

## **ANALYSIS OF THE IMPLEMENTATION OF INDEPENDENT CURRICULUM ASSESSMENT ASSESSMENT IN ENGLISH COURSES AT ELEMENTARY SCHOOL**

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### **ABSTRACT**

*Education is an effort made by humans to hone and maximize the potential that is in them. So to support the achievement of the educational goals listed in the law it is necessary to have good collaboration from various elements of education including educators and students as actors in realizing educational goals. the existence of an independent curriculum is also an effort by the government to overcome the setback in education which is the impact of the existence of covid. In the Independent Curriculum, principals and educators are given the freedom to develop lesson plans, implement learning and develop curricula based on the needs of students. assessment is the initial step for evaluating and planning further learning, in general the purpose of the assessment is to see the learning outcomes of students. Assessment in the independent curriculum is completely left to educators in which the form of assessment is divided into two, namely formative and summative assessment. English is a tool for communicating orally and in writing. The approach used in this study is a qualitative approach. While the type of research used in this research is descriptive by using purposive sampling technique. The data collection method includes three stages, namely observation, interviews and documentation. Data analysis techniques namely data reduction, data presentation, drawing conclusions. Meanwhile, to test the validity of using source*

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*triangulation and technique triangulation. With the results of the research that the implementation of the independent curriculum at SDN 07 Kaliwining rambipuji received a good response with the implementation of various assessments listed in the independent curriculum such as written tests, oral tests, portfolios and projects in learning English, and supported by the existence of worksheets for support student knowledge and facilitate educator assessment.*

***Key Words: Assessment of the Independent Curriculum, English subject***

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## **INTRODUCTION**

Education is an effort made by humans to hone and maximize the potential that is in them. As the educational goals stated in the Law on the National Education System which states that education is a conscious and planned effort to create a learning atmosphere and learning process so that educators actively develop their potential to have religious spirituality, self-control, personality, intelligence, noble character, as well as the skills needed by himself, the people of the nation and the State. So to support the achievement of the educational goals listed in the Law, good collaboration is needed from various elements of education including educators and students as actors in realizing educational goals. In addition, coordination from the planning, implementation, to evaluation stages must be carried out properly in order to improve the quality of education, especially at the elementary school level.

The Independent Curriculum is one of the efforts made by the government to support the achievement of educational goals as stated in the Law on the National Education System. Apart from that, the existence of an independent curriculum is also an effort by the government to overcome the decline in education which is the impact of the existence of covid. In the Independent Curriculum, principals and educators are given the freedom to develop lesson plans, implement learning and develop curricula based on the needs of students.

Assessment is one of three important components to support educational development as an evaluation material for planning and implementing learning. Because the concept of learning and learning assessment is a process that determines the success of learning and the quality of learning with the aim of adding value to the quality of learning. So that this assessment is considered as one of the components that is quite important in the learning process. However, if you look at the historical, geographical, and human resource aspects of elementary school education institutions in Indonesia, which are very diverse, of course, the assessment process in the Merdeka Curriculum cannot be fully implemented because there are some institutions that are easily adaptable and do not easily adapt to curriculum policies that apply. continues to experience development, one of which is at the 07 Kaliwining Rambipuji Jember Elementary School in implementing the various assessment components contained in the Merdeka Curriculum.

Learning English is one of the compulsory subjects applied in the Merdeka Curriculum at the Elementary School level. The existence of learning English at the basic level is an effort to introduce students to the next level of education. Because psychologically elementary school age is considered very easy to grasp learning, whereas when viewed from an all-digital aspect of needs an understanding of the English language is of course very much needed to make it easier to accept technology. In addition, the existence of learning English at the elementary school level is also an effort to prepare students to be able to study various existing knowledge. In this article, we will discuss how to apply the assessment in the Merdeka Curriculum in the English subject at SDN 07 Kaliwining Rambipuji.

## **METHOD**

The approach used in this study is a qualitative approach, which is a study that aims to understand the phenomena of what participants experience, for example behavior, perceptions, motivations, actions holistically, by describing in narrative form, in a special natural context with utilizing various scientific methods. While the type of research used in this research is descriptive,

namely a type of research that seeks to observe problems systematically and accurately regarding the facts and characteristics of certain participants.

In this study using purposive sampling technique which is a data collection technique with certain considerations. Making it easier for researchers to explore the object or social situation under study. The data collection method includes three stages, namely observation, interviews and documentation. The data analysis technique used in this research is Miles and Huberman's interactive analysis. In the data analysis technique according to Miles and Huberman there are 3 stages as follows: 1). Data reduction (Data Reduction), Data presentation (Data Display), draw conclusions (Verification). Meanwhile, to test the validity of the data, it is necessary to test the validity of the data by using triangulation. Therefore, in this study using source triangulation and technique triangulation.

## **RESULTS AND DISCUSSION**

### **1. Assessment**

Assessment is a systematic and systemic effort that is carried out through collecting data based on valid information, which is then processed as an effort and consideration for making decisions and policies in an educational program.

Arikunto explained that assessment is making a decision on something with good and bad measurements, and can be qualitative. Meanwhile, Widoyoko explained that assessment is the process of translating measurement results based on predetermined rules and criteria. It is different from what is stated in Law Paragraph 17 Chapter 1 Article 1 of 2005 which states that assessment is an activity of collecting and processing information to measure the achievement of student learning outcomes.

Based on some of the discussion above, it shows that the existence of an assessment is the first step to carry out evaluation and planning subsequent learning, in general the purpose of having an assessment is to see the learning outcomes of students.

Aunurrhman stated regarding the purpose of having an assessment in learning which consists of: 1). Strengthen learning activities, 2). Testing students' understanding and abilities, 3).

Ensuring the appropriate prerequisite knowledge, 4). Support the implementation of learning activities, 5). Motivating students, 6). Give feedback to students, 7). Provide feedback for teachers, 8). Maintain quality standards, 9). Achieve progress in learning processes and outcomes, 10). Predicting further learning performance, 11). Assessing the quality of learning.

Siregar and Nara suggested that the function of the assessment consists of four components, namely: 1). Diagnostic, to determine the location of the difficulties experienced by students in learning, 2). Selection, this is to determine prospective students who can be accepted and cannot be accepted in certain schools, 3). Class increase, which functions to determine whether or not students will pass or not after completing a particular learning program, 4). Placement, this serves to place students according to their abilities and potential.

## 2. Independent Curriculum

Based on Permendikbud Number 56 of 2022 explains the Guidelines for Implementing the Curriculum in the Context of Learning Recovery. Contains three curriculum options that can be used in educational units in the context of learning recovery along with the structure of the Independent Curriculum, rules related to learning and assessment, and teacher workload.

One of the main principles in designing the Independent Curriculum is a policy that provides flexibility to educational units, educators, and students. In various countries, the principle of curriculum flexibility and efforts to simplify and reduce content density are carried out by separating the curriculum framework from the operational curriculum.

Assessment in the independent curriculum is completely left to educators in which the form of assessment is divided into two, namely formative and summative assessment. Formative assessment itself aims to monitor and improve the learning process, as well as evaluate the achievement of learning objectives. In accordance with its purpose, formative assessment can be carried out at the beginning and throughout the learning process.

Meanwhile, summative assessments or assessments at the primary and secondary education levels aim to assess the

achievement of learning objectives and/or student learning outcomes, as a basis for determining grade increases and/or graduation from educational units. Assessment of the achievement of student learning outcomes is carried out by comparing the achievement of student learning outcomes with the criteria for achieving learning objectives.

In the Independent Curriculum, teachers are expected to prioritize formative assessments, to get feedback and find out about student progress. However, summative assessments are also still used to determine the achievement of learning objectives. Through this assessment, the teacher can identify students' learning needs, the obstacles or difficulties they face, and to obtain information on student progress. This information is then used as feedback for both students and teachers.

3. The form of assessment in the independent curriculum

The form of assessment in the independent curriculum in Formative Assessment can be carried out in several steps, namely by: a). The evaluation method used to evaluate student understanding processes, learning needs, and academic progress during learning, b). Formative assessment monitors student learning and provides regular and ongoing feedback, c). For students, formative assessment functions to help students identify strengths and aspects that need to be developed, 4). For teachers and schools, formative assessment functions to provide information about what challenges students face in the project learning process so that adequate support can be provided, 5). Formative assessments can be given by teachers, friends, or yourself.

While the form of assessment in the independent curriculum on Summative Assessment can be done in several steps, namely: a). Observation, an assessment that is carried out continuously through periodic observation of behavior. Observations can be focused on all students or individually, b). Performance, an assessment that requires students to demonstrate and apply their knowledge in various contexts according to the desired criteria. Performance assessment can be in the form of practice, produce products, carry out projects, or create portfolios,

c). Project, the activity of evaluating a task which includes the activities of designing, implementing, and reporting, which must be completed within a certain period or time, d). Written test, with questions and answers presented in writing, to measure or obtain information about students' abilities. Written tests can be in the form of essays, multiple choice, descriptions, or other forms of written tests, e). Oral tests, giving questions or questions that require students to answer them orally, and can be given classically (done for the whole class/large group) during learning, f). Assignments, giving assignments to students to measure knowledge, as well as facilitating students to acquire or increase knowledge, g). Portfolio, a collection of documents resulting from assessments, awards, and students' work in a particular field, which reflects their overall (holistic) development within a certain period of time.

#### 4. Learning English

English is a tool for communicating orally and in writing. Communicating is understanding and expressing information, thoughts, feelings and developing science, technology and culture. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and/or produce spoken and/or written texts that are realized in the four language skills namely listening, speaking, reading and writing.

Kasihani in his book revealed that the characteristic of teaching foreign languages is that students must acquire the ability to use it as a means of communication and learn to think in that language. To achieve communicative goals, an appropriate and good approach is needed in the learning process. One approach that is appropriate to use is the communicative approach. Approach is the level of assumptions or attitudes about language and language teaching.

Therefore, the English subject is directed at developing these skills so that graduates are able to communicate and have discourse in English at a certain level of literacy. English education at the SD/MI education level is synonymous with teaching a baby the mother tongue. In general, our children in elementary schools do not know English yet, so this will have an impact on the pattern of teaching English at the SD/MI level which is more introductory.

So that every effort is made to achieve what is called an "impressive first impression" which in turn serves as a motivation for them to explore insights into English at a further level. English as well as Indonesian is a communication tool that contains several characteristics, namely systemic, arbitrary, spoken, human and communicative.

### C. Results

Based on the results of research conducted by the author in the analysis of the application of assessment in the independent curriculum in English subjects at SDN 07 Kaliwining Rambipuji, that in the implementation of formative and summative assessments which are basically not much different from the 2013 curriculum educators still map out the form of assessment, this is done to simplify the appraisal process. One of them is to assess student attitudes, educators make observations of students when they are in class or outside class, then the results of these observations are written in the teacher's daily journal.

Meanwhile, to find out the knowledge of students at SDN 07 Kaliwining Rambipuji, it is usually carried out with various tests, both written tests, oral tests, and assignments as stated in the form of summative assessments contained in the independent curriculum.

Furthermore, in the aspect of summative assessment to obtain an assessment of student skills at SDN 07 Kaliwining Rambipuji, obtained from project assessments given by the teacher using a portfolio in the form of projects provided by the teacher such as making madding, according to the learning theme, making picture stories, making posters with canvas.

On the other hand, to support the assessment process and to measure student achievement at SDN Kaliwining 07 Rambipuji, the teacher provides companion books such as worksheets and questions which the teacher usually makes himself to support various existing assessments. It is undeniable that in every application of learning, of course, there will be advantages and disadvantages of each.

## CONCLUSION

The application of the independent curriculum assessment in English subjects at SDN 07 Kaliwining Rambipuji can be said to be almost the same as other subjects in the SDN 07 Kaliwining Rambipuji environment, namely by applying the assessment techniques contained in the Merdeka Curriculum where each subject educator freed in choosing assessment assessments according to the needs of students as is the case in English subjects. In this case the teacher conducts assessments with written tests, oral tests, portfolios and projects. Apart from that, it is also supported by the LKS book to support the knowledge aspects of students and assist the teacher's assessment process in learning.

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