected to take actions or steps that are considered appropriate solutions. These steps include creating a specially made curriculum, including an *Kurikulum Merdeka*.

The curriculum is an educational program to prepare young people so that after their education is complete, they can contribute and become useful members of society. The education curriculum in Indonesia often experiences changes in terms of its application in educational units. Curriculums that have been implemented in Indonesia include the 2006 KTSP, 2013 Curriculum and the one that is currently still running is the *Kurikulum Merdeka* (Freedom Learning) (Sekarwati&Fauziati, 2021).

In Indonesia, the curriculum is developed and implemented nationally in all schools as a form of manifestation of the Indonesian nation's national ideals. Each program always contains the intended educational goals, namely the learning outcomes desired by students. The development of the research program is carried out as a step forward to answer the challenges of this development while still taking into account the situation and conditions as well as the norms that apply in society. The stages of program developmen.

are arranged in such a way that they are in accordance with the nature of theprogram, so that students as a learning component acquire the appropriate skills to master and use technology according to their wishes.

The change from the 2013 Curriculum to the *Kurikulum Merdeka* is something very new. The Merdeka Learning program is a post-pandemic rollout and will be fully implemented in limited educational settings in a number of schools. Teachers preparing for the Merdeka program are expected to be able to understand technological developments and be able to apply a curriculum that is always changing (Anggraini, Yulianti, Faizah, Putri, &Pandiangan, 2022). And teachers can respond enthusiastically when implementing this program because one of the principles of the program is flexibility, allowing teachers to carry out learning according to the environmental conditions of students and is beneficial to students (Fitriyah&Wardani, 2022).

To address the era of societal progress, the (Minister of Education and Culture) developed the independent concept of learning. Schools are anticipated to develop output that can adapt to changing times with the introduction of a *Kurikulum Merdeka* (Anisimov et al., 2019). Teachers and students are the primary subjects in the teaching and learning process; in other words, teachers are more than just a source of information for pupils. They must, however, collaborate to find the knowledge that kids require. As a

result, it can be stated that the role of the instructor is highly important in students' performance in reaching learning objectives according to the curriculum (Baharuddin, 2021).

The Pancasila Student Profile Program is currently being rolled out at the elementary and higher levels (Azzahra&Dewi, 2021). In the process of strengthening the profile of Pancasila students, the role of the teacher is very important. Teachers play an important role in shaping a child's personality. Because in addition to carrying out teaching and learning activities, teachers also act as parents of two students in the school (Rudiawan&Asmaroini, 2022). The teacher is the most important person in the process of building and implementing the program. With their knowledge, experience and skills, teachers are at the heart of all curriculum development efforts. Good teachers promote better learning because they are the most knowledgeable about teaching practice and are responsible for introducing the curriculum in the classroom.

Moreover, in this *Kurikulum Merdeka*, assessment or what is better known as assessment is an important part of learning. Good assessment motivates students to learn and guides them to achieve maximum learning outcomes by utilizing all existing potential (Sudirtha, 2023).

Evaluation is one aspect that has experienced significant changes.Assessment is a data collection process designed to identify an individual's abilities.In relation to the current curriculum,*Kurikulum Merdeka* is something new in the world of education. Assessment in the *Kurikulum Merdeka* emphasizes learning practices that focus on students (PuspendikKemdikbud, 2021).

Assessments carried out during learning take into account the needs and characteristics of students in participating in learning. Assessment in the *Kurikulum Merdeka* includes diagnostic assessment, formative assessment and summative assessment (Maulida, 2022).

In this research, the term "evaluation" refers to all activities carried out. Educators and students use feedback in various forms, and it is developed as information about errors and mistakes as well as suggestions for improvement in the learning process in the classroom.Therefore, assessment is an integral part of the learning process.Assessment objectives can focus on three main categories: Assessment as Learning (AaL), Assessment for Learning (AfL), and Assessment of Learning (AoL). All three are considered goals rather than methods for determining the desired outcomes of the learning process (Sudirtha2023).

The *Kurikulum Merdeka* is a form of refinement from 2013 the curriculum certainly received various responses from teachers, students andparent. There are several changes in the form of assessment from the *Kurikulum Merdeka* so that an educator must use assessments according to students' abilities. Each of them supports it and there are quite a lot of complaints about it the curriculum changes they felt replaced the 2013 Curriculum as well quickly (Saputra&Hadi, 2022). Based on the explanation above, let's see how so far English teachers are in the process of implementing the *Kurikulum Merdeka*, the researcher chose the title "The Perception of English Teachers on theImplementation Learning Assessment in *Kurikulum Merdeka* Context at SMP Negeri 1 Kelara".

B. Research Question

Based on the background above, the researcher formulate question as follow:

1. What is the teachers perception on the use of Assessment as Learning in *Kurikulum Merdeka*?
2. What is the teachers perception on the use of Assessment for Learning in *Kurikulum Merdeka*?
3. How do the teachers conduct assessment as/for based on *Kurikulum Merdeka* context?

C. Research Objectives

The research objective in this research are:

1. To find out teachers' perception on the implementation of Assesment as learning.
2. To find out teachers' perception on the implementation of Assesment for learning.
3. To find out teachers' conduct assessment as/for based on *Kurikulum Merdeka* context

D. Significance of the Research

The significant of this research is expected to provide several benefit to process of implementing an *Kurikulum Merdeka* for teachers.

1. For Teachers

   Teachers can be provide clearer references regarding the context of assessment in the *Kurikulum Merdeka* and how it is implemented in English language teaching.

2. For School

   They can also contribute during the implementation of the on going *Kurikulum Merdeka.*

E. Scope of the Research

In collecting data, this research only focuses on the perceptions of English teachers at SMP Negeri 1 Kelara regarding the implementation of the *Kurikulum Merdeka* and finding out what the opinions of English teachers at SMP Negeri 1 Kelara regarding the implementation of the *Kurikulum Merdeka* in learning assessment using formative, which covers assessment for learning and assessment as learning.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Findings

The implemention of changes in education policy, including the curriculum, is a long-term learning process, the government provides oppurtinities for educators and institutions to implement their own curriculum according to their readliness. There are severe expert opinions regarding the implementation of the *Kurikulum Merdeka*

Karyono and Sunarniet al., (2023) in their research found that teachers play an important role in the development and implementation of the school curriculum as well as the success of implementing the curriculum. And teaching really depends on the teacher's intensity in implementing programs in the classroom and not all teachers have IT skills, and the obstacles in implementing the are *Kurikulum Merdeka* due to lack of stable internet access, especially for connecting to the *Kurikulum Merdeka* platform. Here it can be seen that it is true that teacher involvement in curriculum development is very important for the success and development of meaningful independent learning programs. And every school has obstacles in implementing the *Kurikulum Merdeka*, especially for remote schools whose geographic location makes it difficult to access the internet. And teachers as implementers are part of the final stage of curriculum development in schools

.According to Pandiangan et al., (2022), teachers can collaborate and succeed with the development of the school curriculum by organizing and compiling materials, books, texts and learning content. Teacher involvement in the curriculum development process is very important so that the curriculum content meets the needs of students in the class. Therefore, teachers must have competencies such as planning, management, designer, evaluation, researcher, decision making, and admin. This can be in line with the role of teachers at each stage of curriculum development, because the key to the independent learning policy lies in the independence of teachers and students. Apart from that, the role of teachers in accordance with curriculum demands, namely as educators, mentors and teachers, can also be considered. Teachers must also carry out an effective and enjoyable learning process so that students feel comfortable and active in the learning process.

Mantra et al., (2023), in their research, it can be said that teacher involvement in the curriculum development process is very important to meet student needs. In the curriculum development process, teachers must act and consider students' needs at every stage. However, sometimes the process requested by teachers is not clear. In the curriculum development process, teachers must actively reflect the needs of students at each stage. Learner participation in the process is not well defined and is difficult for teachers. The results of this research show that not all teachers have the opportunity to be involved in the process of implementing the *Kurikulum Merdeka*. And

curriculum development and implementation in the classroom requires full support from teachers so that implementation is successful. And teachers must feel responsible for implementing these curriculum changes in the classroom learning process intensively.

Anggaraet al., (2023) The aim of this research is to find out whether the independent learning curriculum can be implemented in educational units. As a result, despite the challenges common in a country with many islands like Indonesia, independent education has been implemented effectively in schools. Those who work as educators in schools face a number of challenges, including a lack of experience in independent learning, limited references, limited access to learning, effective time management, and the absence of adequate competencies or skills. These things become obstacles for teaching staff to implement education in accordance with the idea of independent learning. Apart from that, the structure of the *Kurikulum Merdeka* that teachers must carry out during the implementation phase of the independent curriculum includes intracurricular, extracurricular activities and efforts to strengthen the profile of Pancasila students.

Iqbal et al., (2023) The aim of this research is to determine the role of teachers in the independent learning policy and how this policy is implemented in the learning process at SMP Negeri 1 Pancur Batu. The reasons behind the emergence of this research are none other than seeing that the independent learning policy is something new in the world of education.

Teachers have very diverse roles, including independent learning facilitators, innovative and creative teachers, teachers who are characterized as teachers, and driving teachers. Based on this explanation, it can be concluded that understanding the meaning of independent learning and the role of teachers in independent learning helps teachers and students become freer to think, be creative and be happy in the classroom.

Based on several previous studies that have been stated above, in conclusion, there are two things that the researcher will explain. First, some of the research above has similarities with what researchers will do later, namely teacher perceptions in implementing the *Kurikulum Merdeka*. Second, differences area this research will focus on assessment the use in *Kurikulum Merdeka*. Consists of assessment for learning and assessment as learning.

B. Some Pertinent Ideas

1. Kurikulum Merdeka

The *Kurikulum Merdeka* is a curriculum designed by the Ministry of Education and Culture to provide leeway for schools in exploring their capabilities in accordance with existing resources and infrastructure. Not only that, the *Kurikulum Merdeka* also gives freedom to teachers in conveying learning material and students are more flexible in exploring their potential so that the results obtained are achieved to the maximum. The *Kurikulum Merdeka* implemented in junior high schools (SMP) refers to the (Ministry of Education and Culture number 56 of 2022) concerning guidelines for

curriculum implementation in the context of learning recovery which explains that the implementation of the *Kurikulum Merdeka* is aimed at early childhood education (PAUD), basic education, and secondary education. Then at the Ministry of Education and Culture it was explained that the structure of the secondary education curriculum was divided into two main activities including intracurricular learning and projects to strengthen the profile of Pancasila students. This is in line with research (Rahayu et al., 2022) which states that implementing an independent curriculum will be more relevant and interactive where project-based learning will provide broad opportunities for students to actively explore factual issues..

The *Kurikulum Merdek*a program is a program designed by the (Ministry of Education and Culture, 2022) to provide opportunities for schools to explore their capabilities with existing resources and infrastructure. In addition, the *Kurikulum Merdeka* gives teachers the freedom to provide learning materials and students are more flexible in discovering their potential to achieve maximum results. The *Kurikulum Merdeka* implemented in tertiary institutions (SMP) refers to the (Ministry of Education and Culture Number 56 of 2022)concerning Guidelines for Implementing curriculum implementation in the context of learning recovery which explains that the implementation of an *Kurikulum Merdeka* is aimed at early childhood education (PAUD), basic education, and education medium. Later, it was explained at the (Ministry of Education and Culture) that the structure of the

secondary education program was divided into two main activities, namely learning in schools and projects to strengthen the profile of Pancasila students.

The *Kurikulum Merdeka* is a curriculum with various intra-curricular learning whose contents will be more optimal so that students have sufficient time to explore concepts and strengthen competence. In the learning process, the teacher has the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students (Kemendikbudristek, 2022). In this curriculum there is a project to strengthen the achievement of Pancasila student profiles. Where developed based on certain themes set by the government. This project does not aim to achieve certain learning achievement targets, so it is not tied to the content of the subject.

The goal of or self-learning programs is to help teachers, students and parents live in a pleasant atmosphere. Freedom to learn means that the educational process must create a happy atmosphere (Ministry of Education and Culture, 2019). In this case what needs to be developed is that the teacher must be the main key to the success of independent learning, both for students and the teacher himself. Independent learning is a process in which the teacher can first free himself in the teaching and learning process, while at the same time being able to bring a sense of comfort and freedom of learning to his students.

The independent learning curriculum was initiated by the Ministry of Education and Culture for education. They understand that independent learning has 3 characteristics, namely project-based learning for the development of soft skills and character according to the profile of Pancasila students, learning essential materials and a more flexible curriculum structure, as well as in the digital era using existing technology to support education and keep abreast of science and technology progress. Teachers must understand the character of students, create fun learning, adjust the needs and character of students for physical and spiritual progress. This is like Ki Hadjar Dewantara's educational concept, education is based on the principle of independence which means that humans are given the freedom to manage their lives while remaining in line with existing rules, education is to gain physical and spiritual progress (Ainia, 2020).

In an *Kurikulum Merdeka*, schools also have the right to develop and manage programs according to their respective characteristics. The Merdeka program is more relevant and interactive. Learning occurs through a variety of project-based activities, so that students acquire the skills they need when they leave school, such as working in groups and creating life-enhancing works (Mantra et al., 2022).

The curriculum is important for students to achieve their educational goals in a structured and sustainable manner. And the curriculum cannot be separated from education, because textbooks are a reference in the teaching and learning process (Ariga2022).

2. Implementation of *Kurikulum Merdeka*

The *Kurikulum Merdeka* Program is one of the learning rehabilitation options designed by the Ministry of Education, Culture, Research and Technology (Kemdikbudristek, 2022) and the government has issued a policy regarding the development of free learning programs. For this reason, one of the stand-alone program implementations is the recovery of the learning crisis after the COVID-19 pandemic. And the Ministry of Education and Culture is developing an *Kurikulum Merdeka* as an important part of efforts to restore learning after the world education crisis that we have experienced for a long time (Ministry of Education and Culture, 2022).

As part of efforts to revive learning, the *Kurikulum Merdeka* (formerly called the Prototype Curriculum) was developed as a more flexible educational framework with a focus on essential materials and developing students' personalities and skills. The program seeks to restore learning in order to realize the transformation of education in Indonesia for the better. In an *Kurikulum Merdeka,* teachers can identify students' deepest potential to create appropriate learning approaches. The Merdeka program also allows

teachers to adopt a fun way of learning because it can be done through project-based learning.

One of the activities is implementing an independent study program to recover from the learning crisis after the COVID-19 pandemic. The learning crisis due to the COVID-19 pandemic forced educational institutions to evaluate the implementation of emergency programs implemented during the pandemic as a contribution to the continuity of the implementation of free learning programs (Nugraha, 2022).

Implementation of the *Kurikulum Merdeka* is not easy but quite difficult because it requires careful planning, especially by the teacher. Therefore, in developing the *Kurikulum Merdeka*, teachers must have characteristics such as planners, designers, administrators, evaluators, researchers, decision makers, and administrators. Teachers can play this role at any stage of curriculum development. The *Kurikulum Merdeka* Program also requires the role of school principals and teachers in learning new things, especially the use of technological tools. A new aspect that must be considered in the Merdeka program is efforts to strengthen the profile of PancasilaArdianti students (2022).

The process of learning the *Kurikulum Merdeka* at schools refers to the profile of Pancasila students which aims to produce graduates who are able to be competent and uphold character values. The structure of the *Kurikulum Merdeka* is intracurricular activities, projects to strengthen the profile of Pancasila students and extracurricular activities. As stated in the Decree of the (Minister of Education, Culture, Research and Technology No. 162 of 2021) that the basic curriculum framework consists of curriculum structure, learning outcomes, learning principles and assessments. In the independent curriculum, each activity must result in a project. In this case, often times, schools hold exhibitions to display the works of their students, even though they don't have a large yard, they work with parents or agencies to support the implementation of these exhibitions.

Teachers have an important role in the development and implementation of the curriculum. Teachers have an important role in implementing autonomous learning policies. A teachers must be able to be more active and energetic, creative and imaginative, and the teacher must be able to utilize various existing technologies to improve teaching methods. Teachers are expected to be involved in the development of the school curriculum to organize and structure learning materials, textbooks, and content in a collaborative and successful manner. It is very important for teachers to participate in the curriculum development process to align

curriculum content with the needs of students in the classroom. As an educator, the teacher understands student psychology and knows learning methods and procedures that suit students' interests.

The role of the teachers in realizing learning independence is clearly seen in the design of learning programs, including the use of applied learning strategies. Suhartoyo et al., (2020) shows that the application of contextual learning can create independent learning in elementary schools. This happens because in contextual learning, students are active communicators, collaborate and interact openly and directly with various learning resources. Students not only understand the material, but also understand the learning objectives and the personalities of their friends.

3. Assessment

a) Assessment of Learning

According to rosana et al., (2023) assessment at the end of learning is the process of collecting and interpreting evidence to summarize periodic assessments, assess the quality of student learning based on assessment criteria, and assign grades to determine student quality. Apart from that, students' learning results are communicated to their parents, teachers, the students themselves, or other people. As the lesson draws to a close, this will be announced.

The results of the formative evaluation show that students need to plan active, supportive and meaningful learning every day. After the learning process is complete, it is called the final assessment. Implementation is usually carried out after training is complete. This assessment process is a summative assessment. Assessment is carried out when the learning process is complete and is used to assess the final results, (Budiono et al., 2023). This assessment can be done at the end of the lesson material or at the end of the semester. The purpose of this summative assessment is to measure student performance over time by referring to teacher performance standards. Educators must understand the characteristics of summative and formative assessments when conducting assessments.

After students have finished studying, an assessment in the final assessment will be carried out. This test consists of questions about the lesson topic. Teachers use pilot testing to evaluate the amount and accuracy of student work. Assessment results form a large part of teacher decisions. Assessment results are represented by symbols that show student achievement (Anisah Ghi, 2021).

If the educational unit feels the need to confirm the final summative results of the material scope to get the best results, they can do so at the end of the semester. Apart from that, the way to understand the assessment function of the final assessment is as follows:

1. A tool for measuring the achievement of student learning outcomes over a certain period of time.
2. Collect learning outcome scores to compare them with predetermined achievement standards.
3. Provide feedback on how to design and improve learning programs, including formative assessment functions.
4. Identify students' learning strengths and weaknesses (such as functions in diagnostic assessments).

b) Assessment for Learning

Assessment for learning this is a continuous assessment process that collects and interprets student learning outcomes. The aim is to determine how well students achieve learning outcomes, what they need to prepare, and how best to obtain optimal learning outcomes. In simple terms, this evaluation model changes the idea of summative evaluation to formative evaluation. Evaluation for learning is an evaluation that is usually used to improve learning and functions as a formative evaluation.Formative evaluation results provide students with information about what they need

to improve their learning the next day by offering a more positive, supportive, and meaningful learning approach(Hatipet al., 2023).

This assessment aims to improve the learning process, this evaluation is carried out to understand the function of evaluation for learning assessment, namely:

a. Determine students' initial abilities and learning needs.
b. Feedback for teachers to improve the learning process and increase its meaning.
c. Feedback from students to improve learning strategies.
d. Determines students' ability to absorb material in activities related to classroom learning.
e. Encourage changes in the classroom atmosphere so that students are more motivated to learn through positive, supportive and meaningful learning programs.

Learning planning, determining learning objectives, informing students of learning objectives, communicating assessment criteria, assessment processes, and assessment feedback are some of the things that must be considered when using learning evaluation methods (AnisahGhi, 2021).

According to research conducted by Diella and Ardiansyah (2019), assessment for learning (AfL) is the provision of feedback that has a positive impact on learning outcomes, learning motivation, and participant activity in class. Assessment for learning can also be used by students to improve their achievement and facilitate them. Assessment for the learning process can be done in various forms, such as assignments, presentations, projects, and quizzes.

c) Assessment as Learning

Assessment as a Learning Process when students become the best assessors of themselves, this is called evaluation as learning. Students actively take part in the learning process. At the same time, students must be able to self-motivate and use their knowledge and abilities to make decisions about problems that arise in their lives. They can't just wait for educators to explain their needs.Assessment as learning provides an overview of the learning process. Examples of formative assessment are self-assessment and peer assessment (Sufyadi et al., 2021).

Evaluation for learning has similar goals to evaluation for learning, because both function as formative and are carried out during the learning process. The difference is that assessment as learning involves students actively in the activity. Students are involved in the assessment process

activities, which allows them to monitor themselves (Hatip and budiono, 2023).

Rosana et al., (2020)Assessment as a learning process helps develop and support the metacognitive assessment of learning that is currently most preferred by students. Compared with assessment for learning and assessment as learning. Assessment of learning outcomes must become more important

So far, students prefer learning assessment compared to assessment for learning and assessment as learning. Assessment of the achievement of learning outcomes should prioritize assessment as learning and assessment for learning rather than assessment of learning (independent learning module, Ministry of Education and Culture 2019).

A very important curriculum component is assessment. Assessment is a continuous and systematic process or activity intended to collect information about student learning processes and outcomes to be used in the decision-making process based on certain criteria and considerations (Nasution, 2022).The *Kurikulum Merdeka* assessment system is different from the 2013 Curriculum (K13). The 2013 curriculum uses formative and summative assessments to determine how well students are learning and uses assessment results to help shape student learning based on their abilities. However, the *Kurikulum Merdeka* strengthens the profile of Pancasila students with

assessment projects, which are not included in the 2013 curriculum. The *Kurikulum Merdeka* strengthens formative assessments and utilizes assessment results to design learning according to student achievement stages. In the 2013 curriculum, assessment of attitudes, knowledge and skills is a typical assessment feature, while the *Kurikulum Merdeka* does not separate assessments between attitudes and knowledge.

Previous curriculum assessments emphasized summative assessment. The results of the summative assessment are the basis for filling out student learning outcomes reports. *Kurikulum Merdeka* assessment, on the other hand, can focus more on implementing formative assessments rather than summative assessments. The results of the formative assessment can be used as a basis for improving further learning (Kurka, 2022).

Assessment, according to Agustianti (2022), is the process of combining data and information to assess students' needs, achievements, performance and development in activities at educational institutions. Students' cognitive, effective and psychomotor aspects are some of the sources that can be used to carry out this assessment.(Minister of Education and Culture Regulation number 23 of 2013) defines the importance of assessment standards in education and sets standards for mechanisms, procedures and instruments for assessing student learning outcomes. It also ensures that assessments are carried out consistently and objectively.

Assessment is a systematic and continuous process or activity to collect information about students' learning processes and outcomes in order to make decisions based on certain criteria and considerations (Nasution, 2022). The *Kurikulum Merdeka* focuses more on providing learning outcomes that best suit students' needs.

The types of assessments in the *Kurikulum Merdeka* are formative assessments and summative assessments.

1) **Formative Assessment**

According to Suryanda et al., (2021) Formative assessment is an assessment by collecting data regarding improvements in student learning outcomes or students in understanding the competencies or teaching materials that have been studied, formulating this information, then deciding which is most effective. learning activities for students. so that students can understand the competencies that have been given optimally. Formative assessment is also called assessment for learning or assessment as learning.

This assessment is not just an assessment for learning, it can also be an assessment as learning or assessment as learning (Educational Assessment Center Team, 2019). Formative assessment can help educators convey student learning and provide regular and ongoing

feedback. For schools, the assessment format is designed to provide information about the challenges students face in the project learning process so that appropriate support can be provided. Formative assessment, on the other hand, helps students identify strengths and aspects they need to develop (Musarwan&Warsah, 2022).

Purnawanto (2022) argue that formative assessment can carried out at the beginning of learning for readiness to know students in studying open and achieving materialplanned learning objectives. This assessment is included in the formative assessment category which is intended to fulfill

According Suryaningsih (2023), the need for teachers in designing learning is not to assess learning outcomes but to meet teacher needs.This formative assessment also integrates student learning by providing regular and ongoing feedback. The aim of providing regular feedback is so that students can identify their learning and improve aspects of their learning that are weak in understanding the material provided by the teacher.According to Sutikno(2019), formative assessment is combining student learning progress during the learning process to provide feedback to improve the learning program and identify weaknesses that need to be corrected to improve student learning outcomes and the learning process of good teachers.

From the implementation of the formative assessment above it can be seen that this assessment is included in the assessment forlearning and assessment as learning. This formative assessment is used to monitor student learning process (Kosasih et al., 2022). This assessment is carried out to assess student progress during the learning process by utilizing several assessment techniques, such as providing direct feedback,using rubrics and check lists, and recording student performance during the learning process (Kasman&Lubis, 2022). So it can be concluded that formative assessment is an assessment that aims to review and measure students' learning abilities where the implementation process occurs when learning is being and is still being implemented.

The characteristics of formative assessment are:

1. Integrate into the learning process so that formative assessment and learning become one unit.
2. The assessment plan format is included in the learning plan.
3. Engage students in application (e.g., through self-assessment, peer assessment, and metacognitive reflection of the learning process).
4. Pay Attention to Progress Mastering various fields requires attitudes, knowledge and skills so that it requires learning methods/strategies and techniques/tools.

2) Summative Assessment

According to Putri and Zakir, (2023) Summative assessment is an assessment carried out at the end of all hours at the end of a subject/at the last stage of the learning process.Summative assessment is most often carried out by teachers using tests at the end of a certain learning period.

Summative assessment is an activity designed to evaluate student achievement of learning objectives and/or learning outcomes (CP) as a basis for determining promotion to class and/or completion of an educational unit. Assessment of the achievement of student learning outcomes is carried out by comparing student learning outcomes with standards for achieving learning objectives (Kemdikbud, 2020).

Final assessment is an assessment carried out at the end of the learning process. And this learning assessment is a summative assessment, where the final results of the performance assessment carried out at the end of a course or at the end of the semester are determined. The purpose of this summative assessment is to measure student learning outcomes over time against the performance standards set by teachers Mawaddah et al., (2023).

When conducting assessments, educators need to understand the characteristics of summative assessments. The summative characteristics of assessment are:

1. It is a measuring tool to determine the achievement of student learning outcomes in a certain range of material or time period, for example the end of the semester or the end of the semester School year.
2. Achievement of learning outcomes is compared with specified performance standards
3. Used by educators or educational units to evaluate the effectiveness of a learning program

According to (Ministry of Education and Culture) sources, the main purpose of summative assessment is to understand and record student progress, not to determine promotion or graduation. This assessment method can be implemented in various ways, including through quizzes or daily tests designed to test students' understanding of the material being taught. There are also non-written summative assessments, which can take the form of projects, presentations, or other assessment methods that do not involve writing.

This allows educators to assess students' abilities in broader aspects of the learning process:

a. Class discussions aim to develop public communication skills and develop students' ability to express opinions.Developing students' ability to learn to be democratic, listen to what other people say and be able to accept it gracefully even though other people's opinions are really important and have different opinions, and try to respond to them in a polite, courteous and courteous manner while showing a wise and show empathy.
b. Drama aims to develop students' acting skills and learn how to communicate well and accurately, encouraging students to see problems from various different points of view so that students develop a spirit of empathy and improve critical thinking skills.
c. Products by making 3D miniature models, digital products. Developing students' creativity, cultivation and understanding.

4. Teachers Perception

Kurikulum Merdeka implemented in the learning process has meaning and benefits for both teachers and students.Based on several references, the importance of freedom to learn in the learning process is stated: freedom to think, freedom to innovate, freedom to learn independently and creatively. Independence the implementation of curriculum policies

encourages the role of teachers both in curriculum development and the learning process(Lao&Hendrik, 2020).

Apart from acting as a learning resource, teachers also act as learning companions in independent learning which is supported by professional, educational, personal and social skills. These competencies enable teachers to realize the goals of implementing and implementing *Kurikulum Merdeka* policies (Pendi, 2020).

Hadiet al., (2022) found that among the results of their research, teachers' perceptions of the *Kurikulum Merdeka* argued that this could also be seen from the curriculum provided. The more comfortable, happier and more meaningful the learning process is for students, the more it will be in line with the teacher's understanding of the *Kurikulum Merdeka*. Teachers play a very important role in both curriculum development and implementation. Learning designs that are no longer teacher-centered and use varied learning media motivate students to be active and train them to develop critical thinking skills (Herawati& Others, 2022).

The implementation of this *Kurikulum Merdeka* also gives rise to positive and negative opinions felt by teachers, students and other educational staff.

a. Positive Perception

According to Umaiet al., (2023), they found that the *Kurikulum Merdeka* had a positive impact, namely supporting project learning, making students more creative and innovative. These students will be able to handle waste in the environment. Students also become more independent and students can study at home supported by modules with links and barcodes that can be accessed via the internet. Another positive impact is that the Pancasila student profile sharpens students' abilities and improves their character. Through this project and increasing the visibility of Pancasila students, students will further improve their skills and become creative and innovative.

Rahmattullah et al., (2023) Implementation of the *Kurikulum Merdeka* at SMA Negeri 4 Banjarmasin has a positive influence among teachers on the implementation of the *Kurikulum Merdeka* for Learning in Schools. This shows good appreciation from teachers for the implementation of the digital era independent learning curriculum. This is the result of a survey of teachers' experiences in implementing the self-directed curriculum which was carried out for approximately 6 months, so that teachers can deepen the implementation of the self-directed curriculum, better understand self-directed learning, and also understand that it has a big impact. This is beneficial for teachers and participants. A learning process that is tailored to students, their personalities and

needs.The implementation process cannot be separated from the use of technology that supports the achievement of *Kurikulum Merdeka* goals in the digital era which encourages the development of education and science and technology.Therefore, it is best for schools to give teaching assignments in classes that implement their own curriculum to young teachers who are more creative and technologically literate, so that they do not have difficulty using digital media to support curriculum implementation.

According toAnguilla (2022), social studies teachers in secondary schools in all Tanjung Kemuning subdistricts in Kaur District have a positive perception of the MerdekaBelajar curriculum and rate it as very good. These findings also highlight the importance of comprehensive interaction of all stakeholders at the educational unit level to ensure curriculum implementation is carried out according to expectations. Apart from that, the perceptions of at SMP TanjungKemuning teachers have several indicators regarding the implementation of the *Kurikulum Merdeka*, such as reducing curriculum content, constructivist learning, teachers' personal experiences, and teacher training qualifications. Based on the explanation above, it can be said that the *Kurikulum Merdeka* helps teachers carry out the learning process, and the *Kurikulum Merdeka* gives students freedom.

b. Negative Perception

Hanafi., et al (2022*) Kurikulum Merdeka* as a new curriculum requires preparation including technology adaptation for teachers and students. To be a good teacher, teachers must have digital skills, including mastering the four pillars of digital literacy. Digital skills can no longer be separated from learning. Considering that all learning tools prepared by the government are available in digital format both in the Merdeka Mengajar application and the Ministry of Education, with adequate digital literacy teachers will be able to prepare for the implementation of the *Kurikulum Merdeka.*For teachers to teach English effectively, they must implement differentiated instruction, use technology, and continually assess and reflect. By focusing on these important factors, teachers can significantly increase student success and English language development. From a more technological perspective, teachers need to be aware of technological developments and be able to adopt an ever-changing curriculum (Anggrani, Yulianti, Faizah, Putri, &Pandiangan, 2022).

According to Pollatu and Hehakaya (2022), in their research, they argue that teachers are stuttering in using ITimplementation of the *Kurikulum Merdeka*, many teachers are still constrained as is lack of literacy about technology. Judging from observations made by several teachers at SMK Negeri 2 Pacitan, especially mathematics teachers, they

still experience technological gaps. Many Teachers can't keep up with developments learning technology in the digital era. Based on the explanation above, this is because minimal use of IT in the learning process and experience implementing independent learning is very minimal, because it is the implementation of learning unfulfilled.

According to Dewi and Innayatullah (2022) who conducted research at "MuhamadiyahPiyungan Middle School" in their research entitled "The Impact of the Learning *Kurikulum Merdeka* on Grade Seven English Learning at MuhamadiyahPiyungan Middle School" showed that teachers at Muhammadiyah Payungan Middle School found it difficult to implement the *Kurikulum Merdeka*, As for the impact felt when the teachers at Muhammadiyah Payungan Middle School had difficulty implementing their own curriculum, the teachers at Muhammadiyah Payungan Middle School said that the K13 curriculum instructed teachers to use a scientific approach, while the IKM curriculum required teachers to use a scientific approach they feel the influence directed at them. The evaluation conditions have also changed. This requires teachers to readjust their assessment methods. The IKM curriculum also perfects aspects of extracurricular activities and strengthens the character profile of Pancasila students. This reduces teaching and study time for several subjects. This is usually done in project programs to increase the profile of Pancasila students (P5). However, he finds it difficult to apply

different learning in teaching and learning activities. In the explanation above, the impact felt by teachers in implementing the *Kurikulum Merdeka* is negative because in implementing the *Kurikulum Merdeka* teachers find it difficult and also have to adapt to the *Kurikulum Merdeka*.

Setiawati et al., (2022) she found that the teacher's task is difficult in the *Kurikulum Merdeka* because it is not easy to teach people with all the characteristics of problems and needs, it is not easy and requires a unique curriculum. Basically, the concept of independent learning aims to liberate teachers and students. When teachers are tasked with preparing the younger generation for the future, they don't need to worry about administrative matters that take up a lot of time and energy. And the environment has a big influence on a student's personality. The way to overcome this is to improve the child's inner intentions. Especially in times like today, students can learn from technology.

C. Conceptual Frameworks

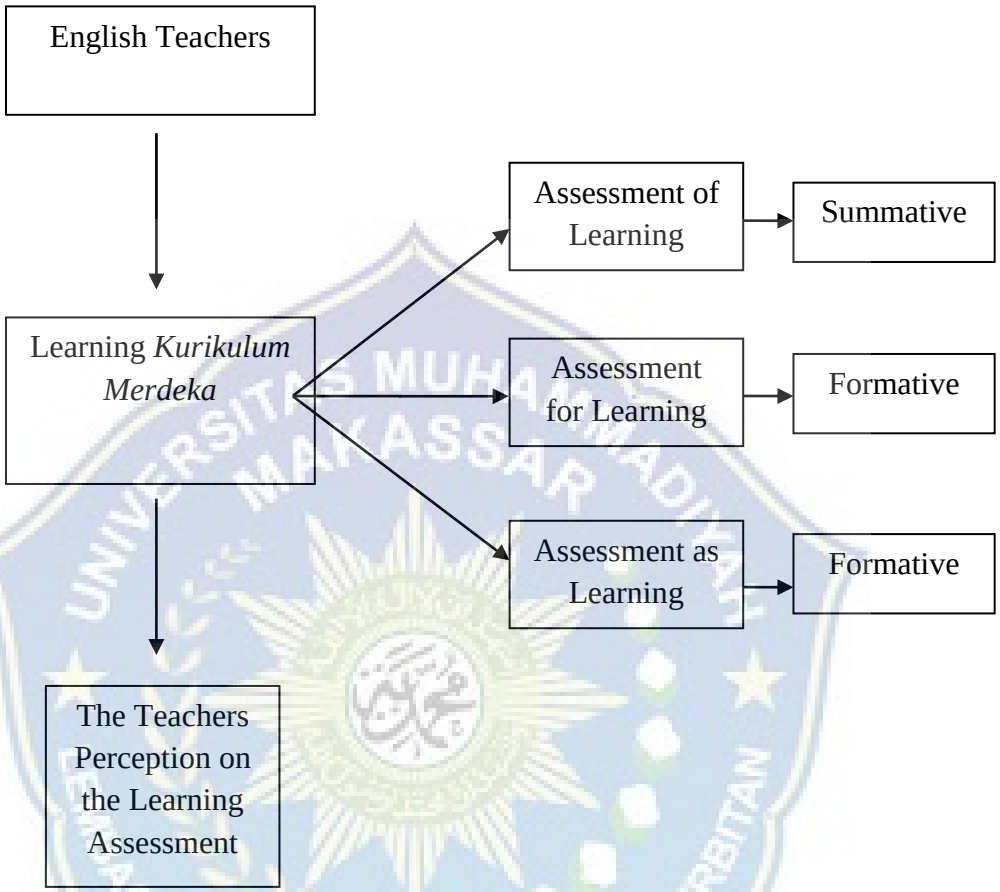

Figure 2.1 Conceptual Framework

.Based on the conceptual framework diagram above, this research was used analyze teachers' perceptions of the implementation of the *Kurikulum Merdeka* in assessment of learning, assessment for learning, and assessment as learning. In collecting data, researchers plan to conduct interviews with two English teachers to obtain information. Then the researcher look for teachers' perceptions of the assessment system in the *Kurikulum Merdeka.*

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research used in this research is a qualitative descriptive method. Qualitative research is research that aims to understand the phenomena experienced by research subjects, such as behavior, perceptions, motivations, actions, etc., comprehensively and through descriptions of words in certain natural contexts and by using different scientific methods (Moleong, 2012). In this research, use described how the views of English teachers towards the implementation of the *Kurikulum Merdeka*. The approach or strategy used to collect data in this research is interviews and observation. The researchers wasuse interviews with English teachers at UPT SMPN 1 KELARA for this research. The researcher was useprovide them with several consent documents for interviews before carrying out data collection with them.

Qualitative research seeks to understand social phenomena from the participant's point of view. Participants are people who have been interviewed, observed and asked to express opinions, data, thoughts and perceptions. To consider participants' perspectives, researchers can use a variety of interaction strategies such as direct observation, in-depth.

B. Research Subject

The subject of this research was used the English teachers at SMP 1 Kelara.The sampling technique to be used in this research using purposive sampling technique because the sample is selected based on certain criteria or characteristic. In this research, the specific criteria used as a sample were English Teachers at SMP Negeri 1 Kelara to find out how to take grades from students in this *Kurikulum Merdeka*. Purposive sampling refers to sample that have experience with the phenomena being analyzed. As explained in the research of Kusumastuti&Khoiron, (2019) Purposive sampling is a sampling technique determined by certain criteria. The criteria for teachers in this research are, the first teacher that researchers usedresearch is a driving teacher who understand the implementation of the *Kurikulum Merdeka* and the teacher has used the *Kurikulum Merdeka* in grade VII, and the second teacher that researcher usedexamine is a teacher who has implemented the *Kurikulum Merdeka* but he does not yet understand the actual concepts in *Kurikulum Merdeka.*

C. Research Instrument

In this research, the researcher used collect data using by observation and Interviews.

1. Observation

According to Sugiyono (2018), observation is a data collection method that has certain characteristics compared to other methods. Through observation activities, researchers was used the Observation Checklist to obtain observation data regarding English teachers' opinions and perceptions of students. implementation of learning assessment in the context of the *Kurikulum Merdeka* at SMP Negeri 1 Kelara.

2. Interview

According to Sugiyono (2014), an interview is defined as a meeting between two people who exchange information and ideas through questions and answers to build meaning about a particular topic. The type of interview that was used in this research is a semi-structured interview where the interviewer prepares a list of topics and questions before conducting the interview (Sarosa, 2017). The interview guide that has been prepared can be further developed during the interview process.

D. Data Collection Technique

In this research, the researcher used conduct interview to collect data from English Teachers:

1. First, the researcher determines the sample that will be used as the subject this research. The sampling technique used by researchers is purposive sampling and found two subject, namely teachers who have implemented the *Kurikulum Merdeka* and teacher who do not understand the use of the *Kurikulum Merdeka.*
2. Second, after obtaining the required subjects, the researcher then use them observation checklist instrument for collecting data related to methods teachers apply problem-based learning in their learning process.
3. The the final step is to carry out interviews related to the use of assessment as learning and the use of assessment for learning. From the information obtained in interview, researcher can draw conclusion about teachers perceptions of the implementation of the *Kurikulum Merdeka* in the use of assessment.

E. Data Analysis

Data analysis is the process of systematically compiling data obtained from the results obtained from observation and interviews, in order to make it easier for others to understand and gain a deeper understanding of research findings. The analysis technique used in this research is based on data analysis procedures according to Milles and Hubermen (1992), which states that

qualitative analysis activities are carried out interactively and take place continuosly until they reach a saturation point.

Therefore, the interactive data analysis techniques used in this study are as follows:

1. Data reduction

   Data reduction is a form of analysis to filter, select, focus, eliminate and arrange data, in order to draw conclusions. At this stage the researcher conducts an inventory, sorts out the main points, chooses topics, and makes certain categories and models to make sense.

2. Data visualization

   Data visualization is the process of presenting data in qualitative research in the form of summaries, graphs, categories, and samples arranged systematically to help readers understand concepts more easily.

3. Conclusion and Verification

   The last step of the interactive method consists of drawing conclusions and verification. In qualitative research, the conclusions drawn are temporary and subject to change if not supported by strong evidence, but if the conclusions drawn are supported by relevant and reliable evidence, the conclusions drawn will be flexible.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

Any findings in this research will be explained on the basis of the instruments used, namely interview and observation checklist. Un-structured interview was used to answer question first and second *"What is the teachers perception on the use of Assesment as/for Learning in KurikulumMerdeka"*. An observation checklist was used to collect data on the third research question "*How do the teachers conduct assessment as/for based on Kurikulum Merdeka"* and research have collected some data related to English teachers' perceptions regarding the assessment of the implementation of the *Kurikulum Merdeka* as describe bellow.

1. The Teachers Perception on the Use of Assessment as Learning in *Kurikulum Merdeka*

a) Teacher S

1. Amazing to Do

Extract 01

"Sebenarnya luar biasa di gunakan karna ada bagus dan ada juga kurangnya karna biasanya siswa di pelosok berbeda dengan siswa yang ada di kota makanya luarbiasa di gunakan".
"Actually, it's amazing to use because there are good things and there are also bad things because usually students in remote areas are different from students in cities, so it's amazing to use."

Based on Extract 01, Teacher S said that using assessment as learning in the *Kurikulum Merdeka* helps students in remote areas because it shows that assessment is effective, but not perfect, and several things need to be considered, such as access to educational resources and learning environments that can be adapted to circumstances and needs. students there.

2. Assessment as Learning is Not Difficult

Ekstract 02

"Tidak susah sebenarnya karna kek terstruktur toh kayak tersusun hanya saja kadang apa yang kita harapkan tidak sesuai yang terjadi dilapangan dalam kurikulum merdeka sebenarnya saya bersyukur karna lebih mendorong kita untuk lebihtahu dunia-dunia teknologi. kalau yang kemarin-kemarin biasanya hanya fokus dibuku saja sedangkan di kurikulum merdeka banyak pilihannya dan siswa juga bisa kita arahkan untuk berteknologi dan disitu biasa banyak meningkat minatnya siswa dalam pembelajaran bahasa inggris".

"It's actually not difficult because the school is structured, but it's just that sometimes what we expect doesn't match what happens in the field in the *KurikulumMerdeka* .Actually, I'm grateful because it encourages us to know more about the world of technology. In the past, we usually only focused on books, whereas in the *Kurikulum Merdeka* there are lots of choices and we can also direct students to use technology and there usually increases a lot of students' interest in learning English".

Based on extract 02, even though the structure or curriculum of independent planning is clear, practical problems still exist when implementing it. Apart from that, the *Kurikulum Merdeka* is different from the previous curriculum because it provides more space for students to

study technology. This allows students to become more involved in technology, which in turn will increase their interest in lessons, including English subjects.

b) Teacher H

1. Its Challeng in Use

Extract 03

"Berdasarkan pemahaman saya itu persepsi guru terhadap penilaian assessment as learning dalam kurikulum merdeka itu hasilnya positif namun juga terdapat beberapa tantangan yang perlu diperhatikan seperti pemahaman konsep assessment as learning secara umum, yang kedua potensi peningkatan kualitas pembelajaran guru melihat bahwa assessment as learning dapat meningkatkan kualitas pembelajaran dengan melibatkan peserta didik secara aktif dalam proses penilaian memberikan umpan balik dan penyesuaian proses pembelajaran."

"Based on my understanding, teachers' perceptions of assessment as learning in the *Kurikulum Merdeka* have positive results, but there are also several challenges that need to be considered, such as understanding the concept of assessment as learning in general, secondly, the potential for improving the quality of learning. Teachers see that assessment as learning can improve quality. learning by actively involving students in the assessment process provides feedback and adjustments to the learning process."

Extract 03 shows that although teachers' perceptions of assessment as learning in the *Kurikulum Merdeka* are positive and are considered to improve the quality of learning, there are big problems in understanding the concept and applying it. These challenges include understanding concepts well, actively engaging students, providing useful feedback, and adapting the learning process according to assessment results.

Based on the results from extract 01, Teacher S believes that using assessment for learning in the *Kurikulum Merdeka* shows that it is effective for students in the area. However, he argued that factors such as access to educational resources and the learning environment should be considered. The *Kurikulum Merdeka* provides more time to explore technology, but curriculum planning remains a problem when implemented. Despite teachers' views on learning assessment, the Merdeka Positive Curriculum still faces major problems in understanding and applying the concept. This includes students having to understand concepts well, participate actively in the learning process, provide useful feedback, and adjust the learning process according to assessment results.

2.) The Teachers' Perception on the Use of Assessment for Learning in the *Kurikulum Merdeka*?

a) Teacher S

1. Its Neither Difficult Nor Easy

Extract 04

"Oke Jadi sebenarnya kita sebagai guru terutama saya ada kelebihan dan kekurangannya dalam menilai apalagi di kurikulum merdeka. Klo menurut saya ditengah-tengah ketika dihubungkan dengan siswa toh, iya. Kadang-kadang siswa ada yang cepat mengerti dan ada yang lambat bahkan ada yang sudah, sudah berkali-kali tapi belum paham jadi dalam penilaian itu agak susah juga ada juga gampangnya bagi siswa yang mudah memahami kita nilai"

"Okay, so actually we as teachers, especially me, have advantages and disadvantages in assessing, especially in the independent curriculum. In my opinion, in the middle when it comes to students, yes. Sometimes there are students who understand quickly and there are those who are slow, and there are even those who have, have done it many times but don't understand, so in the assessment it is a bit difficult and there are also easy ones for students who easily understand us."

Based on Extract 04, the teacher realizes that conducting assessments has advantages and disadvantages, especially in relation to the *Kurikulum Merdeka*. This suggests that both difficulties and advantages occur during the assessment process. Students who understand the material slowly make the assessment process difficult. Students who understand the material quickly do so more easily. This shows that students' understanding influences the difficulty in assessing the learning process.

2. Its Use is Almost the Same as Learning

Extract 05

"Penggunaan assessment as dan for learning itu sama sebenarnya hanya saja kadang kita belum bisa menilai secara langsung karna kita belum melihat hasilnya."

"The use of assessment as and for learning is actually the same, it's just that sometimes we can't assess directly because we haven't seen the results."

Based on extract 05, the use of assessment for learning and assessment for learning actually have the same goal, namely supporting the student learning process. However, because we have not seen the real

results or effects of using both types of assessment, teachers sometimes face difficulties in directly assessing their success. In other words, although both approaches are expected to improve student learning, the difficulty in measuring their impact directly can make us feel uncertain about their effectiveness.

b) **Teacher H**

1. Grading for is Not Easy

Extract 06

"Berdasarkan pemahaman saya itu persepsi guru terhadap penilaian assessment for learning dalam kurikulum merdeka itu hasilnya positif namun juga terdapat beberapa tantangan yg perlu diperhatikan yg pertama itu pemahaman konsep assessment for learning secaraumum guru harus memahami penilaian yg dilakukan untuk mendukung dan meningkatkan proses pembelajaran bukan semata-mata untuk menentukan nilai akhir saja hal ini sejalan dengan semanagat kurikulum merdeka."

"Based on my understanding, the teacher's perception of assessment for learning in the *Kurikulum Merdeka* has positive results, but there are also several challenges that need to be considered. The first is understanding the concept of assessment for learning in general. Teachers must understand that assessments are carried out to support and improve the learning process, not just "The focus is only on determining the final grade. This is in line with the spirit of the Kurikulum Merdeka"

Based on extract06, teachers see the use of assessment for learning in the *Kurikulum Merdeka*as a way to support the learning process. However, it is difficult to ensure that teachers truly understand the

concepts and apply them with the aim of improving learning rather than simply assessing outcomes.

2. Using for Assessments Requires Extra Time and Effort

Extract 07

"Penilaian itu membutuhkan waktu dan upaya ekstra yg merancang dan mengelola penilaian yg terintegrasi dukungan kebijakan dan sumber daya guru menyoroti perlunya dukungan kebijakan yg jelas."

"Assessment requires extra time and effort to design and manage assessments that are integrated with policy support and teacher resources, highlighting the need for clear policy support."

Based on Extract 07, it shows that effective assessment requires additional time and effort from teachers to design and administer it. In addition, to help teachers do well, clear policies and available resource support are needed.

3. The Use of Assessments can Assess Students' Knowledge Through Written Assessments

Extract 08

"Kalau assessment for disitu ada penilaian tertuli saja di bisa ki nilai pengetahuannya siswa bukan hanya menggunakan umpan balik ataupun kuis."

"There is a written assessment for assessment so students can assess their knowledge, not just using feedback or quizzes."

Based on extract 08, because written assessments provide a clearer and more detailed picture of students' abilities and knowledge than just feedback or quizzes, teachers can more easily measure and evaluate students' understanding of the subject matter.

As a result of the teacher's explanation about assessment, the teacher realized that the assessment process has challenges and advantages, especially in the context of the *Kurikulum Merdeka*. This process is difficult for students with different levels of understanding, but easier for students who quickly understand the material. The level of student understanding influences the level of difficulty of the assessment. Although teachers support the use of assessment for learning in the *Kurikulum Merdeka* to support the learning process, they also face challenges in ensuring appropriate implementation to improve learning rather than simply evaluating final results. Clear policies, availability of resources, and extra time and effort from teachers are necessary to conduct effective assessments. Written assessments allow for a more formal and structured assessment of student knowledge, providing a clearer picture of students' abilities and knowledge in the material being taught.

The results of the interviews show that the application of assessment as learning in the free curriculum can help students in the area by showing that it is effective. However, it is necessary to pay attention to the impact on educational resources and the learning environment. The free curriculum

provides more space to explore technology, although the *Kurikulum Merdeka* planning is clear. Even though teachers' perceptions of assessment as learning in the *Kurikulum Merdeka*are positive, there are big problems in understanding the concept and applying it. Teachers realize that the assessment process in the *Kurikulum Merdeka* involves challenges and advantages, and the level of difficulty of assessment is influenced by the level of student understanding. Although teachers support the use of assessment as learning in the *Kurikulum Merdeka*, they face difficulties in ensuring that this is implemented correctly to improve learning. To carry out effective assessments, written assessments provide a clearer picture of students' abilities and knowledge of the subject being taught, and require clear policies and the availability of adequate resources.

3.) The Teachers Way as/for Assessments Based on the *Kurikulum Merdeka*

Based on the results of observations made on English teachers who use formative assessment (as/for) in the *Kurrikulum Merdeka*, researchers arrived at several results as described below.

a. Teacher S

1. Implementation of Formative Assessment in the *Kurikulum Merdeka*.

a) Formative Assessment is Carried out During the Learning Process

Teacher S carries out formative assessments to assess students in class during the learning process.

"dilakukan pada saat proses pembelajaran"

"carried out during the learning process"

b) Relevant for Use in Formative Assessment to Assess Students in the English Language Learning Process

Formative assessment is relevant to use because teacher S uses this assessment more often during the English language learning process.

"iya,karena lebih sering saya gunakan"

"Yes, because I use it more often"

c) In Formative Assessment the Teacher Gives Quizzes as Feedback to Students

Teacher S gives quizzes as feedback, but only on certain material. So it depends on what material is given to students.

"Iya, Tergantung materi yang diberikan"

"Yes, depending on the material provided"

d) Teachers Select and Use Appropriate Forms of Additional Assessment to Assess Student Progress in Obtaining English Grades

Teacher S chooses and uses additional forms of assessment to assess student progress in the form of writing tests or projects that are tailored to the learning material.

"Disesuaikan dengan materi apakah cocok dengan writing test atau project"
"Adapted to the material whether it is suitable for the writing test or project"

e) Formative Assessment Activities are Carried out Flexibly with Appropriate Strategies, Forms and Techniques

In formative assessment, teacher S also carries out strategic and flexible assessment using appropriate techniques, but teacher S adapts to the conditions and needs of students in the class.

"iya, sesuai dengan kondi sisiswa"
"Yes, according to the student's condition"

2. The type of Assessment Used is Formative Assessment to Assess Students in the Learning Process

Teacher S uses formative assessment to assess students during the learning process.

"Iya"
"Yes"

3. Formative Assessment Procedures or Formative Assessment Steps

1. Pre-stage (preparation)

   Before starting learning in class VII, *teacher S* first sets learning objectives for the students. The first stage carried out by teacher S was preparation for the assessment, then making the students ready to start the assessment process, after that teacher S explained the criteria and evaluation instructions regarding formative assessment. And finally, *teacher S* gives students time allocation to understand the assessment instructions.

2. Core-Stages

   At this stage, teacher S gives test to students to carry out a formative assessment process in the classroom and reviews the students' understanding instructions whether these students have understood or not.

3. Post-Stages

   This stage is the final stage, namely *teacher S* carries out test assessments according to the results of student evaluations. *Teacher S* analyzes the results of student evaluations. And teachers provide feedback to students regarding evaluation and learning results.

   "menganalisis hasil dengan cara memeriksa hasil test siswa untuk melihat sampai dimana hasil mereka"

   "analyzing results by checking students' test results to see where their results are"

4. Implementation of Summative Assessment in the*Kurikulum Merdeka*

a) Teachers Use Summative Assessments in the *Kurikulum Merdeka*and are Carried out After Learning.

Teacher S often uses summative assessment at the end of the lesson.

"Iya saya sering gunakan pada akhir pembelajaran"
"Yes, I often use it at the end of learning"

b) Summary of Relevant Assessments to Assess Students in the Learning Process Ends

The relevant assessment summary helps teacher S to assess the extent of the student's ability to learn.

"*Iya untuk menilai siswa sampai dimana kemampuannya"*
"Yes, to assess students to what extent their abilities are"

c) Teachers Select and Use Summative Assessments to Assess Students

Teacher S chooses and also uses summative assessments according to the material presented in class.

"Guru mengkondisikan materi yang dibawakan"
"The teacher conditions the material presented"

d) The Teacher Analyzes the Results Using an Assessment Rubric and Provides Feedback to Students

Teacher S uses an assessment rubric to analyze student learning outcomes. As well as providing feedback such as asking about assignments or learning-related materials.

"Menggunakan rubric penilaian dan memberikan umpan balik kepada siswa sampai dimana kemampuanbelajar mereka"
"Using an assessment rubric and providing feedback to students regarding their learning abilities"

5. The Type of Assessment Used is a Summative Assessment to Assess Students in Learning English.

It could be said that *Teacher S* rarely uses summative assessments to assess students in learning English because *Teacher S*Teacher S uses summatic assessment in the form of a writing test in the learning process.

"Bentuk writing test"
"Form of writing test"

6. Summative Assessment Procedures and Summative Assessment Steps

1. Pre-Stages

a. Setting Learning Goals

Before starting learning in class, *teacher S* sets learning objectives for students.*Teacher S* rarely chooses an assessment

model but *teacher S* adapts to student needs in the learning process. After that, *teacher S* created assessment criteria and rubrics to assess students in the learning process.

b. Student Conditioning is Ready to Begin the Assessment Process

The next assessment preparation makes students ready to start the summative assessment process, such as giving assignments at the end of learning or during the semester.

c. Criteria and Evaluation of Explanatory Instructions

Teacher S first explained the criteria and evaluation instructions regarding summative assessment to students.

d. Allocate Time to Understand Instructions

Finally, *teacher S* allocated time for students to understand the assessment instructions.

2. Core-Stages

*Teacher S*uses summative assessment in the form of tests to carry out the assessment process for students.

"proses penilaian dengan menggunakan test"

"assessment process using tests"

3. Post-Stages

Finally,*teacher S* carried out an assessment test by analyzing the results of student evaluations and checking the results of the students' work that had been done..

"yaitu penilaian test dan menganalisis hasil evaluasi sambil memeriksa hasil pekerjaan siswa"

"namely assessing tests and analyzing evaluation results while checking student work results"

b. Teacher H

1. Implementation of Formative Assessment in the *Kurikulum Merdeka*

a) Formative Assessment is Carried out During the Learning Process.

Formative assessment is carried out by teacher H during the learning process to assess students to find out whether students understand the material presented.

"pada saat proses pembelajaran karna disitulah siswa dinilai kemampuan peserta didik pada saat pada saat proses belajar apakah dia paham tentang materi atau tidak"
"During the learning process because that is where the student's abilities are assessed during the learning process whether he understands the material or not"

b) Relevant for Use in Formative Assessment to Assess Students in the English Learning Process

Teacher H carries out relevant formative assessment to assess students because it is more suitable for use in the classroom compared to other assessments.

"Relevan digunakan untuk menilai siswa dalam prose belajar bahasa inggris karna disitulah kita mengevaluasi proses pemahaman siswa terhadap pelajaran apa itu kebutuhan pembelajaran atau kemajuan akademik selama proses penilaian pembelajaran sehingga penilaian formatif membantu guru untuk memantau pembelajaran siswa dan memberikan umpan balik yang berkala dan berkelanjutan".

"It is relevant to be used to assess students in the English learning process because that is where we evaluate students' understanding of the lesson, what are learning needs or academic progress during the learning assessment process, so that formative assessment helps teachers to monitor student learning and provide regular and continuous feedback."

c) In Formative Assessment the Teacher Gives Quizzes as Feedback to Students

Teacher H gives quizzes as feedback to students but not every time or only occasionally.

"saya biasa memberikan kuis kepada siswa sebagai umpan balik karna saya harus mengetahui atau mengkonfirmasi siswa bahwa mereka benar atau salah atau seberapa jauh mereka memahami pembelajaran yang saya ajarkan"

"I usually give quizzes to students as feedback because I have to know or confirm to students that they are right or wrong or how far they understand the lesson I teach"

d) Teachers Select and Use Appropriate Forms of Additional Assessment to Assess Student Progress in Obtaining English Grades.

Teacher H uses additional assessment, namely assessing the student's morals, how the student behaves politely and politely towards the teacher.

"Iyaa saya biasa menggunakan penambahan penilaian sesuai dengan kebutuhan siswa dalam memperoleh bahasa inggris salah

satunya adalah tentang penilain akhlak bagaimana sopan santun mereka kepada guru."
"Yes, I usually use additional assessments according to students' needs in acquiring English, one of which is assessing morals, how polite they are to the teacher".

e) Formative Assessment Activities are Carried out Flexibly with Appropriate Strategies, Forms and Techniques.

In formative assessment, teacher H also carries out strategic and flexible assessment using appropriate techniques, but teacher H also adapts to the conditions and needs of students in the class.

"Jadi bentuk penilaian formatif yang dilaksanakan secara fleksibel itu tidak hanya berbentuk tes tertulis dan hanya dilakukan disetiap akhir pembelajaran saja tapi dapat pula berbentuk pertanyaan-pertanyaan lisan yang diberikan kepada siswa dan bisa juga diberikan kepada siswa itu melalui tugas-tugas yang diberikan selama pelajaran berlangsung ataupun sesudah pelajaran selesai"
"So the formative assessment which is carried out flexibly is not only in the form of written tests and only carried out at the end of each lesson but can also be in the form of oral questions given to students and can also be given to students through assignments given during the lesson. or after class is over."

2. The Type of Assessment Used is Formative Assessment to Assess Students in the Learning Process

In the formative assessment, teacher H assesses students by giving a writing test with the aim of knowing the development of students' knowledge of a unit or chapter being studied

"penilaian formatif ini untuk menilai siswa dalam pembelajaran adalah melalui penilaian writing test karna tujuan penilaian ini adalah mengetahui perkembangan pengetahuan siswa terhadap suatu unit atau per bab yang sedang dipelajari."
"This formative assessment to assess students in learning is through a writing test because the purpose of this assessment is to determine the

development of students' knowledge of a unit or chapter being studied."

3. Formative Assessment Procedures or Formative Assessment Steps

1. Pre-Stage (preparation)

   Teacher H first sets learning objectives for students. Next, teacher H conditions the students to prepare for the assessment, conditions the students to be ready to start the assessment process, after that teacher S explains the criteria and evaluation instructions, explaining formative assessment. And finally, teacher S gives students time allocation to understand the assessment instructions.

2. Core-Stages

   Teacher H gives tests to students to carry out a formative assessment process in the classroom and reviews the students' understanding instructions whether these students have understood or not.

3. Post-Stages

   And finally, teacher H carries out test assessments in accordance with the results of student evaluations. Teacher H also analyzed the results of student evaluations. And teacher H sometimes provides feedback to students regarding the evaluation results of learning.

4. Implementation of Summative Assessment in the *Kurikulum Merdeka*

a) Teachers Use Summative Assessments in the *KurikulumMerdeka*and are Carried out After Learning.

Teacher H chooses and uses summative assessments to assess students with the aim of evaluating the achievement of learning goals and student learning achievements in order to determine student graduation from educational institutions.

"Saya memilih dan menggunakan penilaian sumatif untuk menilai siswa karna bertujuan untuk mengevaluasi pencapaian tujuan pembelajaran atau capaian pembelajaran siswa sebagai landasan untuk menentukan kenaikan kelas atau lulusan dari lembaga pendidikan"

"I choose and use summative assessment to assess students because it aims to evaluate the achievement of learning objectives or student learning achievements as a basis for determining class promotion or graduates from educational institutions"

b) Summary of Relevant Assessments to Assess Students in the Learning Process Ends.

Relevant because this assessment is carried out to ensure the achievement of all learning objectives whether students understand the learning material or not. This summative assessment can be carried out at the end or beginning of the lesson according to the educator's considerations and educational unit policies.

"karna assessment sumatif ini adalah assessment yang dilakukan untuk memastikan ketercapaian keseluruhan tujuan pembelajaran apakah siswa memahami atau tidak dimana assessment ini dilakukan, bisa di lakukan pada akhir proses pembelajaran atau dapat juga

dilakukan sekaligus untuk dua atau lebih tujuan pembelajaran sesuai dengan pertimbangan pendidk dan kebijakan satuan pendidikan "

"Because this summative assessment is an assessment carried out to ensure the achievement of the overall learning objectives, whether students understand or not, this assessment can be carried out at the end of the learning process or can also be carried out simultaneously for two or more learning objectives in accordance with the teacher's considerations and unit policy education"

c) Teachers Select and Use Summative Assessments to Assess Students

Teacher H uses summative assessment in assessing students.

By ensuring the achievement of learning objectives.

"*Saya menggunakan penilaian sumatif dengan memastikan ketercapaian keseluruhan tujuan pembelajaran"*

"I use summative assessment to ensure the achievement of overall learning objectives"

d) The Teacher Analyzes the Results Using an Assessment Rubric and Provides Feedback to Students

Teacher H analyzes student learning outcomes using tests at the end of the lesson or certain lessons because summative assessments are usually carried out after a set of programs have been given.

"Cara saya menganalisis penilain sumatif yaitu menggunakan test-test pada akhir suatu pembelajaran atau pelajaran tertentu yang meliputi beberapa atau semua unit pelajaran yang diajarkan dalam satu semester karna penilaian sumatif disekolah biasanya dilaksanakan setelah sekumpulan program selesai diberikan "

"The way I analyze summative assessment is to use tests at the end of a lesson or a particular lesson which includes several or all lesson units taught in one semester because summative assessments in schools are usually carried out after a set of programs have been given."

5. The Type of Assessment Used is a Summative Assessment to Assess Students in Learning English.

Teacher H also uses summative assessment to assess the English learning process by using a writing test and checking whether the program objectives have been achieved or not.

"Iyaa penilaian yang saya gunakan dalam penilaian sumatif adalah dengan menggunakan atau dalam bentuk writing test dimana saya memeriksa keberhasilan dan seberapa jauh tujuan program yang saya ajarkan ini dapat dicapai atau tidak "

"Yes, the assessment that I use in summative assessment is by using or in the form of a writing test where I check the success and how far the objectives of the program I am teaching can be achieved or not."

6. Summative Assessment Procedures and Summative Assessment Steps

1. Pre-Stages (preparation)

a. Setting Learning Goals

Teacher H sets learning objectives for students before carrying out the learning process.*Teacher H* chose another assessment model but teacher H also adjusted to the students' needs and conditions during the learning process. Apart from that, *teacher H* determines the criteria and assessment rubric to assess students at the end of the learning process.

b. Conditioning Students Ready to Start the Assessment Process

The assessment preparation carried out by teacher H is to condition students to be ready to start the summative assessment process such as giving assignments at the end of the lesson.

c. Criteria and Evaluation of Explanatory Instructions

Teacher H determines the criteria first for students and evaluates the explanation instructions regarding summative assessment to students.

d. Allocate Time to Understand Instructions

And finally, *teacher H* determines the time allocation for students to understand the assessment instructions.

2. Core-Stages

Teacher H also sometimes gives tests to students to carry out an assessment process at the end of the lesson (summative) and reviews the students' understanding instructions whether the students have understood or not regarding the material provided.

3. Post-Stages

Finally, *teacher H* conducted an assessment test at the end of the lesson. And *teacher H* analyzes the results of student evaluations and provides feedback to students regarding the evaluation results of the learning carried out.

B. Discussion

The main aim of this research is to find out two things: what is the teachers' on the use of Assessment as/for Learning in *Kurikulum Merdeka* and How do the teachers conduct Assessment as/for based *on Kurikulum Merdeka* Context. Based on data collected from interview and observation checklist, the following are the result of the instrumentation used.

Based on the result of interviews conduceted by researchers, several resultwere obtained. These result are based on the interview evidence mentioned above and can be explained as follows:

1. The Teachers' Perception on the Use of Assessment as Learning in *Kurikulum Merdeka*

Based on data that has been obtained using Assessment as Learning in the *Kurikulum Merdeka* . Extract 01, says that using assessment as learning in the *Kurikulum Merdeka* helps students in remote areas because it shows that assessment is effective, but not perfect, and several things need to be considered, such as access to educational resources and a learning environment that can be adapted to circumstances and needs. students at school. This means that the use of assessment as learning in the *Kurikulum Merdeka* is effective because it really helps students who live in remote areas. By implementing assessment as learning in the *Kurikulum Merdeka*, students and teachers will know many worlds of technology and can apply it in the learning process in the classroom. However, there are several things that need to be considered, namely that the needs and conditions of students at school must be adjusted to educational resources. Meanwhile, Extract 02 that has been obtained, even though the structure or planning of

the *Kurikulum Merdeka* is clear, practical problems still exist when implementing it. Apart from that, the *Kurikulum Merdeka* is different from the previous curriculum because it provides more space for students to study technology. This allows students to become more involved in technology, which in turn will increase their interest in lessons, including English subjects.

This means that even though the structure or planning of the *Kurikulum Merdeka* is clear, there are still problems when implementing it. The *Kurikulum Merdeka* is of course different from the previous curriculum. In the *Kurikulum Merdeka*, students are given more space to learn and get to know the world of technology, different from the previous curriculum which was only based on textbooks. The *Kurikulum Merdeka* also makes students use technology more in learning. This really helps students increase their interest in learning, especially English and become more involved with technology.

Finally, data obtained from Extract 03 shows that although teachers' perceptions of assessment as learning in the *Kurikulum Merdeka* are positive and are considered to be able to improve the quality of learning, there are big problems in understanding the concept and implementing it. These challenges include understanding concepts well, actively engaging students, providing useful feedback, and adapting the learning process according to assessment results. And it can be concluded that there are several obstacles that become big problems when using assessment as learning in the *Kurikulum Merdeka*, including that teachers must understand the concept well and apply it according to that concept. Teachers must involve students more actively by providing useful feedback so that students can understand the material better and teachers must adjust the learning process according to the assessment results.

From the data that has been obtained, it can be concluded that teachers' perceptions of the use of assessment as learning in the *Kurikulum Merdeka* show positive results, this is in line with Rahmatullah et al (2023) who say that the implementation process of the *Kurikulum Merdeka* cannot be separated from the use of technology that supports the achievement of the objectives of the*Kurikulum Merdeka*. in the digital era which encourages the development of education and science and technology. However, sometimes what teachers expect does not match what happens in the field. There are several challenges that teachers must pay attention to, such as understanding the concept of assessment as learning in general, as well as the potential for improving the quality of teacher learning. Because viewing assessment as learning can improve the quality of learning by actively involving students, providing useful feedback, and adjusting the learning process according to the results of the assessment in the assessment process.

Dealing with those statement positif perception in using assesment as learning in *Kurikulum Merdeka* as follow:

1) Shows that the assessment is effective
2) The *Kurikulum Merdeka* provides more space for students to study technology
3) The *Kurikulum Merdeka* can improve the quality of learning

2. The Teachers' Perception on the Use of Assessment for Learning in *Kurikulum Merdeka*

The teachers' perception on the use of Assessment for Learning in the *Kurikulum Merdeka* Based on the data that has been obtained, teachers are of the opinion that using assessment for learning in learning is not easy. As Extract 04 presents, the teacher realizes that conducting assessments

has advantages and disadvantages, especially in relation to the *Kurikulum Merdeka*. This suggests that both difficulties and advantages occur during the assessment process. Students who understand the material slowly make the assessment process difficult. Students who understand the material quickly do so more easily. This shows that students' understanding influences the difficulty in assessing the learning process.

Meanwhile, based on extract 05- extract 06, teachers see the use of assessment for learning in the *Kurikulum Merdeka* as a way to support the learning process. However, it is difficult to ensure that teachers truly understand the concepts and apply them with the aim of improving learning rather than simply assessing outcomes. The use of assessment for learning and assessment for learning actually have the same goal, namely supporting the student learning process. However, because we have not seen the real results or effects of using both types of assessment, teachers sometimes face difficulties in directly assessing their success. In other words, although both approaches are expected to improve student learning, the difficulty in measuring their impact directly can make us feel uncertain about their effectiveness.

This suggests that effective assessment requires additional time and effort from teachers to design and administer it. Additionally, to help teachers do well, clear policies and available resource support are needed. In addition, assessments require extra time to design and manage

assessments that integrate policy support and teacher resources highlighting the need for clear policy support. The use of assessments can assess students' knowledge through written tests.

From the data that has been obtained, it can be concluded that teachers' perceptions of the use of assessment for learning in the *Kurikulum Merdeka* show negative results, this is in line with Setiawati et al., (2022) who found that the teacher's task in assessment for learning in the *Kurikulum Merdeka* is difficult because it is not easy to do. Educating people with all their characteristic problems and needs is not easy and requires a unique curriculum. Basically, the concept of independent learning aims to liberate teachers and students. When teachers are tasked with preparing the younger generation for the future, they don't need to worry about administrative matters that take up a lot of time and energy. And the environment has a big influence on a student's personality. The way to overcome this is to improve the child's inner intentions. Especially in times like now, students can learn from technology.

Meanwhile, Hanafi., et al (2022) The *Kurikulum Merdeka* as a new curriculum requires preparation including technology adaptation for teachers and students. To be a good teacher, teachers must have digital skills, including mastering the four pillars of digital literacy. Digital skills can no longer be separated from learning. Considering that all learning

tools prepared by the government are available in digital format both in the Merdeka Mengajar application and the Ministry of Education, with adequate digital literacy teachers will be able to prepare for the implementation of the *Kurikulum Merdeka*. For teachers to teach English effectively, they must implement differentiated instruction, use technology, and continually assess and reflect. By focusing on these important factors, teachers can significantly increase student success and English language development. In terms of technology, teachers need to be aware of technological developments and be able to adopt a curriculum that is always changing (Anggrani, Yulianti, Faizah, Putri, &Pandiangan, 2022).

Dealing with those statement positif perception in using assesment as learning in *Kurikulum Merdeka* as follow:

1) Teachers sometimes face difficulties in directly assessing their success
2) In assessment for learning, the direct impact can make teachers feel uncertain about its effectiveness
3) Effective assessment for learning requires additional time and effort from teachers to design and administer it
4) Student understanding influences difficulty in the assessment process for learning.

3. Teachers Way Conduct Assessment as/for Based on the *Kurikulum Merdeka*

The use of as/for assessment in the *Kurikulum Merdeka* at SMP Negeri 1 Kelara based on the results of checklist observations in class VII, the researcher concluded from the results obtained, namely:

1) The Implementation of Formative Assessment in the *Kurikulum Merdeka*

The teachers carries out formative assessments during the learning process. Formative assessment is relevant to use because teachers use this assessment more often during the English language learning process. Teachers give quizzes as feedback, but only on certain material. So it depends on what material is given to students. In addition, teachers choose and use additional forms of assessment to assess student progress in the form of writing tests or projects that are adapted to the learning material. In formative assessment, the teachers also carries out strategic and flexible assessment using appropriate techniques, but the teacher adapts to the conditions and needs of students in the class. At the Pre-stage stage, before starting learning in class VII, teachers first sets learning objectives for the students.

The first stage carried out by the teachers is preparing the assessment, then making the students ready to start the assessment process, after that the teachers explains the criteria and evaluation instructions, explaining the formative assessment. And finally, the teachers gives students time allocation to understand the assessment instructions. Next, the Core-Stages stage. At this stage, teachers gives tests to students to carry out a formative assessment process in the classroom and reviews the students' understanding instructions whether these students have understood or not. Post-Stages is the final stage, namely the teachers carries out test assessments according to the results of student evaluations. The teachers analyzes the results of student evaluations, by checking the results of the tests they have taken to find out the extent of their learning results.

Formative assessments are carried out by teachers during the learning process to assess students to find out whether students understand the material presented. Formative assessments are relevant for teachers to assess students because they are more suitable for use in the classroom compared to other assessments. Teachers give quizzes as feedback to students but not every time or only occasionally. Then the teachers chooses and uses an appropriate form of additional assessment to assess the student's progress in obtaining English grades, namely assessing the

student's morals, how the student behaves politely and politely towards the teacher. In formative assessment, teachers also carry out assessments strategically and flexibly using appropriate techniques, but teachers also adapt to the conditions and needs of students in the class. In formative assessment, teachers assess students by giving writing tests with the aim of knowing the development of students' knowledge of a unit or chapter which is being studied.

Teachers chooses and uses summative assessments to assess students with the aim of evaluating the achievement of learning goals and student learning achievements in order to determine student graduation from educational institutions. Summative assessment is relevant because this assessment is carried out to ensure the achievement of all learning objectives whether students understand the learning material or not. This summative assessment can be carried out at the end or beginning of the lesson according to the educator's considerations and educational unit policies.

Teachers use summative assessments in assessing students. By ensuring the achievement of learning objectives. Teachers analyze student learning outcomes using tests at the end of learning or certain lessons because summative assessments are usually carried out after a set of programs have been given. The teachers uses a writing test and checks

whether the program objectives can be achieved or not. Teachers often use summative assessments at the end of learning. Relevant assessment summaries help teachers to assess the extent of students' ability to learn. Teachers choose and also use summative assessments according to the material presented in class. Teachers analyze the results using assessment rubrics and provide feedback to students. Teachers use assessment rubrics to analyze student learning outcomes. As well as providing feedback such as asking about assignments or learning-related materials.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research carried out at SMP Negeri 1 Kelara, the author concluded that teachers' perceptions of the implementation of the use of assessment as learning in the *Kurikulum Merdeka* had a positive impact while the use of assessment for in the *Kurikulum Merdeka* had a negative impact.

In assessment as learning, researchers can conclude that the use of assessment as learning in the *Kurikulum Merdeka* is effective because it really helps students who live in remote areas. By implementing assessment as learning in the *Kurikulum Merdeka*, students and teachers will know many worlds of technology and can apply it in the learning process in the classroom. However, there are several things that need to be considered, namely that the needs and conditions of students at school must be adjusted to educational resources. Using assessment as learning in the *Kurikulum Merdeka* includes that teachers must understand the concept well and apply it in accordance with that concept. Teachers must involve students more actively by providing useful feedback so that students can understand the material better and teachers must adjust the learning process according to the assessment results.

In using assessment for learning, teachers see the *Kurikulum Merdeka* as a way to support the learning process. However, it is difficult to ensure that teachers truly understand the concepts and apply them with the aim of improving learning rather than simply assessing outcomes. Apart from that, the use of assessment for learning actually has the same goal, namely supporting the student learning process. However, because teachers have not seen the real results or effects of using this assessment, teachers sometimes face difficulties in directly assessing its success. In other words, although both approaches are expected to improve student learning, the difficulty in measuring their impact directly can make teachers feel uncertain about their effectiveness. This means that teachers must undergo more training so that teachers can understand and master well how to use it as/for assessment in learning.

Meanwhile, the use of assessment in the context of the *Kurikulum Merdeka*. Teachers use formative and summative assessments in the learning process that are appropriate to the material presented in class and condition student needs. Teachers choose and use additional forms of assessment to assess student progress in the form of writing tests or projects that are tailored to the learning material. because this assessment is carried out to ensure the achievement of the overall learning objectives by analyzing student learning outcomes using tests at the end of learning or certain lessons, to help teachers to assess the extent of students' learning abilities.

B. Suggestions

Based on the findings reported in the previous chapter, there are several suggestions that can be given for consideration as follows:

1. Suggestions for teachers/educators

   It would be better for teachers/educators to be more involved or take part in various trainings regarding the development of an *Kurikulum Merdeka*. So that in the future we can better understand curriculum policy developments.

2. For students

   It is hoped that this research can be used as a theoretical basis for further research regarding the implementation of the *Kurikulum Merdeka* in the use of assessment as/for.

3. For other researchers

   This research is not final so it needs to be reviewed and reviewed by other researchers, and researchers are happy to accept it.

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1.1 Appendix A: Observation Checklist

No	Aspect	Indicator	Checklist	
			Yes	No
1.	**The implementation formative assessment in *Kurikulum Merdeka***	1. Formative assessment is carried out during the learning process. 2. Relevan use in formative assessment to assess student in the English language learning process. 3. In formative assessment the teachersgivesquiziz for feedback to student. 4. Teachers choose and use appropriate forms of additional assessment to assess student's progress in obtaining English grades. 5. Formative assessment activities are carried out flexibly with appropriate strategis, forms and techniques.		

No	Aspect	Indicator	Checklist	
			Yes	No
2.	**Type of assessment used in formative assessment to assess the students in learning English**	1. Writing Test 2. Project 3. Journal 4. Perfomance 5. Portofolio 6. Self/Peer Assesment		
3.	**Procedure formative assesment**	**Formative Assessment** **Prosedures or Steps** **Pre-stage (preparation)** 1. **Preparation for Assessment** - Determination of learning objective - Selection of assessement - Making scoring rubric 2. Conditioning students to be ready to start the assessment process. 3. Criteria and assessment instruction explanation. 4. Time allocation to perceive the instruction. **Core-Stages**		

No	Aspect	Indicator	Checklist	
			Yes	No
		5. Assessment formative process. 6. Verifying instruction comprehension. **Post-stages** 7. Test Evaluation 8. Analysis of result 9. Providing feedback		
4.	**The implementation summative assessment in *Kurikulum Merdeka***	1. Teachers use summative assessments in the *Kurikulum Merdeka* and are carried out after learning ends. 2. Summary of relevant assessments for assessing students in the English language learning process. 3. Teachers select and use summative assessments to assess students. 4. Summative assessment is carried out flexibly with appropriate strategies, forms and techniques. 5. The teacher analyzes the results using a scoring rubric and provides feedback to students.		

No	Aspect	Indicator	Checklist	
			Yes	No
5.	**Type of assessment used in summative assessment to assess the students in learning English**	1. Writing Test 2. Project 3. Journal 4. Perfomance 5. Portofolio 6. Self/Peer Assesment		
6.	**Procedure summative assesment**	**Summative Assessment Prosedures or Steps** **Pre-stage (preparation)** 1. Preparing assessment -Setting Learning Goals -Selection of Assessment Model -Creation of Assessment Criteria -Creation of Assessment Rubrics 2. Student Conditioning Ready to start the assessment process. 3. Criteria and Evaluation of		

No	Aspect	Indicator	Checklist	
			Yes	No
		Explanatory Instructions. 4. Time allocation to perceive the instructions. **Core-Stages** 5. Assessment summative process. 6. Review Comprehension instructions. **Post-Stages** 7. Test assessment 8. Analyze the Evaluation results 9. Provide feedback		

(Adopted and Modified From: Astari 2023)

1.2 Appendix B. Interview Guide

No	Interview question list
1.	What do you think about the concept of Kurikulum Merdeka assessment?
2.	How does the Kurikulum Merdeka influence students' learning outcomes in English subjects?
3.	How long has it taken you to implement learning assessment in the context of the Kurikulum Merdeka?
4.	Did you have any challenges during the assessment of the implementation of teaching English in theKurikulumMerdeka?
5.	What type of assessment have you implemented in the Kurikulum Merdeka to assess students' English language skills?
6.	What do you think about the implementation of assessment in the Kurikulum Merdeka?
7.	Do you think the Kurikulum Merdeka is worth implementing?

(Adopted and Modified From: Bulqis 2022)

1.3 Appendix C: Result Observation Checklist

No	Aspect	Indicators	Checklist	
			Yes	**No**
1.	**The implementation formative assessment in *Kurikulum Merdeka***	1. Formative assessment is carried out during the learning process. 2. Relevan use in formative assessment to assess student in the English language learning process. 3. In formative assessment the teachers givesquiziz for feedback to student. 4. Teachers choose and use appropriate forms of additional assessment to assess student's progress in obtaining English grades. 5. Formative assessment activities are carried out flexibly with appropriate strategis, forms and techniques.	✓ ✓ ✓ ✓ ✓	
2.	**Type of assessment used in formative assessment to assess**	1. Writing Test 2. Project 3. Journal	✓ ✓	

No	Aspect	Indicators	Checklist	
			Yes	**No**
	the students in learning English	4. Perfomance 5. Portofolio 6. Self/Peer Assesment		
3.	**Procedure formative assesment**	**Formative Assessment Prosedures or Steps** **Pre-stage (preparation)** 1. **Preparation for Assessment** a) Determination of learning objective b) Selection of assessement Making scoring rubric c) Conditioning students to be ready to start the assessment process. d) Criteria and assessment instruction explanation. e) Time allocation to perceive the instruction. **Core-Stages** f) Assessment formative process. g) Verifying instruction comprehension. **Post-stages**	✓ ✓ ✓	

No	Aspect	Indicators	Checklist	
			Yes	**No**
		h) Test Evaluation i) Analysis of result j) Providing feedback	✓	
4.	**The implementation summative assessment in *Kurikulum Merdeka***	1. Teachers use summative assessments in the *Kurikulum Merdeka* and are carried out after learning ends. 2. Summary of relevant assessments for assessing students in the English language learning process. 3. Teachers select and use summative assessments to assess students. 4. Summative assessment is carried out flexibly with appropriate strategies, forms and techniques. The teacher analyzes the results using a scoring rubric and provides feedback to students.	✓ ✓ ✓ ✓	
5.	**Type of assessment used in summative assessment to assess the students in**	1. Writing Test 2. Project 3. Journal	✓ ✓	

No	Aspect	Indicators	Checklist	
			Yes	**No**
	learning English	4. Perfomance 5. Portofolio 6. Self/Peer Assesment		
6.	**Procedure summative assesment**	**Summative Assessment Prosedures** **Pre-stage (preparation)** 1. Preparing assessment -Setting Learning Goals -Selection of Assessment Model -Creation of Assessment Criteria -Creation of Assessment Rubrics 2. Student Conditioning Ready to start the assessment process. 3. Criteria and Evaluation of Explanatory Instructions. 4. Time allocation to perceive the instructions. **Core-Stages** 5. Assessment summative process. 6. Review Comprehension instructions. **Post-Stages** 7. Test assessment 8. Analyze the Evaluation results 9. Provide feedback	✓ ✓ ✓ ✓ ✓	

1.4 Appendix D: Transcript Result Interview

Teacher S

1. What do you think about the concept of Kurikulum Merdeka assessment?

   "Kalau konsepnya yah luar biasa hanya saja itu lagi-lagi di kondisikan dengan keadaan siwa . kadang kita nerharap konsep penilaian nya ada diatas rata-rata, pas dilapangan atau dikelas itu berbeda dengan yang kita harapkan."

2. How does the Kurikulum Merdeka influence students' learning outcomes in English subjects?

   "Iya sangat berpengaruh ada yang menjadi lebih baik atau meningkat nilainya ada yang begitu standar saja. Kalau di kelas 7 berpengaruh iya karna lebih banyak kayak kerja langsung nya tambah-tambahan gambar disbanding kan dengan ke yang lama atau kurikulum yang lama."

3. How long has it taken you to implement learning assessment in the context of the Kurikulum Merdeka?

   "Dalam konteks kurikulum merdeka waktu yg saya butuhkan untuk melaksanakan penilaian tersebut tidak dapat ditentukan secara pasti karna tergantung ke siswanya Jadi sambil belajar belajar juga bagaimana caranya supaya bisa sampai ke siswa dan penilainnya bisa didapat."

4. Did you have any challenges during the assessment of the implementation of teaching English in the Kurikulum Merdeka?

   “Kalau kendalanya banyak. Iya kadang kita dituntut harus selesaikan ini padahal siswa masih dibawah jadi kurikulum merdeka itu sebenarnya konsepnya bagus tapi dikembalikan lagi ke siswa bagaimana perkembangannya. Dan juga dalam implementasi kurikulum merdeka ini sebenarnya itu kendalanya ada di kurang nya pelatihan saja sehingga guru-guru termasuk saya pribadi itu belum terlalu paham.”

5. What type of assessment have you implemented in the Kurikulum Merdeka to assess students' English language skills?

   “Kalau jenis penilaiannya itu saya pribadi lebih ke as karna kan saya biasanya merefleksi siswa terlebih dahulu materi sebelum nya apakah masih dia ingat atau sudah lupa baru setelah itu masuk ke materi selanjutnya. Iya tapi kadang-kadang juga ke 3 nya tapi tidak dilakukan setiap masuk tergantung materinya juga.”

6. What do you think about the implementation of assessment in the Kurikulum Merdeka?

   “Iya pelaksanaanya bagus, yah penilainnya bersyukur ketemu siswa yang memang bisa diatas rata-rata atau yg bisa mencapai nilainya yang biasanya bikin garuk kepala ketika ketemu dengan siswa Yang semakin- semkain

dijelaskan semakin bingung biasa mungkin dari cara penyampaian saya mungkin atau siswa nya yang tidak terlali minat untuk belajar bahasa inggris. Iya ketiga nya juga tapi tidak dilakukan setiap masuk tergantung materinya juga."

7. Do you think the Kurikulum Merdeka is worth implementing?

"Klo menurut saya layak sebenarnya karna perkembangan zaman kan kita harus lebih majuhanya sja mungkin butuh pendampingan, pendampingan yg kebih banyak terutama untuk para guru sebelum diterapkan kekelas karna kemarin pendampingan itu hanya beberapa org perwakilan beda kita dengan yg mahasiswa langsung itu yg di dapat"

1.5 Appendix E: Transcript Result Interview

Teacher H

1. What do you think about the concept of Kurikulum Merdeka assessment?

   "Menurut saya tentang konsep penilaian kurikulum merdeka itu baik karna saya memberikan pandangan mengenai konsep penilaian kurikulum merdeka. Kurikulum merdeka ini merupakansebuah konsep kurikulum yg memberikan keluluasan dan kemandirian bagi satuan pendidikan dan melaksanakan program pembelajaran sesuai kebutuhan kompetensi dan karakteristik peserta didik."

2. How does the Kurikulum Merdeka influence students' learning outcomes in English subjects?

   "Yah penerapannya itu diharapkan dapat memberikan pengaruh positif terhadap hasil belajar siswa pada mata pelajaran bahasa inggris contohnya pembelajaran berpusat pada siswa kurikulum merdeka mendorong pembelajaran berpusat pada siswa dimana siswa diberikan keluluasan untuk mengembangkan minat dan bakatnya.

3. How long has it taken you to implement learning assessment in the context of the Kurikulum Merdeka?

"Yah dalam konteks kurikulum merdeka waktu yg dibutuhkan untuk melaksanakan penilaian-penilaian tidak dapat ditentukan secara pasti karna tergantung dari beberapa faktor contonhya tes penilaian kurikulum merdeka menggunakan berbagai jenis penilaian seperti penilaian tertulis."

4. Did you have any challenges during the assessment of the implementation of teaching English in the Kurikulum Merdeka?

   "Cuma kendalanya itu kurang pelatihan saja. Berdasarkan pelaksaaan tentang kurikulum merdeka itu dan praktik dalam pembelajaran dimana kendala yg pertama itu pemahaman guru tentang penialian autentik penilaian kurikulum merdeka menekankan pada penilaian autentik namun tidak semua guru memiliki pemahaman yg memadai tentang jeni-jenis penilaian autentik dan cara mengimplementasikannya."

5. What type of assessment have you implemented in the Kurikulum Merdeka to assess students' English language skills?

   "Iya dalam penerapan jenis-jenis penilaian tersebut saya perlu mempertimbangkan beberapa aspek seperti video pembelajaran , karakteristik siswa dan daya yg tersedia serta kemampuan guru dalam merancang guna melaksanakan penilaian siswa dalam kurikulum merdeka."

6. What type of assessment have you implemented in the Kurikulum Merdeka to assess students' English language skills?

"Berdasarkan pemahaman saya kurikulum merdeka itu memiliki potensi yg baik untuk dilaksanakan namun juga membutuhkan persiapan dan dukungan yg memadai contohnya kesediaan zaman kurikulum merdeka dirancang untuk mempersiapkan peserta didik menghadapi tatangan abad ke 21 yg semakin kompleks ."

7. What do you think about the implementation of assessment in the Kurikulum Merdeka?

   "Iya layak, sangat layak dilaksanakan"

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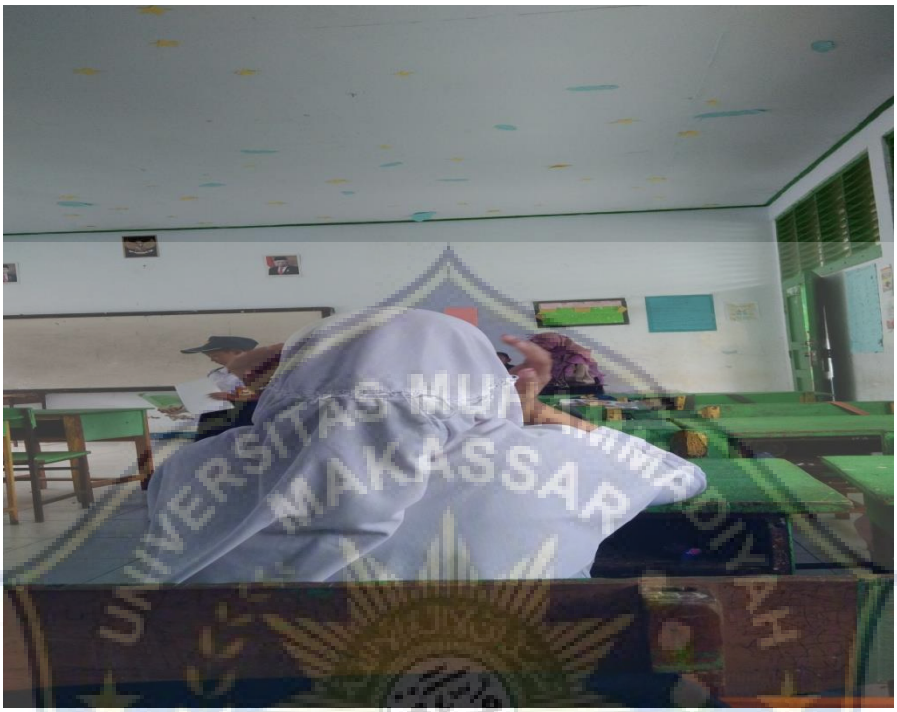
1.5 Appendix F: Documentation observasi and interview



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بسم الله الرحمن الرحيم

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar, Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Heni Indrayani
Nim : 105351104420
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai :

No	Bab	Nilai	Ambang Batas
1	Bab 1	9 %	10 %
2	Bab 2	10 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	6 %	10 %
5	Bab 5	0 %	5 %

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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya

Makassar, 27 Mei 2024
Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,

M.I.P
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Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

Nomor : 14603/FKIP/A.4-II/VIII/1445/2023
Lampiran : 1 (Satu) Rangkap Proposal
Perihal : Permohonan Kesediaan Membimbing

Kepada Yang Terhormat
1. **Dr. NurDevi Bte Abdul, S.Pd., M.Pd**
2. **Ariana, S.Pd., M.Pd**

Di -
Tempat

Assalamu Alaikum Warahmatullahi Wabarakatuh

Sebelumnya kami sampaikan hasil persetujuan Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada tanggal, 11-08-2023 perihal pembimbingan penyusunan tugas akhir mahasiswa. Berdasakan hal tersebut di atas, kami mohon kepada Bapak/Ibu Dosen kiranya berkenan memberikan bimbingan penyusunan tugas akhir mahasiswa tersebut di bawah ini :

Nama	:	Heni Indrayani
Stambuk	:	105351104420
Judul Penelitian	:	THE PERCEPTIONOF ENGLISHTEACHERTO THE IMPLEMENTATIONOF MERDEKACURRICULUMIN JUNIORHIGHSCHOOL

Demikian surat ini disampaikan , atas kesediaan dan kerjasamanya kami ucapkan terima kasih *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum
Warahmatullahi
Wabarakatuh

Makassar, 6 Jumadal Ula 1441 H
12 Agustus 2023 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM 860 934

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 4006/05/C.4-VIII/IV/1445/2024 — 30 March 2024 M
Lamp : 1 (satu) Rangkap Proposal — 20 Ramadhan 1445
Hal : Permohonan Izin Penelitian

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di –
Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16137/FKIP/A.4-II/III/1445/2024 tanggal 30 Maret 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **HENI INDRAYANI**
No. Stambuk : **10535 1104420**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Perception of English Teachers on The Implementation Learning Assessment in Kurikulum Merdeka Context at SMP Negeri 1 Kelara"

Yang akan dilaksanakan dari tanggal 5 April 2024 s/d 5 Juni 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السلام عليكم ورحمة الله وبركاته

Ketua LP3M,

Dr. Muh. Ariel Muhsin, M.Pd.
NBM 1127761

04-24

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
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Website : http://simap-new.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor	: **7985/S.01/PTSP/2024**	**Kepada Yth.**
Lampiran	: -	Bupati Jeneponto
Perihal	: **Izin penelitian**	

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 4006/05/C.4-VIII/IV/1445/2024 tanggal 01 April 2024 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	: **HENI INDRAYANI**
Nomor Pokok	: 105351104420
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jl. Slt Alauddin No. 259 Makassar

ptsp
PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" THE PERCEPTION OF ENGLISH TEACHERSONTHEIMPLEMENTATION LEARNING ASSESSMENTINKURIKULUM MERDEKA CONTEXT AT SMP NEGERI 1 KELARA "

Yang akan dilaksanakan dari : Tgl. ***01 April s/d 01 Mei 2024***

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami ***menyetujui*** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

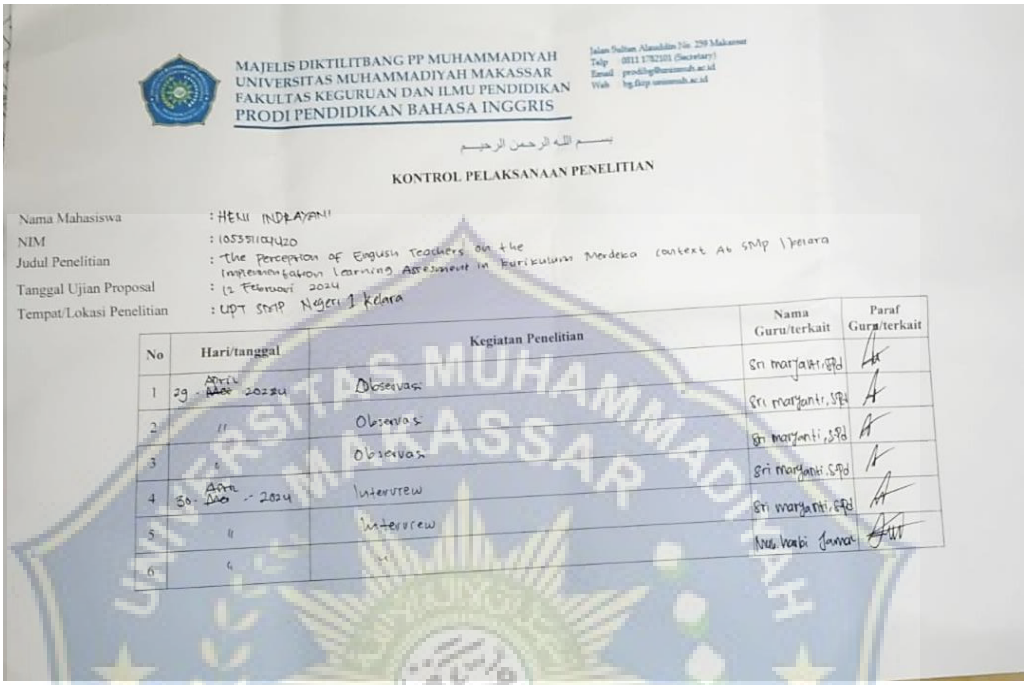
Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 01 April 2024

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI SULAWESI SELATAN

ASRUL SANI, S.H., M.Si.
Pangkat : PEMBINA TINGKAT I
Nip : 19750321 200312 1 008

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. *Pertinggal.*



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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : HENI INDRAYANI
NIM : 105351104420
Judul Penelitian : The Perception of English Teachers on the Implementation Learning Assessment in Kurikulum Merdeka context At SMP 1 Kelara
Tanggal Ujian Proposal : 12 Februari 2024
Tempat/Lokasi Penelitian : UPT SMP Negeri 1 Kelara

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	29 - April 2024	Observasi	Sri maryanti, S.Pd	
2	"	Observasi	Sri maryanti, S.Pd	
3	"	Observasi	Sri maryanti, S.Pd	
4	30 - April - 2024	Interview	Sri maryanti, S.Pd	
5	"	Interview	Nur hasbi Jamal	
6	"	"		

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7	30 - April - 2023	Observation	Muh hasbi Jamal	
8	01 - Mei - 2023	Interview	Muh hasbi Jamal	
9	"	Interview	Muh hasbi Jamal	
10	"	Interview	Muh hasbi Jamal	

..... 2023

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan/Kepala sekolah/Instansi

H. USMAN, S.Pd., M.Pd
NIP ID. 196903039910310 12

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS TERAKREDITASI UNGGUL LEMBAGA AKREDITASI MANDIRI
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UPT SMP NEGERI 1 KELARA
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SURAT KETERANGAN SELESAI PENELITIAN
No.103/106.5/SMP.1/KLR/MN/V/2024

Yang bertanda tangan di bawah ini:

Nama : Usman, S.Pd..M.Pd
Jabatan : Kepala Sekolah
Instansi : UPT SMP Negeri 1 Kelara

Dengan ini menerangkan bahwa mahasiswi yang beridentitas:

Nama : Heni Indrayani
Nim : 105351104420
Jurusan : Pendidikan Bahasa Inggris
Perguruan Tinggi : Universitas Muhamimadiyah Makassar

Telah selesai melaksanakan penelitian di UPT SMP Negeri 1 Kelara untuk memperoleh data dalam penyusunan skripsi dengan judul **"THE PERCEPTION OF ENGLISH TEACHERS ON THE IMPLEMENTATION LEARNING ASSESMENT IN KURIKULUM MERDEKA CONTEXT AT SMP NEGERI 1 KELARA"**

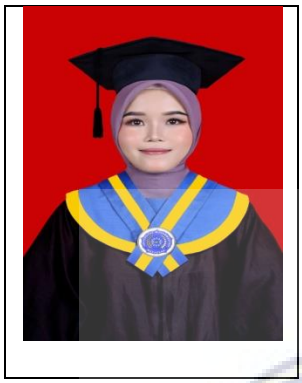
Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya

Kelara, 02 Mei 2024

Kepala UPT SMP Negeri 1 Kelara

H. USMAN,S.Pd,.MPd
NIP. 196908201991031012

CURRICULUM VITAE



The researcher**, Heni Indrayani** was born in Jeneponto 27th Juny 2003. She is the last child of two siblings. In 2015, she graduated from SD Kalongko and continued his study at SMP Negeri 1 Kelara and graduated in 2017. In the same year, she continued his study at SMA Negeri 6 Jeneponto and finished in 2020. After 3 year, she enrolled his study at Universitas Muhammadiyah Makassar, she accepted in English Education Department of Teacher Training and Education Faculty. At the completion of her studies, she was able to complete his thesis entitled **"The Perception of English Teachers on the Implementation Learning Assessment in *Kurikulum Merdeka* Context at Smp Negeri 1 Kelara".**