

Characteristics of Learning Assessment Towards Implementation of Merdeka Learning Curriculum

^{1*}Yuni Pantiwati, ¹Lise Chamisijatin, ¹Siti Zaenab, ²Riantina Fitra Aldya

¹Department of Biology Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Malang, Jl. Raya Tlogomas No.246, Malang, East Java, 65144, Indonesia

²Department of Biology Education, Universitas Tribhuwana Tungadewi, Jl. Tlaga Warna, Malang, East Java, 65144, Indonesia

* Corresponding Author e-mail: yuni_pantiwati@yahoo.co.id

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Abstract

Assessment is an important part of the curriculum to measure and assess competency levels. The implementation of the independent learning curriculum assessment is directed at sustainable assessments. A meaningful learning process requires a good, planned, and irrational assessment system. The research aims to describe the characteristics of the assessment in the implementation of the independent curriculum including the knowledge of the school community, the process of planning, implementation, processing of assessment results, reporting on learning progress and obstacles along with school and teacher solutions in carrying out assessments in the independent curriculum. This research is qualitative descriptive. The research was conducted in June-December 2022 at SMP Muhammadiyah 02 Batu. The research population was all teachers at SMP Muhammadiyah 02 Batu. The research sample was all teachers of SMP Muhammadiyah 02 Batu using a saturated sampling technique. The instruments used are interview guidelines, observations, and documentation. Data analysis was carried out descriptively. The results showed that the teacher's understanding of the independent learning curriculum was good. Schools began to apply the principles of learning and assessment, planning lessons and assessments, understanding learning outcomes, planning learning and assessments, implementing learning and assessments, and processing and reporting assessment results. In general, teachers carry out summative and formative assessments, while minimal diagnostic assessments are carried out. Regardless of the results of the research, future researchers can make efforts to assist teachers in overcoming obstacles to implementing assessments in the independent curriculum.

Keywords: Assessment; Assessment principles; Independent learning; Learning assessment; Merdeka curriculum

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INTRODUCTION

Merdeka curriculum is one of the policy programs from the Indonesian Ministry of Education and Culture proclaimed by the Minister of Education and Culture of the Indonesian Advanced Cabinet, Nadiem Anwar Makarim. The independent learning program begins with freedom of thought that must start from the teacher. The teacher must have the ability to think independently before teaching his students. Four main education policy programs will become future learning directions: the school-based national exam, the national exam replaced with a minimum competency assessment

and character survey, a learning implementation plan, and atoning for new student admissions (Kurka, 2022; Nasution, 2022).

The independent learning curriculum is not a substitute for an already running program but improves the existing system (Achmad et al., 2022). The learning design in independent learning provides opportunities for students to learn in a relaxed, calm way, not feeling pressured, happy without stress, and paying attention to the talents possessed by students. Freedom of learning is designed to deepen student interests and skills (Susilowati, 2022). This aligns with Barlian et al. (2022) opinion that the independent curriculum was developed as a more flexible curriculum, focusing on essential materials for character development and student competence. Moreover, 21st-century abilities require developing knowledge and understanding of academic subjects, with the hope that student participants will think critically, communicate effectively, solve problems, and build collaborations (Achmad et al., 2022).

Regarding implementing the independent learning curriculum, one crucial component inseparable from the curriculum is assessment (Sayekti, 2022). Assessment is an integral part of the curriculum to measure and assess competency levels. A meaningful learning process requires a good, planned, and irrational assessment system (Rosidah et al., 2021). In carrying out the independent learning curriculum assessment, the assessment is directed at an ongoing assessment.

The assessment considered relevant to the principles of assessment in the independent learning curriculum is authentic (Sugiri & Priatmoko, 2020). Authentic assessment provides a fairly broad way of assessing student development because assessment comprehensively assesses students' learning process from the beginning to the final stage. Overall this authentic assessment can provide a complete picture of the development of student competence (Arifin et al., 2021). In line with this, he said that the assessment of authentic assessment is not only the cognitive aspect which is the main reference for assessment but also the affective and psychomotor aspects. (Sugiri & Priatmoko, 2020).

Authentic assessment requires educators to be able to design assessment techniques and assessment instruments so that they can assess student learning outcomes effectively and efficiently (Arifin et al., 2021). The creativity of science teachers needs to be increased in learning activities and giving assignments so that authentic assessment becomes an effective activity. The ideal assessment not only assesses student learning but also teaches students and enhances their skills and understanding of course content (Hanifah & Irambona, 2019). Sherly et al. (2020) found that authentic assessment enhances the learning experience of higher education students by increasing their engagement in learning and satisfaction and positively influencing their efforts to achieve educational goals.

Implementing the independent learning curriculum in Indonesia still requires a lot of time and readiness. Implementing this independent learning curriculum will undoubtedly cause some changes in the learning system. Learning that used to be done inside but can now be done as comfortably as possible to facilitate the interaction process between teachers and students (Anjelina et al., 2021). In its implementation, several obstacles arise, such as educational goals, guidelines for implementing the independent learning curriculum, mindset, curriculum development in educational units, collaboration with other institutions, academic administration systems, COVID-19, and preparation of human resources (Apriliyani et al., 2022). Several things can be done regarding this, such as socializing the independent learning curriculum to

teachers and students, providing understanding to driving teachers and compiling guidelines for implementing the independent curriculum (Apriliyani et al., 2022; Susetyo, 2020).

Research results by Rahayu et al. (2022) show that all school members feel changes in the independent curriculum in schools. Implementation of the independent curriculum in schools is not an easy thing. As a school leader, the principal must be able to move, direct, and inspire teachers to want to change toward better education. It takes a good collaboration between teachers, school principals, agencies, parents, and related parties to realize the implementation of the independent curriculum optimally. The teacher tries to improvise in implementing the Merdeka Learning model, but the administrative workload makes the teacher lack the opportunity to mess up Ki Hadjar Dewantara's ideas (Yuhastina et al., 2020). Results by Jannah et al. (2022) show that problems are found in implementing the independent curriculum, such as teaching modules, learning objectives, and the flow of learning objectives. Teacher can no longer be careless in making lesson plans to design weekly teaching and learning activities and strengthen the profile of Pancasila students. Rosidah et al. (2021), the implementation of the independent curriculum, teachers still feel unprepared and have difficulty implementing authentic assessment programs.

Several previous studies have highlighted the implementation of an independent curriculum in education units. However, research that has a focus on the implementation of an independent curriculum from an assessment perspective is still minimal. Assessment is a measure of the success of a lesson, including in independent curriculum learning. One aspect of the success of the curriculum can be seen through the results of assessment activities in learning. Assessment activities in independent curriculum learning can be seen through the preparation of assessment activities, implementation, and utilization of the assessment results. In 2022 SMP Muhammadiyah 02 Batu is a school preparing to implement the independent learning curriculum. Carrying out preparations for implementing the independent curriculum indirectly provides a paradigm shift from the old curriculum to the newest curriculum. One thing that cannot be separated from change is in the realm of assessment. The independent learning curriculum provides opportunities for teachers to gain the freedom to teach and assess student learning outcomes. Teachers are also required to prepare and conduct assessments innovatively and creatively. The purpose of this study is to describe the character of learning assessment in the implementation of the independent learning curriculum, including the knowledge of school members regarding learning assessment in the implementation of the independent learning curriculum, planning, implementation, processing of assessment results, reporting on learning progress along with learning evaluations and obstacles along with school and teacher solutions in conducting assessments learning to welcome the implementation of the independent learning curriculum at SMP Muhammadiyah 02 Batu.

METHOD

Types of Research

The research was conducted at SMP Muhammadiyah 02 Batu, East Java, from June to December 2022. This type of research is qualitative descriptive research. It is classified as descriptive research because it describes conditions that have already

occurred, namely current conditions. There are three reasons for using this method, namely; 1) qualitative methods are easier to adapt to multiple realities; 2) connecting directly between researchers and respondents; 3) they are more sensitive and able to adapt to a lot of sharpening of shared influence on the patterns of values encountered (Maleong, 2011).

Research Subject

The study's population and sample were all SMP Muhammadiyah 02 Batu teachers. The sampling technique in this study was the saturated sampling technique. The saturated sampling technique is a sampling technique for all research populations used as research samples (Sugiyono, 2018).

Data Types and Sources

The data used in this study consists of two types, namely primary and secondary data. Primary data consists of interviews with data sources: school residents consisting of 1 principal, 1 vice principal in curriculum, and science teachers. Secondary data was obtained from independent learning curriculum documents.

Data Collection Technique

Data was collected by conducting FGDs, observations, interviews, documentation, and questionnaires. Interviews were conducted in a structured and unstructured manner with science teachers, school principals, and representatives of the curriculum field (Ahmadi & Narbuko, 2005; Creswell & Clark, 2007; Furchan, 2007; Manab, 2015; Sutopo, 2006). FGDs were conducted to gather information regarding implementing assessment activities in the independent curriculum (Denzin & Lincoln, 1994). Research FGD activities were carried out by school principals, vice principals for curriculum, and SMP Muhammadiyah 02 Batu teachers. The systematic observation was carried out using observation guidelines and non-systematic without using instruments—non-systematic observation to observe student and teacher activities in learning. Observation guidelines are used as notes on matters that occur during the activation process, and then the results of observations are interpreted (Suharsimi, 2006). Document study carried out by collecting and analyzing written and unwritten documents. The selected documents are data 1) knowledge of school residents about learning assessment, 2) implementation of planning, implementation, processing of assessment results, reporting of learning progress along with learning evaluation and assessment, 3) obstacles and school solutions in welcoming the implementation of the independent learning curriculum at SMP Muhammadiyah 02 Batu (Creswell & Clark, 2007; Moedzakir, 2010; Sukmadinata, 2007; Sutopo, 2006).

The Validity Test of Qualitative Data

Testing the validity of the data is carried out by validating findings which include 1) credibility, testing is carried out through observation with the extension of research activities to complete the data and activities of triangulating the sources of research data obtained; 2) transferability, external validity is done by describing the research findings in detail; 3) dependability, this activity aims to convince the research results that are presented. Researchers and evaluation experts carry out this activity; 4) counterpart, this activity is a continuation of dependability activities. In this case, the expert ensures research findings by confirming the data (Lichtman, 2010). The evaluation experts involved in this research were Lecturers of the Biology Education

Study Program at the University of Muhammadiyah Malang. Data triangulation was carried out by the school principal and 1 deputy principal in the curriculum area.

Data Analysis Technique

Data analysis was carried out descriptively. According to Creswell & Poth (2016, six steps are taken to analyze and interpret qualitative research data as follows.

Prepare and organize data

This stage includes activities to describe the research results regarding the results of interviews, observation results, and document studies regarding assessment activities in the implementation of the independent curriculum at SMP 02 Muhammadiyah Batu.

Explore and code databases

This stage includes the analysis stage of the research data obtained. This data analysis includes data from interviews, observations, and studies of assessment documents in the implementation of the independent curriculum.

Describe the findings and form a theme

This stage includes the elaboration stage of all research results so that they become unified research findings.

Represent and report findings

This stage of the research represents the research findings in a narrative discussion.

Interpret the meaning of the findings

After reporting and interpreting the findings, the researcher interprets the research findings and literature review with the results of previous research.

Evaluate the accuracy of the findings

This stage of the research carried out the accuracy of the qualitative research results by testing the data's validity and triangulating research sources. This stage was carried out by evaluation experts, namely 3 Biology Education lecturers at the University of Muhammadiyah Malang, and triangulation by the school principal and 1 deputy principal in the curriculum field at SMP Muhammadiyah 02 Batu. Validation is done to solicit participants, external reviewers, or the data source to provide evidence about the accuracy of the information in the qualitative report.

RESULTS AND DISCUSSION

School Citizens about Learning Assessment in the Implementation of the Merdeka Learning Curriculum

SMP Muhammadiyah 02 Batu has registered as a Merdeka curriculum implementer but has not been designated as a Merdeka curriculum implementing school. Minister of Research and Technology No. 56 of 2022, Implementation of the Merdeka Curriculum consists of 3 options: independent learning, independent change, and independent sharing. The study results show that in implementing the Merdeka curriculum, SMP Muhammadiyah 02 Batu City applies the 1st option, namely independent learning. Independent learning in implementing the Merdeka

curriculum means that schools are still using the previous curriculum but are slowly starting to apply some of the principles of the Merdeka curriculum (Inayati, 2022).

The research results in Figure 1 show the knowledge of school residents about learning assessments in implementing the Merdeka learning curriculum in several aspects. The teacher's understanding of the Merdeka curriculum showed that two teachers chose a very good understanding, seven teachers had a good understanding, and three teachers had a pretty good understanding. In the aspect of understanding the principles of independent learning and Merdeka curriculum assessment, it showed that two teachers had a very good understanding, six teachers had a good understanding, and four teachers had a good enough understanding. Furthermore, regarding the systematics of Merdeka curriculum development in the Education unit, one teacher had a very good understanding, six teachers had a good understanding, and five teachers had a fairly good understanding. Finally, in the aspect of developing project activities, it shows that three teachers have a very good understanding, seven teachers have a good understanding, and one teacher has a pretty good understanding.

According to the Learning and Assessment Guide (2022), it is described that there are four stages to understanding the teacher's understanding of the outline of the Merdeka curriculum, understanding learning and assessment, understanding curriculum development, and understanding project development to strengthen the Pancasila student profile (Aditomo, 2022). As an independent school learning in implementing the Merdeka curriculum, the teacher's initial understanding of the Merdeka curriculum is very important. The teacher's understanding of the Merdeka curriculum is related to the essence and preparation as well as implementation of the needs of the Merdeka curriculum in schools. In implementing the Merdeka curriculum, teachers must be competent to realize comprehensive education, including knowledge, character, creativity, and innovation (Wibawa et al., 2022).

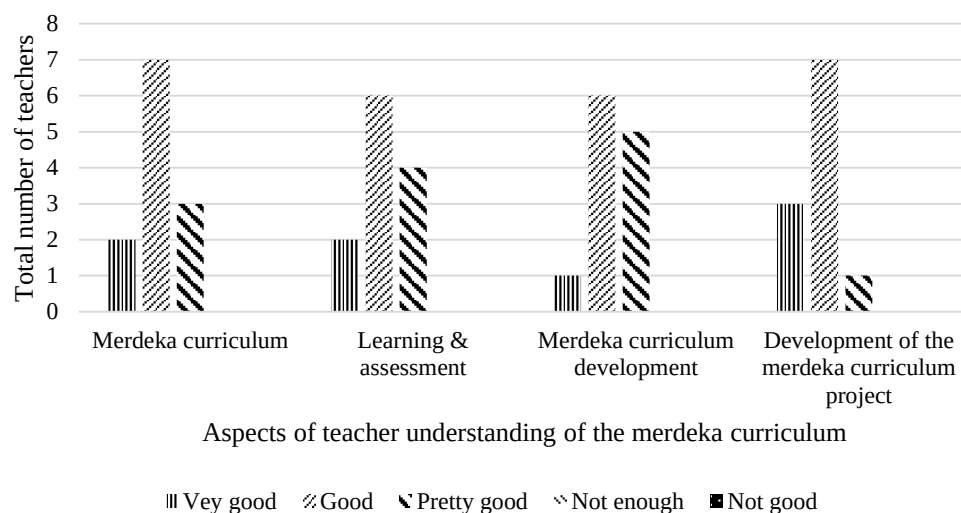


Figure 1. Teacher's understanding of the implementation of the Merdeka curriculum

The results of interviews with the research indicated that SMP Muhamamdiyah 02 Batu made various efforts in preparing for the transformation of the 2013 curriculum towards a Merdeka curriculum. Efforts made by schools include making the most of the platforms provided by the Ministry of Education, participating in workshops on the Merdeka curriculum, and activities provided by the local Education Office related to implementing the Merdeka learning curriculum. In line with the

study's results (Achmad et al., 2022, the Merdeka curriculum platform must be balanced with special activities to provide teachers with a comprehensive understanding of the Merdeka curriculum.

Implementation of Planning, Implementation, Processing of Assessment Results, Reporting of Learning Progress

Apart from preparing for implementing the Merdeka curriculum, one of the important learning components is assessment. In implementing the Merdeka curriculum, there are several principles for implementing assessment activities. As for some of the principles of assessment activities in the Merdeka curriculum, assessment is an integrated part of holistic learning and becomes a forum for feedback in learning, so that it can be used as a benchmark for further learning. (Aditomo, 2022). As an independent learning school implementing the Merdeka curriculum, research results show that the school implements this principle well. The results of interviews with SMP Muhammadiyah 02 Batu teachers show that teachers often reinforce assessments at the beginning of learning that are used to design learning according to students' readiness. Teachers always plan to learn by referring to the goals to be achieved and providing feedback so students can determine steps to future improvements. The teacher often provides feedback through supporting sentences to stimulate a growth mindset and involves students in assessment activities.

The second principle of implementation of the assessment is that the assessment must be designed and carried out with the discretion to determine the technique and time of implementation (Aditomo, 2022). The interviews and document studies results show that teachers in designing assessments must be improved. This is demonstrated by considering the assessment techniques used are still not diverse. In the implementation of learning, the teacher explains to students the purpose of the assessment at the beginning of learning. However, a few teachers still use various assessment techniques according to the function and purpose of the assessment. This is in line with (Asmita & Fitriani, 2022) that the determination of assessment in accordance with the conditions of students greatly determines how learning. According to Nasution (2022), assessment activities are a systematic and continuous process for gathering information about students' learning processes and outcomes to make decisions based on specific criteria and considerations. The results of the assessment in learning can be used to evaluate learning outcomes (Martin et al., 2019)

The results of the implementation of the involvement of students in conducting assessments through occasional self-assessments, and assessment between friends with occasional frequency show the teacher never does self-reflection with students and never gives feedback between friends. In carrying out assessments in the Merdeka curriculum, teachers often provide opportunities for students to reflect on their abilities, improve them based on the assessment results, and design assessments to encourage students to improve their competence through assessments with the right level of difficulty and constructive feedback. This is in line with the principle of assessment in the Merdeka curriculum; namely, the assessment process must involve students so that they know the purpose of the assessment, because not all assessments will be appropriate for all activities and each individual (Setiyaningsih & Wiryanto, 2022).

The third principle is that assessments should be designed in a fair, proportional, valid, and reliable to explain learning progress, determine decisions about steps, and

serve as a basis for further developing appropriate learning programs (Muwartini, 2022). The results showed that the teacher was good at applying the principle of designing an assessment as a pilot school for implementing the Merdeka curriculum. This was demonstrated by the teacher often providing enough time and duration for the evaluation to become a learning process and not just for the sake of testing, determining success criteria, and conveying it to students. Hence, they understand the expectations that need to be achieved, often using the assessment results to determine follow-up learning. However, sometimes they collaborate in designing assessments to use criteria similar to the assessment's objectives. In line with the results of the study (Susilowati, 2022), the learning assessment in the Merdeka curriculum is designed to take into account the stages of development and the level of achievement of students according to learning needs, reflecting the characteristics and development of various students so that learning becomes meaningful and enjoyable.

The results of interviews with SMP Muhammadiyah 02 Batu teachers show several assessments teachers use in implementing the Merdeka curriculum. First, the teacher carries out a formative assessment. Teachers use the results of formative assessments for learning feedback, and teachers always use the results of summative assessments for reporting learning outcomes. The formative assessment SMP Muhammadiyah 02 Batu teachers use is multiple-choice written tests and essays. Formative assessments are used to determine report card grades, grade promotion decisions, graduation, and other important decisions. Assessment in the Merdeka curriculum focuses on the learning assessment process in line with the principles of formative assessment. The assessment results are used to design learning according to students' level of ability. Formative assessment aims to guide the learning process and improve student learning outcomes because this formative assessment process is carried out in continuous learning (Hamdi et al., 2022).

In accordance with the formative assessment function to determine grades, SMP Muhammadiyah 02 Batu teachers use formative assessment intending to improve learning activities on material carried out at the end of learning specific material (Imania & Bariah, 2019). In line with this, Hortigüela Alcalá et al., 2019) conveyed the concept of formative assessment to improve the learning process. The SMP Muhammadiyah 02 Batu teacher starts face-to-face activities by asking questions related to concepts or topics studied in the previous meeting. At the end of the lesson, the teacher asks students to write down the concepts they have just learned. This aims to see the extent to which students understand participating in learning activities.

The second assessment is a summative assessment. A summative assessment of SMP Muhammadiyah 02 Batu teachers aims to assess the achievement of learning objectives and achievements and determine grade increases. Student learning outcomes are assessed by comparing student learning outcomes with the criteria for achieving learning objectives (Susilo et al., 2021). Learning according to the stages of student achievement is one of the principles of independent learning, where teaching to students is adjusted to their level of achievement and initial abilities (Purnawanto, 2022). The instruments used by SMP Muhammadiyah 2 Batu teachers in carrying out summative assessments include rubric and checklist assessment instruments. The summative assessment technique is adapted to observation, performance, projects, written tests, oral tests, assignments, and portfolios.

Lastly, in SMP Muhammadiyah 02 Batu, learning is done through field practice. In practical activities, teachers of SMP Muhammadiyah 02 Batu use the assessment

techniques used, namely observation, performance, projects, and portfolios. This is in line with the study's results (Achmad et al., 2022) that the assessment often used in performance appraisal is the observation or observation sheet. Apart from using assessment in the practical assessment, SMP Muhammadiyah 02 Batu teachers sometimes still use assessment techniques and practical assignments, which are sometimes inappropriate. Using the appropriate type of assessment in the practical assessment, the teacher will obtain different data about the form of action expected in students, and the assessment will be more authentic (Achmad et al., 2022).

In addition to measuring students' knowledge, SMP Muhammadiyah 02 Batu teachers conduct assessments to assess attitudes. Assessment of attitudes in learning is a series of activities to measure students' attitudes as a result of a learning program (Achmad et al., 2022). SMP Muhammadiyah 02 Batu teachers conduct an attitude assessment during learning. The attitude assessment used by teachers in partner schools is generally through observation and daily journals. Observational assessment is carried out by observing behavior using a journal carried out by the teacher (Puspita Sari & Sudiana, 2019). While using the journal as a tool for assessing attitudes, because the journal serves as a record to collect information on students both the weaknesses and strengths of students. Then from these notes, an attitude assessment will be made for one semester (Achmad et al., 2022).

The fourth principle in implementing assessments in the merdeka curriculum is that reports on learning progress and student achievements are simple and informative to provide useful information about the characters and competencies achieved, as well as follow-up strategies (Aditomo, 2022). In carrying out the fourth principle, SMP Muhammadiyah 02 Batu compiles a concise learning progress report, prioritizing the most important information to be understood by students and parents and often. In addition, the teacher also provides regular feedback to students and discusses follow-up with parents. The use of feedback in learning invites students to receive input so they can understand themselves and correct misunderstandings in learning (Sofyatiningrum et al., 2019). Anggraini and Hudiono's (2015) results show that teachers who provide feedback to students in learning activities give quite positive results.

The results of the assessment carried out by the teacher are used by students, educators, education staff, and parents or guardians as material for reflection to improve the quality of learning. The study results show that teachers often provide time for teachers to read, analyze, and reflect on assessment results and often use assessment results as material for discussion to improve learning strategies. According to Wahyuni et al. (2018), assessment is used as a forum for gathering information related to important variables in the learning process and as a decision-making material for a teacher to improve student learning processes or outcomes. The assessment process must involve students so they know the purpose of the assessment (Rachmawati et al., 2022).

Furthermore, the reporting of learning outcomes and the study results show that consideration of students' final report used at SMP Muhammadiyah 02 Batu includes an assessment of knowledge, attitudes, and skills. The knowledge assessment component uses daily values (50%), PTS values (25%), and PAS (25%). While the attitude assessment is taken through attitudes that often appear in students with observations and the teacher's daily journal. Determination of grade increase seen from the minimum completeness criteria, attendance, and student attitudes. Finally,

determining graduation by considering attitudes, having semester 1-6 report cards, and taking school exams. In implementing the Merdeka curriculum, reporting on learning progress is simple and informative, providing useful information about the characters, competencies achieved, and follow-up strategies. The assessment results are used by students, educators, education staff, and parents as material for reflection to improve the quality of learning (Purnawanto, 2022).

School Obstacles and Solutions in the Merdeka Curriculum Implementation Assessment Activity

Apart from implementing the assessment in the Merdeka learning curriculum, changes due to the Merdeka curriculum policy affect the teacher's role and educational challenges that require teachers to develop self-competencies and learning competencies. Moreover, teachers have an important role in the success of a curriculum so that it runs well, and teachers are required to be able to carry out the learning process with the applicable curriculum (Nurchayono & Putra, 2022). The results showed that there were obstacles in implementing the Merdeka learning curriculum assessment at SMP Muhammadiyah 02 Batu related to the teacher's paradigm regarding the concept of assessment. The study results showed that the teachers of SMP Muhammadiyah 02 Batu were not ready to apply authentic assessments because the assessments carried out seemed sober according to the rubrics available in the teacher's book. The development of an assessment rubric has not yet been carried out, which relates to the preparation of learning tools for implementing a complete Merdeka curriculum.

In addition to the assessment rubric, the scope of assessment in the Merdeka curriculum is diagnostic assessment, summative and formative assessment (Rachmawati et al., 2022). Of the three types of assessment in the Merdeka curriculum, SMP Muhammadiyah 02 Batu teachers are still minimal in carrying out diagnostic assessments. The fact is that in the implementation of the Merdeka curriculum, it is important to carry out a diagnostic assessment. A diagnostic assessment aims to determine students' initial and basic abilities before starting learning activities (Nasution, 2022). This is in line with the principle of implementing the Merdeka curriculum, namely creating fun learning that meets the needs of students.

The next obstacle is the implementation of non-test assessments. Non-test assessment requires the teacher to assess students by observing them individually. Limited individual observations in class with a large number of students, make it difficult for the teacher to assess each individual student. Regarding this, the teacher emphasizes students' activeness in the class to see how students are performing. Finally, regarding reporting using report cards, schools have generally included the value of skills, knowledge, and attitudes. The assessment of skills and knowledge are assessed in detail from each aspect, while the assessment of attitudes is formed in the final conclusion.

The implementation of the Merdeka curriculum requires a lot of process, time, readiness, and solidarity. The process of implementing the Merdeka curriculum in each education unit encounters various obstacles, one of which is in partner schools. Based on the several obstacles in the implementation of the Merdeka curriculum, various efforts were made by schools and the local education office to implement the merdeka curriculum in the education unit, one of which was with workshops or training activities from the MGMP conducted by the local office. In addition to

participating in training, teachers also learn about implementing the Merdeka learning curriculum through a platform from the ministry.

CONCLUSION

The results showed that the teachers' understanding of SMP Muhammadiyah 02 Batu about the Merdeka learning curriculum was good. The stages that had been understood were understanding the Merdeka Curriculum's outline, learning and assessment, curriculum development, and project development to strengthen Pancasila student profiles. Schools began to apply learning and assessment principles, planning lessons and assessments, understanding learning outcomes, planning learning and assessments, implementing learning and assessments, and processing and reporting assessment results. In carrying out assessments, teachers generally carry out summative and formative assessments, while minimal diagnostic assessments are carried out.

RECOMMENDATION

The research results can be used as reflection material for partner schools in evaluating the implementation of the Merdeka curriculum, especially in learning assessment activities. Regardless of the research results, further research efforts can be made to help teachers overcome the obstacles to implementing other assessments in the Merdeka curriculum.

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Declaration of interests

The researchers declare no conflict of interests.

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