

**EFL TEACHERS' PERCEPTION ON THE PROCESS OF
ASSESSING STUDENTS IN IMPLEMENTING *MERDEKA
BELAJAR* CURRICULUM AT JUNIOR HIGH SCHOOL 4
JEMBER**

THESIS

Submitted to UIN Kiai Achmad Siddiq of Jember
To fulfill of the requirements for the degree of *Sarjana Pendidikan*(S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
Program of English Education



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FACULTY OF EDUCATION AND TEACHER TRAINING
DEPARTMENT OF ISLAMIC STUDIES AND LANGUAGE EDUCATION
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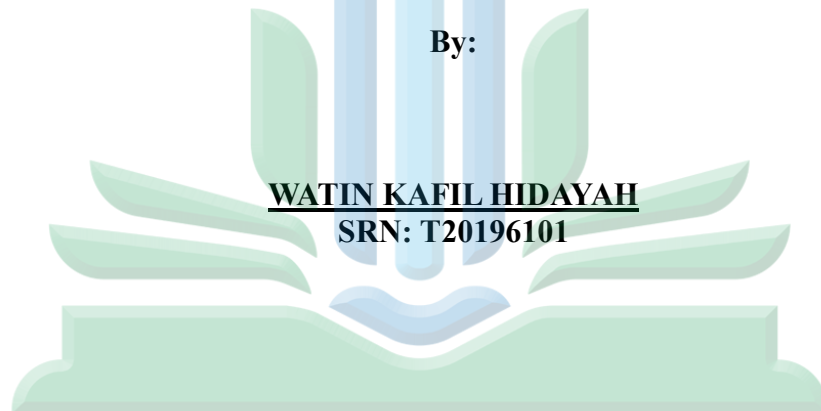
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Has been examined and approved as the requirement to obtain
A Bachelor Degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and teacher Training
Department of Islamic Studies and Language Education
Study Program of English Education

Day : Wednesday

Date : December 6th, 2023

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MOTTO

أَمْ حَسِبْتُمْ أَنْ تُدْخَلُوا الْجَنَّةَ وَلَمَّا يَأْتِكُمْ مَثَلُ الَّذِينَ خَلَوْا مِنْ قَبْلِكُمْ ۖ مَسَّتْهُمُ الْبَأْسَاءُ وَالضَّرَاءُ وَزُلُّوا حَتَّى يَقُولَ
الرَّسُولُ وَالَّذِينَ آمَنُوا مَعَهُ مَتَى نَصُرَ اللَّهُ ۗ أَلَا إِنَّ نَصْرَ اللَّهِ قَرِيبٌ

Meaning: Do you think that you will enter Paradise without such (trials) as came to those who passed away before you? They were afflicted with severe poverty and ailments and were so shaken that even the Messenger and those who believed along with him said, "When (will come) the Help of Allah?" Yes! Certainly, the Help of Allah is near! (QS. Al Baqarah: 214).¹



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¹Dr Muhammad Taq-iud-Din Al-Hilali, —Translation of the Meanings of the Noble Qur'an in the English Language (Madinah: King Fahd Complex for the Printing of the Holy Qur'an, n.d.),45.

DEDICATION

I am proudly dedicate this thesis for people who have been very meritorious in my life:

1. My precious father and mother

Who has given all body and soul for my future, who never give up under any circumstances, who always did not reveal their fatigue, who always supports me and gives me the best prayers.

2. Mr. Slamet as my second father

Very thank you for your effort, thank you for supporting me, thank you for accompany me during this research.

3. My beloved friends

Thank you who have supported me in doing this thesis. Big thanks to jaah manaqib, jamaah showan ziaroh who has been motivated me to almaways survive and convinced me to finish my thesis.

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Alhamdulillah rabbil alamin, all praises are to Allah SWT the Most Gracious and Most Merciful who always blesses and helps the researcher, so the researcher can finish this undergraduate thesis as one of the requirements for Bachelor Degree (S.Pd.) in the English Education Program of Faculty of Tarbiyah and Teacher Training of State Islamic University of KH Ahmad Siddiq.

Peace and salutation may always be given to Prophet Muhammad SAW who has guided us from the darkness to the brightness. However, this thesis will not finish without support, advice, help, and encouragement from several people and institutions. Hence, the researcher would like to express special gratitude to:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM. as Rector of UIN KH Achmad Siddiq.
2. Dr. H. Abdul Mu'is, S.Ag., M.Si as the Dean of Teacher Training and Education Faculty.
3. Nuruddin, M.Pd.I., as the Head of the Islamic Studies and Language Education Department.
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All of you may Allah SWT grant you blessing. Hopefully this thesis will be useful for the readers and the next researchers who need this thesis as a reference. However, I realize that there are still many shortcomings in this thesis. Hence, any criticism and suggestions of this thesis are kindly appreciated.

Jember, December 6th 2023



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ABSTRACT

Watin Kafil Hidayah., 2023. EFL TEACHERS' PERCEPTION ON THE PROCESS OF ASSESSING STUDENTS IN IMPLEMENTING MERDEKA BELAJAR CURRICULUM AT JUNIOR HIGH SCHOOL 4

Key Words: EFL teachers' perception, Assessment, *Merdeka Belajar* Curriculum

Extensive studies on the implementation of *Merdeka Belajar* curriculum has been conducted. However, it is rarely connected to EFL teachers' perception of the assessment in *Merdeka Belajar* curriculum. For this reason, this study aims to investigate how is the process of assessing student in implementing *Merdeka Belajar* curriculum as well as EFL teachers' perception about the assessment in implementing *Merdeka Belajar* curriculum.

This study employed a qualitative design. It involved 2 participants EFL teachers in junior high school 4. The data were garnered from the interviews, observation and document review. The collected data were analyzed using content analyses proposed by Miles and Huberman (2014). The technique consists of data collection, data condensation, data display and drawing conclusion. In order to check the trustworthiness of data the researcher used source and technique triangulation.

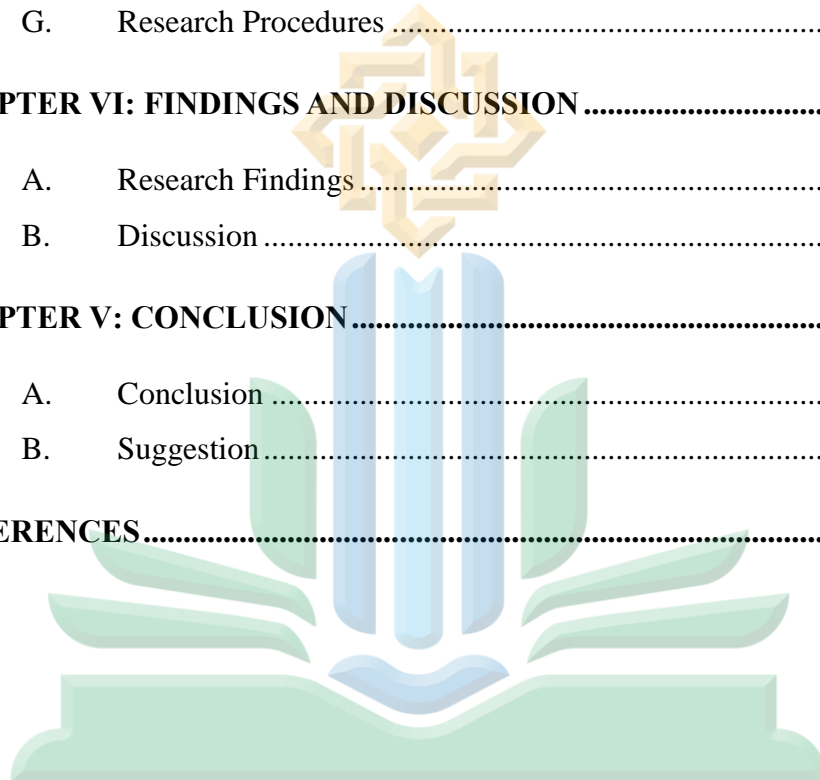
Findings showed that in the process of assessing students in implementing *Merdeka Belajar* curriculum, namely; (1) there are three types of assessment in *Merdeka Belajar* curriculum implemented at junior high school 4 namely: diagnostic assessment, formative assessment and summative assessment. (2) Diagnostic assessment was conducted before process of learning and it divided into two types diagnostic cognitive and non-cognitive. (3) Formative assessment was conducted to measures students' readiness and progres of student through process of learning. It divided into two types, formative assessment in the beginning of learning and ongoing process of learning. (4) Summative assessment was conducted in a certain period and it aims to measure students' learning outcomes and students' learning objectives. It divided into three types namely; summative material test, summative the last of semester, summative last of phase.

In addition, finding shows about EFL teachers' perception about the assessment in implementing *Merdeka Belajar* curriculum, namely; (1) Assessing students in implementing *Merdeka Belajar* curriculum can make it easier for teachers because *Merdeka Belajar* curriculum is flexible for teachers to conduct assessments or not if students' daily progress is in accordance with the learning objectives (2) Yet, assessing students in *Merdeka Belajar* curriculum can be difficult because teachers must prepare different assessment rubrics when the results of students' projects are different and this is called differentiation product. (3) However, in assessing the variety of students' product teacher can collaborate with others subject teacher

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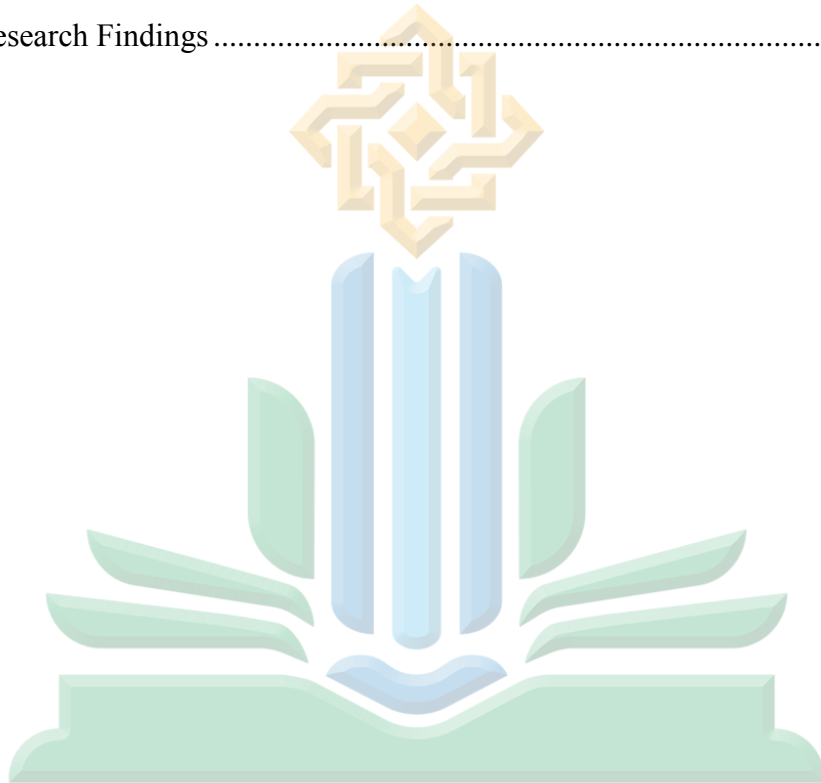
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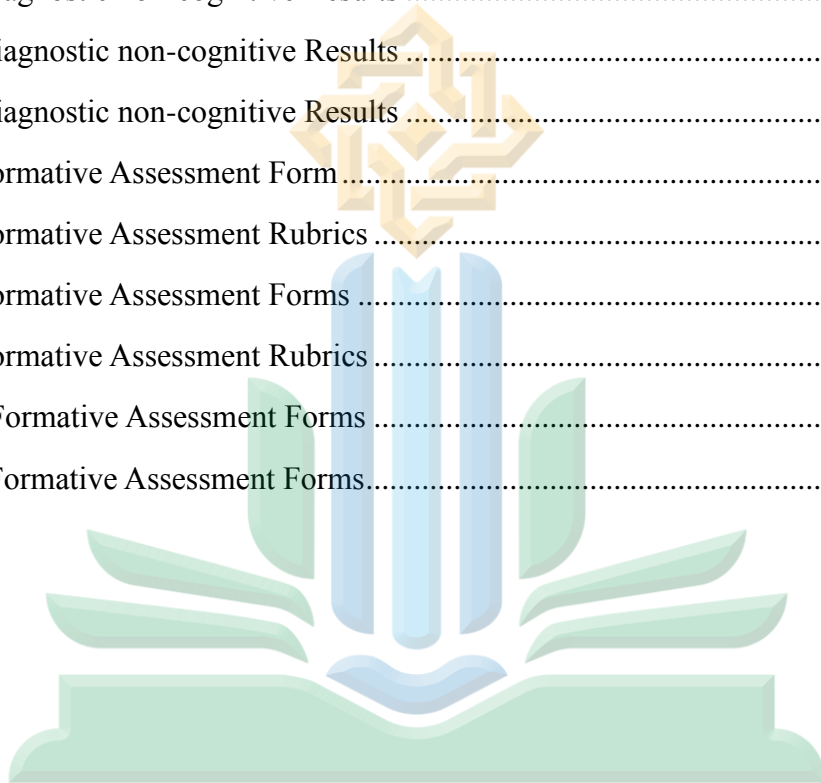
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CHAPTER I

INTRODUCTION

A. Research Background

The paradigm of *merdeka belajar* curriculum has been issued by the government in recent years. It is included in the government's efforts to make improvements by changing policies in the education sector to make education in Indonesia much better, one of them is curriculum. Based on PERMENDIKBUD No. 22/2016,¹ curriculum is a set of plans and rules about the teaching and learning guidelines; the goal, content and learning material, used to reach the education goals. Subsequently, the emergence of *Merdeka Belajar* curriculum is based on Kepmendikbudristek No. 56 of 2022 "*Pedoman Penerapan Kurikulum dalam rangka Pemulihan Pembelajaran (Kurikulum Merdeka) sebagai penyempurna kurikulum sebelumnya (K13)*".² Therefore, this new curriculum can be regarded as a new goal in order to be a complement of the education system from the previous curriculum (K13).

The implementation of K13 and *Merdeka Belajar* curriculum produces different paradigm and system. K13 focuses on the improvement and balancing the attitudes and knowledge in choice of class major. Meanwhile, *Merdeka Belajar* curriculum focuses on developing the

¹ Author gurubagi, "Permendikbud Nomor 22 Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah" Guru Bagi (blog), 6 Juni 2021, <https://gurubagi.com/permendikbud-nomor-22-tahun-2016-tentang-standar-proses-pendidikan-dasar-dan-menengah/>.

² Kepmendikbudristek, Nomor 56/M/2022 tentang Pedoman Penerapan Kurikulum dalam rangka Pemulihan Pembelajaran

character and competence of students, as well as honing their interests and talents.³ Saptono (2022) examined the analysis of the new learning paradigm in the *Merdeka Belajar* curriculum. In his research he quoted Nadiem Makarim's statement that *Merdeka Belajar* curriculum was launched because this curriculum is expected to improve the quality of education in Indonesia and to create human resources who are not only qualified in the academic field but who also have good character.⁴ Another research conducted by Evi explained that this curriculum possible for students to choose the appropriate field according to their needs.⁵ Therefore, student can improve their skills that are beneficial for raising the standards and needs of the working world.

The implementation of *Merdeka Belajar* curriculum also refers to the new learning paradigm.⁶ Based on research conducted by Faiz et al (2022), the new learning paradigm means that teachers have all the freedom in a learning process.⁷ Meanwhile, according to Sonzarni et al (2022),

Merdeka Belajar curriculum is defined as freedom of learning that is not limited by space and time. Besides that, *Merdeka Belajar* curriculum also

³ Anisa Cahya R. & Kastam S., "Independent Curriculum in the Perception of Indonesian Language Teachers of Smp/Mts in Yogyakarta", *International Journal of Linguistics, Literature and Translation* 6, no. 2 (February, 2023): 54-57.

⁴ Saptono Nugrohadi, "Analysis of New Learning Paradigm Based on Kurikulum Merdeka", *INTERNATIONAL CONFERENCE ON DIGITAL EDUCATION AND SOCIAL SCIENCE (ICDESS)*, (September, 2022): 135.

⁵ Evi Hasim, "Penerapan Kurikulum Merdeka Belajar Perguruan Tinggi di Masa Pandemi COVID-19", *prosiding webinar magister pendidikan dasar pascasarjana universitas negeri Gorontalo*, (July 2020): 69-73.

⁶ Kasman & Siti Khodijah Lubis, "Teachers' Performance Evaluation Instrument Designs in the Implementation of the New Learning Paradigm of the Merdeka Curriculum", *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran* 8, no. 3 (September, 2022): 761.

⁷ Faiz, A., Parhan, M., & Ananda, R., "Paradigma Baru Dalam Kurikulum Prototipe", *Edukatif: Jurnal Ilmu Pendidikan* 4, no. 1 (2022): 1544-1550.

provides opportunities for students to learn in a calm way, relaxed, enjoyable without stress and pressure.⁸ Thus, with *Merdeka Belajar* curriculum policy that gives freedom for teachers and students to design their teaching and learning process, with this opportunity students can show their natural talents.

The main goal of *Merdeka Belajar* curriculum is there is no compulsion or demand in thinking creatively and independently.⁹ As a main goal, the teacher acts as the motivator as a good influence to create good behavior for students. Therefore, this would be effect on the interests and talents of students. Moreover, the concept of *Merdeka Belajar* curriculum interpreted as independence and freedom for educational institutions to explore the potential of students to their trend by adjusting the interests, talents and tendencies of each student.¹⁰ Hence, *Merdeka Belajar* curriculum which is interpreted as learning and thinking independently and creatively can be an opportunity for students to develop their potential as well as adjust their talents and interests. Even though, extensive studies on the implementation of *Merdeka Belajar* curriculum have been discuss as well as the policies of Indonesian government has been issued about the

⁸ Sonzarni, Muhammad Aulia Ismail & Aini Qolbiyah, "Implementation of The Independent Learning Curriculum at the Driving School", *Jurnal Penelitian Ilmu Pendidikan Indonesia 1*, no.1(2022): 01-06.

⁹ Rela Melda Fransiska, et al, "Penerapan Merdeka Belajar dalam Menumbuhkan Minat dan Bakat Siswa di SDN 1 Pisang", *Seminar Nasional Sains, Kesehatan, dan Pembelajaran*, (2022).

¹⁰ Siti Mustaghfiroh, "Konsep "Merdeka Belajar" Perspektif Aliran Progresivisme John Dewey", *Jurnal Studi Guru dan Pembelajaran 3*, no. 1 (March, 2020): 141

implementation *Merdeka Belajar* curriculum, it is rarely connected to the way how to assess students using *Merdeka Belajar* curriculum.

Assessment is a form of the last phase or stages of learning process. The learning phase included of planning, implementing and evaluating or assessing.¹¹ The research was conducted by Chumi and Rizki (2022) examined the planning or preparation by teacher to face *Merdeka Belajar* curriculum. The results indicated teachers' enthusiastic response in this curriculum. Therefore, this enthusiasm is evidenced by teachers take part in several trainings and workshops held by educational institutions and the private institutions to obtain information and add insight into this curriculum.¹² Whereas, the research written by Aegustinawati and Yaya (2023) analyze the implementation of *Merdeka Belajar* curriculum in overcoming class retention. The results show that implementing *Merdeka Belajar* curriculum be able to overcome the problem of class retention. Yet, the success of overcoming class retention must pay attention to the process of realization planning, implementing and evaluating that prioritizes principles in the independent curriculum.¹³

Another research carried out by Harry (2022) discussed about assessment but has not been linked to teacher perceptions. He only describes the concept of learning assessment model on *Merdeka Belajar*

¹¹Ahsanuddin, "Tahapan Pembelajaran", terbitkan buku gratis, 19 July 2023, <https://terbitkanbukugratis.id/ahsanuddin/05/2021/tahapan-pembelajaran/>

¹² Chumi Z. F. & Rizki P. W., "Paradigma Kurikulum Merdeka Bagi Guru Sekolah Dasar", *Jurnal Pendidikan dan Kebudayaan* 12, no. 3 (September 2022): 236-243.

¹³ Aegustinawati & Yaya Sunarya, "Analisis Implementasi Kurikulum Merdeka dalam Mengatasi Retensi Kelas di Sekolah Menengah Atas", *Jurnal Penelitian dan Pengembangan Pendidikan* 10, no. 3 (Juli 2023) :759

curriculum. The results indicate that the implementation of assessment in *Merdeka Belajar* curriculum can be done by integrating models such as diagnostic assessment, formative assessment, and summative assessment.¹⁴ Thus, those assessments are needed to measure students' readiness with diagnostic assessments, measure students' competencies using formative assessments and also student learning outcomes using summative assessments. Therefore, assessment model in the implementation of *Merdeka Belajar* curriculum has been discuss, in this research attempt to discuss the process of assessing students using *Merdeka Belajar* curriculum as well as an EFL teachers' perception.

According to several studies that have been mentioned above, little attention has been paid to the investigation about the assessment of *Merdeka Belajar* curriculum from the perception of EFL teachers. Therefore, this research attempt to investigate the process of assessing students in implementing *Merdeka Belajar* curriculum based on the EFL teachers' perception.

B. Research Question/Focus

Based on the previous background of research, the researcher determined the research question as below:

¹⁴ Harry Yulianto, "An Implementation of Learning Assessment Model on The Curriculum of Merdeka Belajar", *Technical and Vocational Education International Journal* 2, no. 2 (August 2022): 24.

1. How are EFL teachers' understanding about *Merdeka Belajar* curriculum as well as teachers' perception about the assessment in implementing *Merdeka Belajar* curriculum?
2. How is the process of assessing students in implementing *Merdeka Belajar* curriculum?

C. Research Objectives

The objectives in this research are expected to find out some information as follows:

1. To figure out EFL teachers' understanding about *Merdeka Belajar* curriculum as well as teachers' perception about the assessment in implementing *Merdeka Belajar* curriculum.
2. To figure out the process of assessing students in implementing *Merdeka Belajar* curriculum.

D. Scope of the Research

The research focused on EFL teachers' perception on the implementing assessment in the process of assessing students in implementing *Merdeka Belajar* curriculum (the process of assessing students based on the EFL teachers' perception). The perception can be positive or negative. Furthermore, the participant of this research is only English teacher at Junior High School 4 Jember.

E. Research Significances

The results of the research are expected to be useful theoretically and practically.

1. Theoretically

It is expected to provide and support empirical evidence related to existing knowledge about assessment in *Merdeka Belajar* curriculum.

2. Practically

a. For teacher

It is expected to be useful as a material to consider the assessments made by teachers towards students in accordance with the policies in the independent curriculum and improve teacher competency.

b. For the researcher

Obtain additional experience and knowledge regarding research on EFL teachers' perception about the implementing assessment in *Merdeka Belajar* curriculum.

c. For government of education in Indonesia

It is expected to be useful for the government to gain information regarding the assessment in implementing *Merdeka Belajar* curriculum.

The government can also know teachers' needs in implementing the *Merdeka Belajar* curriculum, especially in English lessons, so that the government can improve them.

F. Definition of Key Terms

The definition of key terms contains the meaning of crucial terms which become a point of attention in the research title. The aim is that there is no misunderstanding of the meaning as intended by the researcher. The terms contained in this research are:

1. EFL Teachers' Perception

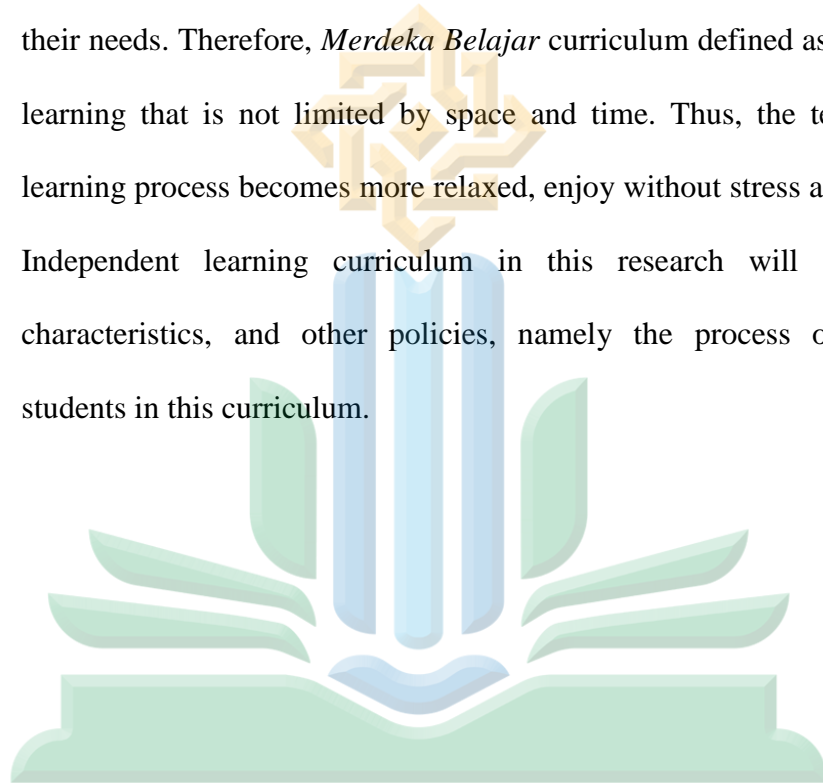
EFL teachers' perceptions are their views on their roles and responsibilities as English language educators and of course, these perceptions will affect the way they teach and interact with their students. These EFL teachers' perceptions are influenced by various factors, such as personal experience, education, and culture. Each EFL teacher has a unique perception according to their background and understanding of the language. Perception in this research it can be explained as EFL teacher's perception on the process of assessing students in implementing *Merdeka Belajar* curriculum at junior high school 4 Jember.

2. Assessment

Assessment is kind of trial like an experiment before or after you teach something in the classroom and you might be thinking about the optimal learning for your students. Assessment is the process of collecting and processing information to determine learning needs, development, and achievement of student learning outcomes, the results of which are then used as material for reflection and the basis for improving the quality of learning assessment. In this research leads to the process of assessing students in the independent learning curriculum and how to assess them in the appropriate measure. Kinds of assessment is divide into three types namely; diagnostic, formative and summative.

3. *Merdeka Belajar* Curriculum

Merdeka Belajar curriculum is new curriculum that provides freedom for teachers and students to determine the topic or theme of interest. They are also free to determine the learning method that suits their needs. Therefore, *Merdeka Belajar* curriculum defined as freedom of learning that is not limited by space and time. Thus, the teaching and learning process becomes more relaxed, enjoy without stress and pressure. Independent learning curriculum in this research will discuss the characteristics, and other policies, namely the process of assessing students in this curriculum.



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CHAPTER II

LITERATURE REVIEW

A. Previous Study

In this chapter the researcher presents several previous studies that have relevance with *Merdeka Belajar* curriculum, such as:

1. "An Implementation of Learning Assessment Model on The Curriculum of Merdeka Belajar" written by Harry Yulianto. Published in 2022.

In this research the researcher discussed about assessment model on *Merdeka Belajar* curriculum. This research aims to identify descriptively about the conception of the learning assessment paradigm as well as the assessment model. This research using qualitative approach with descriptive method. To gather the data the researcher used the secondary data which is from documents and scientific literature. To analysis the data the researcher used a literature review with a narrative review method. The results of the research show learning assessment model on *Merdeka Belajar* curriculum can be done by integrating models such as diagnostic assessment, formative assessment, and summative assessment.¹⁶

The similarities of this research are discussed about the assessment on *Merdeka Belajar* curriculum and the method used qualitative research.

The differences are this research focus on the teachers' perception about

¹⁶ Harry Yulianto, An Implementation of Learning Assessment Model on The Curriculum of Merdeka Belajar" *Technical and Vocational Education International Journal* 2, no. 2 (August, 2022): 22.

the implementing assessment in *Merdeka Belajar* curriculum. Whereas, the previous research just focuses on the assessment in *Merdeka Belajar* curriculum without being linked with the teacher's perception. The data collection from the previous research was secondary data such as documents and scientific literature and to analysis the data using a literature review with a narrative review method. Meanwhile, the data collection of this research is the primary data namely interview and to analysis the data using triangulation technique.

2. "Teachers' Perception about the Implementation of Independent Learning Curriculum in Science Education" by Apriani Sijabat, et al. Published in 2023.

In this research, the researcher used a qualitative method with a case study as this type of research. This research conducted at SMP DR Wahidin Sudirohusudo Medan. The participant in this research was a science teacher. The aims of this research to know and describe teachers'

perception about the implementation of *Merdeka Belajar* curriculum in science education and describe the constraints felt by teachers in implementing *Merdeka Belajar* curriculum as well as solutions to overcome these obstacles. In this research, the researcher used interviews and questionnaires as the technique to collect the data. The results of this study indicate that the teacher's perception is positive because they welcome the implementation of *Merdeka Belajar* curriculum, supported

by adequate socialization and training so that they can apply the concept of learning science in accordance with *Merdeka Belajar* curriculum.¹⁷

The similarities of this research are discussed about teachers' perception in the implementation of *Merdeka Belajar* curriculum. The differences are this research using descriptive qualitative as the type of research and the previous research used a case study. The previous research describes about teachers' perception about *Merdeka Belajar* curriculum in science education and the participant was a science teacher. Meanwhile, this research investigate about teachers' perception on the Assessment in Implementing *Merdeka Belajar* Curriculum.

3. "Vocational High School English Teachers' Perspectives On "*Merdeka Belajar*" Curriculum". By Anita K. P. & Ririn P. Published in 2021.

This research aims to identify teachers' perspectives on the *Merdeka Belajar* curriculum and it focuses on its concept and lesson plan. The method conducted using a qualitative descriptive. This research conducted

in different vocational high schools in Surabaya and involved 8 English teachers from each different school as the participants. The data collected through questionnaire and interviews. As the other hand, the results of this research not all teachers understand the concept of *Merdeka Belajar*

¹⁷ Apriani Sijabat, et al, "Teachers' Perception about the Implementation of Independent Learning Curriculum in Science Education", *Prisma Sains: Jurnal Pengkaji Ilmu dan Pembelajaran Matematika dan IPA IKIP Mataram 11*, no. 1 (January, 2023): 76.

curriculum and also the implementation of a one-page lesson plan had not met the expectation of *Merdeka Belajar* curriculum.¹⁸

The similarities of this research are also investigated about teachers' perception in the implementation of *Merdeka Belajar* curriculum. Technique of data collection through interviews even though in this research the data collection not only through interview but also observation and documentation. The last one the similarities of the previous study with this research is using a qualitative descriptive as the methodology of the research. Meanwhile, the differences the subject of research in the previous study was 8 English teachers from different Vocational High Schools in Surabaya. The research focus in the previous study aims to terms of concept and lesson plan. Whereas, this research focus on the assessment in implementing of *Merdeka Belajar* curriculum.

4. "Independent Curriculum in the Perception of Indonesian Language Teachers of SMP/Mts in Yogyakarta" by Anisa C. R., S.Pd & Dr. Kastam S., M. Ed. Published in 2023.

The previous study aims to discover how teachers, particularly Indonesian language teachers at SMP/MTs, perceived the *Merdeka Belajar* Curriculum. This study used the qualitative descriptive approach. Data collection used included observation, interviews, and questionnaires with 15 Indonesian teachers at SMP/MTs in Yogyakarta as respondents. The results showed that teachers' perceptions of *Merdeka Belajar*

¹⁸ Anita Kusuma Pertiwi & Ririn Pusparini, "Vocational High School English Teachers' Perspectives On "Merdeka Belajar" Curriculum" *Edukatif: Jurnal Ilmu Pendidikan* 3, no. 5 (2021): 1982-1992.

Curriculum were in the "medium" category, with a total percentage of 66.7%. This category showed a fairly good perception of Indonesian SMP/MTs teachers in Yogyakarta regarding projection, implementation, and self-readiness to implement the *Merdeka Belajar* curriculum in school learning.¹⁹

The similarities of this research is the research design use a qualitative research. The differences of current research is research focus. The participants of this research is Junior High School English teacher from driving school. Meanwhile, the research focus of the previous study was perception regarding projection, implementation, and self-readiness to implement the *Merdeka Belajar* curriculum in school learning. This research focus on assessment in implementing *Merdeka Belajar* curriculum.

5. "Teachers' Perception on The New Policy Called Merdeka Belajar; a Page of Lesson Plan" by Reiga W. Aulia. Published in 2021.

The previous study aims to examine teachers' perception about a new policy of simplification of the lesson plan. This study conducted using qualitative study. The subject that included in this study is teachers from high schools. To collect the data, this study using online questionnaire as the instrument. Therein explained about the new format of lesson plan that only need to put or include 3 core components which are; learning objectives, learning activities and assessment rather than

¹⁹ Anisa Cahya Rahina & Kastam Syamsi, "Independent Curriculum in the Perception of Indonesian Language Teachers of SMP/Mts in Yogyakarta", *International Journal of Linguistic, Literature and Translation*, (February, 2023): 54.

putting all of the components from the usual lesson plan. The result showed that teachers agree that the 3 components are the most important components to be included in the lesson plan preparation. The result also showed that although few of them think additional attachments are still needed, while others think that it will be better to arrange and have such kind of lesson plan, which is simple but solid.²⁰

The similarities of this research are the research design use qualitative research. The differences are the subject of research in the previous study was teachers from high schools. The research focus of the previous study were teachers' perception about a new policy of simplification of the lesson plan. Whereas, the research focus of this research are EFL teacher's perception about the implementation of assessing EFL student assessment in the frame of *Merdeka Belajar* curriculum. The last one the differences is located on the data collection. The previous study using online questioner and this research using observation, interview and document review.

In order to make the reader easy to understand the gap of the research, the researcher provides information on the table below.

²⁰ Reiga Weirna Aulia, "Teachers' Perception on The New Policy Called Merdeka Belajar; a Page of Lesson Plan", *FIKROTUNA; Jurnal Pendidikan dan Manajemen Islam* 14, no. 02 (December: 2021): 1966-1980.

Table 2.1
The Similarities and the Differences between Previous Research
and Current Research

| No | Title of the Research | The Similarities | The Differences |
|----|---|---|--|
| 1 | 2 | 3 | 4 |
| 1. | A journal written by Harry Yulianto (2022) entitled “An Implementation of Learning Assessment Model on The Curriculum of Merdeka Belajar” | <ul style="list-style-type: none"> • Both research investigate the assessment on <i>Merdeka Belajar</i> curriculum • Using qualitative method | <ul style="list-style-type: none"> • The previous research focus on assessment model in <i>Merdeka Belajar</i> curriculum and there is no the perception of teacher. Meanwhile, this research focus on the process of assessing students in implementing <i>Merdeka Belajar</i> curriculum based on the EFL teachers’ perception. |
| 2. | A journal written by Apriani Sijabat, et al. (2023) entitled “Teachers’ Perception about the Implementation of Independent Learning Curriculum in Science Education” . | <ul style="list-style-type: none"> • Both research discuss teacher perception about <i>Merdeka Belajar</i> curriculum | <ul style="list-style-type: none"> • This research using descriptive qualitative as the type of research and the previous research used a case study. The research focus in the previous research is teachers’ perception about <i>Merdeka Belajar</i> curriculum in science education and described the constraints felt by teachers. Whereas, this research focus on the Process of assessing students in implementing <i>Merdeka Belajar</i> curriculum based on the EFL teachers’ perception. |
| 2. | A journal written by Anita K. P. & Ririn P.(2021) Universitas Negeri Surabaya entitled “Vocational High School English Teachers’ Perspectives On “Merdeka Belajar” Curriculum” . | <ul style="list-style-type: none"> • Both research identify teachers’ perception • Both researches using qualitative descriptive as the method of research. | <ul style="list-style-type: none"> • The previous research was conducted at Vocational High School. While, this research will conduct in Junior High School. • The previous research focus on terms and the concept <i>Merdeka Belajar</i> curriculum as well as the lesson plan. |

| No | Title of the Research | The Similarities | The Differences |
|----|--|--|---|
| 4. | A journal written by Anisa C. R., S.Pd & Dr. Kastam S., M. Ed (2023) Universitas negeri Yogyakarta entitled “Independent Curriculum in the Perception of Indonesian Language Teachers of SMP/Mts in Yogyakarta” | <ul style="list-style-type: none"> • Both research identify teachers’ perception. • Both research using descriptive qualitative. | <ul style="list-style-type: none"> • The previous study focus on projection, implementation and self-readiness to implement <i>Merdeka Belajar</i> curriculum. Whereas, this research focus on the process of assessing students in implementing <i>Merdeka Belajar</i> curriculum based on the EFL teachers’ perception. • The research participants in the previous research were Indonesian language teachers at SMP/Mts. Whereas, the participant in this research is an EFL teacher. |
| 5. | A journal written by Reiga W. Aulia’s (2021) Universitas Negeri Malang entitled “Teachers’ Perception on The New Policy Called Merdeka Belajar; a Page of Lesson Plan” | <ul style="list-style-type: none"> • Both research investigate about teachers’ perception. • Both research using qualitative method. | <ul style="list-style-type: none"> • The previous research focus on simplification of the lesson plan and explained about 3 core components in it. Meanwhile, this research just focuses on the process of assessing students in implementing <i>Merdeka Belajar</i> curriculum based on the EFL teachers’ perception. • The research participant in the previous research was teachers from high schools. While, this research is EFL teacher from Junior High School. |

From the table above, we can gain information briefly about some similarities and also some differences. As we know from the table above the similarities are both of research is about teachers’ perception of *Merdeka Belajar* curriculum but it does not mean that the research focus is the same.

Another similarity and differences is it almost all of the previous research used qualitative method but there is one previous research used quantitative method and it is not all the previous research using qualitative descriptive as the type of the research but there is one previous research used case study as the type of the research. Meanwhile, the differences of previous research and current research are the research focus and research context. In this study, the research focus is about EFL teachers' perception on the process of assessing students in implementing *Merdeka Belajar* curriculum.

B. Theoretical Framework

1. Perception

a. Definition of Perception

Perception is explained by a wide variety of ideas and theories, including:

Suratno and Aydawati (2016) interpret Perception is the process of seeing something as a result of a person's sensory reaction to a stimuli, leading to an interpretation or identification of the items that are observed.²¹ Perception generates a unique meaning for each experienced thing by associating external cues with the perceived object depending on the experience of each individual. Perception is a strategy for organizing and interpreting stimuli in order to express what is felt as an object of fresh meaning. Perception is strongly tied to

²¹ Antonius Suratno & Emilia Ninik Aydawati, Exploring Students' Perception and ICT Use in Indonesian High Schools, *A Journal of Culture, English Language, Teaching & Literature* 16, No. 2 (December, 2016): 181.

belief since something is only deemed true if it is also considered true. Following it, Hamachek defines Perception is defined as how individuals perceive stimuli from their surroundings through sensory receptors. What experienced consciously is not always the same as what is experienced auditory, visual or tactical. People's perception is influenced by the way where they see the world around them. Therefore, individual interpretation of sensory stimuli will be influenced by their own views.²² Anisa and Kastam said that different inputs and internal factors influence a person's perception, allowing for variances in individual perceptions. Even while there are differences, it does not rule out the possibility of individuals having similar views of the same object.²³

In general concepts or explanation, perception is defined by Longman Dictionary of Contemporary English as “a) the manner in which you perceive and conceptualize something; b) the manner in which you perceive things using your senses of sight, hearing, etc.; c) your innate capacity for rapid comprehension or observation.”²⁴ In organizational behavior, perception can also be understood as a cognitive process that converts sensory data into meaningful information. It is aware the process of interpreting something or

²² Hamacheck. *Psychology in teaching and growth*, (Boston: Allyn& Bacon, 1995)

²³ Anisa Cahya R. & Dr. Kastam S., “Independent Curriculum in the Perception of Indonesian Language Teachers of Smp/Mts in Yogyakarta”, *International Journal of Linguistics, Literature and Translation* 6, no. 2 (February, 2023): 54-57.

²⁴ Qiong, “A Brief Introduction to Perception”, *Studies in Literature and Language* 15, No. 4, (2017): 18-28.

someone seen, heard, and touch to judge or even make a decision about it. So, based on the explanation above, perception is peoples' ability to recognize, identify and then interpret the sensory of information. It can be information about someone or something.

b. Process perception

Teachers' perception through a process. This process divided into several phases.

Theory is stated by DeVito (2009). He states that there are five processes of perception, that is:²⁵

1) Stimulation

Someone's attention is drawn to something that is happening. People will connect sensory stimulation with specific stimuli at this stage by processing and describing it systematically through their sights, sound, smell, and taste. Selective attention and selective exposure are two types of stimulation.

2) Organization

Perception is organized by rules and schemata. Perception is organized by rules when people see things physically, they will create a unit in their brain. Then, they will develop it from actual experiences and past experiences. Their brain will process this unit into a schema. In processing the schema, sometimes peoples'

²⁵ DeVito, *Interpersonal communication* (New York: Pearson Allyn and Bacon), 2009.

brain makes a mistake because it allows their brain to see inexistence things.

3) Interpretation-evaluation

In this stage, people will interpret and evaluate the schema. They can decide the meaning of this schema and react about it.

4) Memory

In this stage, people will keep their perception according to their schema in their brain. Then, they will connect it with their beliefs and personal experiences.

5) Recall

In this stage, people need to recall events from actual and past experiences to make sure their perception.

c. Factors Perception

Slameto states that perception had two main aspect which is influence such as:²⁶

1) Internal factors

The individual's internal factors influence perception and are influenced by psychological condition factors like thoughts, feelings, needs, gender, motivation, and interests, as well as learning process and attention.

²⁶ Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya*, (Jakarta: Reineka Cipta, 2015), 54.

2) External factors

Perception is influenced by external factors that begin from the individual's surroundings, knowledge, and acquired information. As contrasted with internal factors, which impact an individual's perception, external factors impact the monitoring process through stimuli.

d. Types of Perception

According to Irwanto, perception divide into two types, those are positive and negative:²⁷

1) Positive perception describes all information and responses that continue to be used with effort. It will be maintained through supporting, accepting, activating the object that is perceived. In other words, positive perception is an individual's assessment to an object that is perceived with positive view.

2) Negative perception is a state of mind which describes all information and responses there are out of sync with the object that is perceived. It means, individuals' perception to an object with negative views. Usually, it contrasts to the expectation.

Thus, it can be said that perception is both positive and the negative will always affect someone in doing something. Positive perception or negative perception all depends on how individuals describe all their knowledge about an object that is perceived. It can

²⁷ Irwanto, *Psikologi Umum* (Jakarta: Prenhallindo, 2002), 6.

be said that the perception both positive and negative will always affect a person in carrying out an action. And the emergence of a positive perception or negative perception all depends on how the individual describes all his knowledge of a perceived object.

2. Assessment

a. Definition of Assessment

Assessment can be interpreted as a process of obtaining information in any form that can be used as a basis for making decisions related to student development efforts, both concerning curriculum, learning programs, school climate and school policies.

There are several definitions about assessment according to some experts. According to Douglas Brown, assessment is a method used to measure the ability, knowledge or performance of a person.

In addition, Douglas Brown stated, "Assessment is an ongoing process that encompasses a much wider domain".²⁸ This definition

put forward by Brown provides a clear information, that assessment is carried out as a way to measure one's knowledge, abilities and performance and is continuous.

According to Ann Gravells, "Assessment is a way of finding out if learning has taken place. It enables you, the assessor, to ascertain if your learner has gained the required skills and knowledge needed at a given point towards their program or

²⁸ Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Francisco: Longman, 2004), 4.

qualification".²⁹ It can be interpreted that can be interpreted that Assessment is a systematic procedure and includes activities to collect, analyze and interpret information that can be used to make conclusions about the characteristics of a person or object. Thus, assessment is the process of collecting various data that can provide an overview of student learning development. The description of student development needs to be known by the teacher to ensure that students are experiencing the learning process correctly.

In the new paradigm, assessment is an aspect that has undergone significant changes. Assessment is a data collection process that functions in seeing a person's abilities. Through this assessment, a person's ability can be known clearly what can be done. Referring to the current paradigm, where an independent curriculum is something new in the world of education.

Assessment in *Merdeka Belajar* curriculum emphasizes student-centered learning practices (Puspendik Kemdikbud, 2021).³⁰

Assessment in the current *Merdeka Belajar* curriculum provides flexibility for educators in designing learning and assessments that are in accordance with the characteristics of student needs. The assessment carried out in learning takes into account what the

²⁹ Ann Gravells, Principles and Practice of Assessment in the Life Long Learning Sector (Inggris: Learning Matters, 2009), 7.

³⁰ Puspendik Kemdikbud. (2021). Panduan Pembelajaran dan Asesmen Jenjang Pendidikan Dasar dan Menengah (SD/MI, SMP/MTs, SMA/SMK/MA). In Pusat Asesmen dan Pembelajaran Badan Penelitian dan Pengembangan dan Perbukuan Kemdikbudristek.

students need and how the characteristics of students participate in learning.

b. Kinds of Assessment

Assessment is expected to measure the aspects that should be measured and is holistic. Assessment can be diagnostic, formative, and summative.

1) Diagnostic Assessment

Diagnostic assessment is part of the *Merdeka Belajar* Curriculum and is used to determine the competencies, strengths, and weaknesses of learners. Teachers utilize the results as a guide when they plan courses based on the needs of their students. Under some circumstances, learning can be planned using information regarding student interests, learning motivation, learning readiness, and family background.

Collecting preliminary information about students' behavior, knowledge, and skills—including their strong and weak points—is the aim of diagnostic learning. The diagnostic assessment of the *Merdeka* curriculum can be divided into several stages as follows:

- a) Examining the reports on previous students' learning outcomes.
- b) Identifying the competencies that need to be taught.

- c) Developing an assessment tool to assess students' competencies. This includes written or oral tests, skill-based assessments (such as products or practices), and observations.
- d) Collecting information about students' backgrounds, motivation, interests, learning facilities, and other relevant aspects as needed.
- e) Conducting the assessment and processing the results.
- f) Using the diagnosis results as data and information to plan the learning process based on the students' characteristics and level of achievement.

2) Formative Assessment

Hasna (2023) stated in her thesis, "In the process of teaching students, the teacher needs to conduct assessments to evaluate the students' understanding, learning needs, and

progress".³¹ This particular form of assessment is used to measure learning objectives and assess students' comprehension of the subject matter. Formative assessment is a type of evaluation that attempts to provide teachers, educators, and students with information or feedback in order to improve the learning process. Formative assessment can be carried out at the beginning of learning to know students'

³¹ Hasna' Maulida, "An Analysis of English Teachers' Difficulties in Implementing Merdeka Curriculum in Indonesia (A Library Research)" (Thesis, University Prof. K.H. Saifuddin Zuhri, Purwokerto, 2023), 23.

readiness in learning and to achieve the learning objectives have been planned. Teachers can use formative assessments to determine their students' progress while also giving immediate feedback at the beginning, middle, or end of a lesson or activity. The implementation of formative assessments can be carried out by taking into account the following:

- a) Implemented concurrently with the learning process, and then analyzed to provide treatment according to students' needs and enhance the learning process.
- b) Teachers can use various techniques such as observation, performance (performance, product, project, portfolio), and tests.
- c) Follow-up can be done directly by providing feedback or intervention.
- d) Teachers can prepare various instruments such as rubrics, anecdotal notes, and checklists to record information that occurs during learning.

It is clear from the implementation of the formative assessment above that this assessment belongs to the assessment for learning. The purpose of this formative assessment function is to keep track of the student learning process. This assessment is conducted 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.³² So it can be concluded, formative assessment is an assessment that aims to review and measure student learning abilities and occurs during the implementation process when learning is being and continues to be carried out.

3) Sumative Assessment

Summative assessment can be used as an evaluation process of student learning ability which is carried out with a certain period of time. As Hasna' stated,³³ "Summative assessment is a type of evaluation that measures the achievement of the learning objectives and learning outcomes of students, which serves as the basis for determining grade promotion or graduation from the education unit". Summative

evaluation is used in the teaching and learning process to record student achievement and as a teacher's report at the end of the student's study period. Summative evaluation is a method of evaluating curriculum at the end of a course that focuses on outcomes. A teacher wants to know what students

³² Kasman & Siti Khadijah Lubis, "Teachers' Performance Evaluation Instrument Designs in the Implementation of the New Learning Paradigm of the Merdeka Curriculum", *Jurnal Kependidikan* 8, no. 3 (September 2022): 760-775.

³³ Hasna' Maulida, "An Analysis of English Teachers' Difficulties in Implementing Merdeka Curriculum in Indonesia (a Library Research)" (Thesis, University Prof. K.H. Saifuddin Zuhri, Purwokerto, 2023), 24.

remember about the learning that has been learned, as well as the extent of student proficiency or success at the end of a unit, subject, or entire program, with this assessment. Summative assessments are almost always considered formal assessments, such as final semester exams, final presentations, or final projects are examples of summative evaluations.

The implementation of summative assessment can be carried out by following:

- a) Summative assessment is completed at the end of each subject to assess the intended competencies in the learning objectives and at the end of the semester.
- b) Teachers can use various techniques such as; such as performance, product, project, portfolio or test.
- c) Summative results can be followed by providing feedback or doing one scope of material (which include several learning objectives).
- d) At the end of the phase, summative assessment can be carried out at the end of the semester, focusing on the competencies that students learned during the semester and the learning process that was carried out.

Based on the description above, it can be concluded that summative assessment provides information to educators

related to student learning achievements within a certain period of time.

c. Higher Order Thinking Skills (HOTS)

A number of experts define high-order thinking skills as a complex cognitive process that involves deciphering information, drawing conclusions, creating representations, analyzing, and forming relationships—all while involving the most fundamental mental activities. Resnick (1987) provided one definition of high-order thinking skills. Additionally, these abilities are employed to highlight the different high-level processes in accordance with Bloom's taxonomy levels.

According to Bloom, there are two categories of abilities. The first group of skills are those that are crucial to learning, like remembering, comprehending, and applying. The second group of skills are higher order thinking skills, which are categorized as high-order thinking skills and include analyzing, evaluating, and creating.

1) Higher Order Thinking Skill as Transfer of Knowledge

a) Cognitive Domain

The cognitive domain encompasses the capacity of learners to reiterate or restate ideas or concepts that they have acquired over their educational journey. This process addresses thinking skills, gathering knowledge competency, recognition, comprehension, conceptualization, resolve, and reasoning.

According to Bloom, all learning activities are divided into six levels in the cognitive domain, ranging from the lowest to the highest level.

(1) LOTS (Low Order Thinking Skills)

- C1 (Remember) : Retrieving relevant knowledge from memory
- C2 (Understand) : Constructing meaning through the process of learning through written, spoken, and visual communication.
- C3 (Apply) : Perform or apply protocols in atypical circumstances.

(2) HOTS (High Order Thinking Skills)

- C4 (Analyze) : It distinguishes material into constituent parts and establishes the relationship between those components and the interfaces, as well as the overall structure and function.

- C5 (Evaluate) : Making considerations based on criteria or standards.

- C6 (Create) : Placing elements together to form a coherent or functional whole; rearranging elements into new patterns or structures.

2) Affective Domain

Affective fields that deal with attitudes, values, feelings, and emotions as well as how much an object is accepted or rejected during learning activities, with the affective field being divided into five categories namely; acceptance, respond, assessment, managing, characterization.³⁴

2) Pscyhomotor Domain

Psychomotor process skills are abilities to perform work that involves body parts related to physical movement (motor), such as reflex movements, basic movement skills, perceptual, accuracy, complex skills, expressive, and interpretative abilities. There are 5 process of psychomotor namely; imitation, manipulation, precision, articulation and naturalization.³⁵

3) Higher Order Thinking Skill as Critical and Creative Thinking

In order to solve problems, make decisions, analyze all arising assumptions, and carry out investigations or research based on data and information that has been obtained in order to produce the desired information or conclusion, critical thinking is a process that requires the application of all knowledge and skills. Critical and creative thinking skills play an important role in preparing

³⁴ Yoki Ariyana, "Buku Pegangan Pembelajaran Berorientasi pada Keterampilan Berpikir Tingkat Tinggi," et. al. (Direktorat Jenderal Guru dan Tenaga Kependidikan Kementerian Pendidikan dan Kebudayaan, 2018), 10-11.

³⁵ Yoki Ariyana, "Buku Pegangan Pembelajaran Berorientasi pada Keterampilan Berpikir Tingkat Tinggi," et. al. (Direktorat Jenderal Guru dan Tenaga Kependidikan Kementerian Pendidikan dan Kebudayaan, 2018), 10-11.

students to be good problem solvers and capable of making mature decisions and conclusions and being academically accountable.

4) Higher Order Thinking Skill as Problem Solving

The goal of learning problem solving is that students become skilled in selecting relevant information, then analyzing it and finally re-examining the results. Because learning created using a high-level skill-oriented learning strategy is inseparable from a mix of thinking skills and creative problem-solving abilities, high-level thinking skills as issue solving are essential to the learning process.

5) 4Cs Skill Competencies

1) **Creativity:** Both individually and in groups, students are able to creatively generate, develop, and apply their ideas.

2) **Critical thinking:** Students can identify, analyze, interpret, and evaluate evidence, arguments, claims and data that are extensively studied through in-depth study, as well as reflecting them in everyday life.

3) **Collaboration:** Learners are capable of efficiently communicating concepts using written, spoken, and digital mediums.

4) **Communication:** In groups, students can cooperate to break up the surfaces they find.

d. Authentic Assessment

Permendikbud Number 66 of 2013 states that the authentic assessment is a comprehensive assessment to assess the input, process and output of a learning. The authentic assessment refers to concrete and tangible assessment made by students in developing their knowledge and skills which were in accordance with the learning objectives. In this assessment students challenged to implementing the information and new skills in real situation for specific purpose. Thus, this assessment is means for schools to realize all desires, abilities and student creativity.

e. Provision in Assessment

Provision in assessment refers to the necessary arrangements made by teachers to ensure fair and equitable opportunities for students to demonstrate their learning. In addition, provision is interpreted by several experts. According to Sue Bloxham and Pete

Boyd (2007),³⁶ provision in assessment refers to the actions or steps taken to ensure that students have access to additional resources, support, or assistance needed during the assessment process. While, according to Sally Brown and Angela Glasner (2004):³⁷ Provision in assessment refers to the effort to provide fair conditions for all learners so that they can demonstrate their understanding optimally

³⁶ Sue Bloxham & Pete Boyd, *Developing Effective Assessment in Higher Education: a practical guide* (England: Open University Press, 2007), 20-21.

³⁷ Brown Sally, "Assessment for Learning, Learning and Teaching in Higher Education", 1, no. 5 (2004): 81-89.

through various types of evaluation tasks. Last but not least, according to Margaret Price and Gráinne Conole: Provision in assessment includes providing assessment instruments that are in accordance with learning objectives and providing constructive feedback to students to help their learning progress.

f. Feedback

According to Al-Bashir (2016), et al. Feedback is indication supporting which can promote student learning. The writer also assumes feedback as motivation in learning, because feedback can be something that can make students' enthusiasm grow.

Feedback in assessment is basically the response or input given to someone about their performance or work. Feedback can be positive, negative, or a mix of both. The goal is to help the individual understand what they did well and where they can improve. Now, feedback can come in different forms: written comments, verbal discussions, ratings or scores. It should be specific and constructive so that it actually helps the person learn from their mistakes and do better next time.

3. Curriculum

a. Language Curriculum Design

The definition of "language curriculum design" explained by Nation and Macalister in his book is the process of planning, developing, and implementing an adequate language curriculum. The

language curriculum is designed to facilitate effective language learning and teaching, taking into account the learning objectives, students' needs, and the teaching context. Moreover, Nation and Macalister state Curriculum, or course, design is essentially a practical activity. The result is going to be experienced by teachers and learners in the classroom.³⁸ We can conclude that curriculum design is a framework of materials that will be given to the students which is adjusted into student's learning needs and the way students learn.

According to Nation and Macalister (2010), the parts of curriculum designed includes of environment analysis, needs analysis, principles, goals, content and sequencing, format and presentation, monitoring and assessment and the last one is evaluation. Meanwhile, this research is relevant with the evaluation of language curriculum design. Nation and Macalister (2010) explained that evaluation in language curriculum design is an important stage to ensure that learning objectives are achieved and to fix any weaknesses that may exist in the curriculum. This evaluation can involve a variety of assessment methods and suitable instrument to the goals and context of language teaching. In addition, evaluation also refers to the process of deciding how to check whether the course is successful and where it needs improvement.

³⁸ Nation and Macalister, *Case studies in Language Curriculum Design*, New York: Routledge, 2011-1

b. Definition of *Merdeka Belajar* Curriculum

Merdeka Belajar Curriculum is an optional curriculum that can be implemented by educational units starting in the 2022/2023 school year. To support Indonesia's educational vision, and as part of efforts to restore learning, *Merdeka Belajar* (which was previously referred to as the prototype curriculum) was developed as a curriculum framework that is more flexible, while also focusing on essential material and developing the character and competence of students.³⁹ *Merdeka Belajar* Curriculum continues the development of the previous curriculum (*kurtilas*).⁴⁰ *Merdeka Belajar* curriculum aims to make learning more meaningful. In general, this program is not to replace an existing program, the main purpose of this curriculum is to improve the existing system. *Merdeka Belajar* initiated by the Ministry of Education and Culture offers a simpler learning process. This curriculum uses diverse learning in a variety of learning content to give students enough time to explore concepts and strengthen competencies. The teacher has the flexibility to choose various learning tools during the learning process so that learning can be customized to students' learning needs and interests. In addition, *Merdeka Belajar* curriculum is a curriculum that is provided with

³⁹ Kemdikbud, "Latar Belakang Kurikulum Merdeka", Mei 31, 2018, <https://pusatinformasi.guru.kemdikbud.go.id/hc/en-us/articles/6824331505561-Latar-Belakang-Kurikulum-Merdeka>.

⁴⁰ Ujang Cepi Barlian, et al., "Implementasi Kurikulum Merdeka dalam Meningkatkan Mutu Pendidikan", *Journal of Educational and Language Research 1*, no. 12 (July 2022): 4.

many and varied forms of learning.⁴¹ *Merdeka Belajar* curriculum is almost the same as curriculum ergonomics. Curriculum ergonomics itself discusses the relationship between curriculum design and its users. According to Fikri Yanda (2022) et al, designers can be individuals who create materials for other people to use, or they can be educators who organize the production of materials for other people and modify or revise them to suit their needs.⁴² The similarity between *Merdeka Belajar* curriculum and curriculum ergonomics is that in *Merdeka Belajar* curriculum there is a learning community. In this learning community, the contents include designing teaching modules plus cognitive and non-cognitive diagnostic tests. So, members in this community share tasks with their own parts. So, after that the teacher can immediately use the results. If from the results of the joint work there is something that needs to be adjusted, it is adjusted depending on the needs. That is the function of the learning community so that we can move forward together and with effective steps.

In this curriculum there are projects to strengthen the achievement of Pancasila student profiles. Learning is 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

⁴¹ Jenny Fransiska, et al., "Education Management in the Independent Curriculum in Elementary Schools", *Jurnal Manajemen Pendidikan 1*, no. 11 (June 2023): 78-79.

⁴² Fikri Yanda, et al., "National Qualifications Framework in Practice: Problematising an Initial Teacher Education (ITE) Curriculum from a Curriculum Ergonomics Perspective", *SALE: Study of Applied Linguistics and English Education 3*, no. 2 (July 2022): 265-281.

subject content. Nevertheless, Students and teachers are expected to be able to achieve these goals in a meaningful way and make them part of the school culture. This will be a portrait for schools and the government to see an overview of the educational goals that have been formulated and their implementation at the education unit level.

c. Pancasila Student Profile

1) Definition of Pancasila Student Profile

"What kind of students with profiles (competencies) does the Indonesian education system want to produce?" is the main question that the Pancasila Student Profile seeks to address.⁴³

In this regard, the Pancasila student profile includes a competence formula that rounds out the emphasis on meeting the Graduate Competence Standards at every educational unit level with regard to developing a character that is consistent with Pancasila ideals.

The competencies outlined in the Pancasila learner profile take into account both external and internal factors that are associated with Indonesia, its identity, ideology, and ideals, as well as the context of life and the challenges facing the country in the twenty-first century as it confronts the industrial revolution. 4.O.

It is required of Indonesian students to possess the necessary skills to become both exceptional and productive human

⁴³ Susanti Sufyadi, "Panduan Pengembangan Proyek Penguatan Jenjang Pendidikan Dasar dan Menengah (SD/MI, SMP/MTs, SMA/MA) Profil Pelajar Pancasila," et. al. (Jakarta: Pusat Asesmen dan Pembelajaran Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2021), 1.

beings in the twenty-first century, as well as democratic citizens. Productive people in the twenty-first century. Consequently, Indonesian students it is required to take part in sustainable global development and to be resilient in the face of adversity.

Furthermore, it is expected of Indonesian students to possess the necessary skills to become citizens of a democratic nation and develop into exceptional and productive individuals and better and more efficient in the twenty-first century. Indonesian students are consequently expected to be resilient in the face of a variety of obstacles and to engage in global development.

2) Dimension of Pancasila Student Profile

There are six elements in the Pancasila Learner Profile, namely: noble, global diversity, independence, mutual cooperation, critical reasoning, and creativity. The six elements are seen as a unity that supports and sustains each other continuous

with each other.⁴⁴

a) Noble

A noble Indonesian student is a noble student in their relationship with the One God. They understand the doctrine of religion and its beliefs. They believe in one God and applies their understanding to their daily life.

⁴⁴ Rizky Satria, "Panduan Pengembangan Projek Penguatan Profil Pelajar Pancasila," et. al. (Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia), 2.

b) Global Diversity

Indonesian students maintain a culture of integrity, locality and identity, and remain open-minded in interacting with other cultures, thus fostering a sense of mutual respect and the possibility of the formation of a new culture that is positive and not contrary to the culture of national integrity.

c) Independence

Indonesian students are independent students, that is, students who are responsible for their learning processes and outcomes.

d) Mutual Cooperation

Indonesian students have gotong-royong abilities, that is, the ability to do activities together voluntarily so that the activities they do can go smoothly, easily and light.

e) Critical Reasoning

Critical students are able to objectively process both qualitative and quantitative information, building connections between different types of information, analyze information, evaluate and conclude it.

f) Creativity

Creative students are capable of modifying and producing something original, meaningful, beneficial, and impactful.

d. Project for Strengthening Pancasila Student Profiles

The Pancasila student profile reinforcement project, as one of the means of achieving the student profile, gives the students the opportunity to “experience knowledge” as a process of character reinforcements and also an opportunity to learn from their surroundings.

Based on Kepmendikbudristek No. 262/M/2022 on the Guidelines for the Application of Curricula in the Framework of Learning Recovery, the Pancasila Student Profile Strengthening Project is a curricular-based activity.⁴⁵ The project is designed to strengthen the efforts of achieving competence and character in accordance with the profile of students Pancasila, which is structured on the basis of the Graduate Competence Standards. Implementation of the project of strengthening the student profile Pancasila is carried out in a flexible manner, in terms of load, activities, and execution time.

The Pancasila student profile reinforcement project was designed separately from the intra-curricular. The purpose, load, and learning activities of the project must not be linked to the intracurricular objectives and materials. The educational unit may

⁴⁵ Bilah, “Pedoman penerapan Kurikulum dalam rangka Pemulihan Pembelajaran berdasarkan Kepmendikbudristek Nomor 262/M/2022 (Revisi)”, (<https://billahstory.com/pedoman-penerapan-kurikulum-dalam-rangka-pemulihan-pembelajaran-berdasarkan-kepmendikbudristek-nomor-262-m-2022-revisi/> assessed November 16, 2023, 10)

involve the community and/or the working world to design and organize a project to enhance the profile of students of Pancasila.

c. Characteristics of *Merdeka Belajar* Curriculum

The main characteristics of this curriculum that support the recovery of learning are:⁴⁶

- 1) Focus on essential material so that learning is more in-depth,
- 2) It has more time for competency and character development through group study around real contexts (Project of Strengthening Pancasila Student Profiles)
- 3) Learning outcomes per phase and flexible lesson hours encourage learning that is fun and relevant to the needs of students and the conditions of the educational unit.
- 4) Provide flexibility for educators and there is support for teaching materials and training materials to develop educational unit curricula and implement quality learning.
- 5) Prioritizing mutual cooperation with all parties to support the implementation of *Merdeka Belajar* Curriculum.

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⁴⁶ Kemendikbudristek. (2022a). Buku Saku: Tanya Jawab Kurikulum Merdeka. In Kemendikbudristek.

CHAPTER III

RESEARCH METHOD

A. Research Approach & Design

The approach this research is qualitative research. Qualitative research attempts to understand the phenomena surrounding about what is experienced by subjects such as behavior, perception, motivation, action, etc. Holistically and through description in the form of words and language, in particular natural context, and by employing various natural methods.⁴⁷

As the researcher stated above the research approach and design used in this research is qualitative descriptive. The characteristic of qualitative descriptive is describing the phenomenon happened perfectly and deeply. It means this type of research describes reality of social directly and completely. Therefore, this study has a qualitative purpose of discovering the process of assessing students in implementing *Merdeka Belajar* curriculum based on the EFL teachers' perception at Junior High School 4 Jember. As the researcher explained before, this research used descriptive qualitative. It means, in this research the researcher did not need to formulate hypothesis.

B. Research Context

This research conducted at the driving school namely Junior High School 4 Jember as research context. Besides that, the teacher is also competent in the field of this new curriculum because that teacher has

⁴⁷ John W. Creswell, *Educational Research* (Boston: Pearson, 2015), 3.

chosen to be the learning committee and community of learning. It means that the teacher leads the workshop and teach and guide other teachers about *Merdeka Belajar* curriculum. Meanwhile, the class used as the research context is located in class VII because only class VII implemented the independent learning curriculum. Whereas, class VIII and IX implemented K13.

C. Research Participants

In conducting the research, selecting participant of the research is an essential process. The research participant of this research is EFL teachers at Junior High School 4 Jember. This decision based on several considerations. The researcher get enlightenment from the advisor so that research is not in vain. First, because this research focused on the new curriculum namely *Merdeka Belajar* curriculum, it is suitable with the participant who has more knowledge and experiences about that curriculum. Second, the selected participant is EFL teachers who had passed the training to become a learning committee. So, we can be sure that participant is a person who has more knowledge and masters the concept of the independent learning curriculum. In this study, there are 2 EFL teachers as the research participants who teach in grade 7. One of them is Mrs. Vy 36 years old certified teacher. The other one is novice teacher namely Mrs. A 32 years old.

D. Data Collection

Data collection technique is ways to accumulate the proper information or data by researcher. Data collection technique in qualitative research carries

out interview, observation, documentation. Therefore, the researcher uses some data collection technique, for more detail as following below:

1. Interview (in-depth)

According to Creswell (2014), the researcher conducts face-to-face interviews with participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group.⁴⁸ Interview is activity that involves interviewer and participants where the interviewer will give some questions to be answered by participants. This researcher used interview to find out the data or information about EFL teachers' understanding and their perception about *Merdeka Belajar* curriculum at Junior High School 4 Jember. Besides, semi-structured plus in-depth interviews were used in the study. This type of interview consists of several key questions that help determine the area to be explored, but also allows the interviewer or interviewee to stray to pursue ideas or responses in more detail.

2. Observation

Observation means collecting data from the field directly. The type of observation in this research is using descriptive observation qualitative research. Observation allows researcher to capture the situation. Through observation researcher could understand the context of data in all situations. Observation helps researcher to obtain holistic view. By doing observation, the researcher got personal impressions, feel, and also the

⁴⁸ John W. Creswell, *Research Design* (California: SAGE Publications, 2014), 239.

atmosphere in the field. Therefore, observations in this research include observing the way teachers assess students in class using three assessments, namely diagnostic, formative and summative.

3. Document Review

Document Review is a process to collecting the data by reviewing existing documents relate to the topic.⁴⁹ Document review records events that have done. It can be in the form of pictures or crucial files about the school. The researcher wants to gain information of curriculum at Junior High School 4 Jember. The Instrument used in this technique are several document archives as evidences such as module, question sheet, assessment form and results of the test.

E. Data Analysis

The researcher uses three components of data analysis based on Miles, Huberman and Saldana (2014).⁵⁰ First is using data condensation. Second, data display. Third is drawing and verifying conclusion. In this analysis, the researcher makes a conclusion data and information.

1. Data condensation

Miles, Huberman, and Johnny Saldana (2014), data condensation is process of selecting, concentrating, simplifying and abstracting the data which appears in written up field notes or transcription is known as data condensation. By considering them, it made the data stronger. In this step the researcher separate the accurate data from inaccurate ones.

⁴⁹ Evaluation Research Team, "Evaluation Briefs," August 18, 2018.

⁵⁰ Miles, Huberman & Saldana, *Qualitative Data Analysis* (New Delhi: Sage Publications, 2014), 10-11.

2. Data Display

In qualitative research the data display could be provided in the form of brief explanation, infographic/ chart etc. In this research data were display in the form of picture and table of findings.

3. Drawing and Verifying Conclusion

Drawing and verifying conclusion is the last component of analyzing data. The researcher gives a meaning toward data that has been analyzed. Conclusions are also verified as the analyst proceeds. The conclusion drawing is started after the data were collected by making temporary conclusion. In the other words, it can be said that the conclusion is analyzed continuously and verified the trustworthiness of data to get the perfect conclusion.

F. Data Trustworthy

In order to test the trustworthiness of data, the researcher used triangulation in this research. Miles and Huberman said that triangulation is a process to checking data validity. It divided into two types:

1. Source Triangulation

It is a process to testing the data credibility by checking it through several sources (could be person, times, place, etc.). In this research the source involve 2 EFL teachers and curriculum vice-coordinator.

2. Techniques Triangulation

It is a process to assessing the data credibility through checking the same data by several methods or techniques such as observation, interview,

and documentation). In order to verify the trustworthiness of data, this research shows the evidence in the form of observing teachers in class about the way teachers assess students using three types of assessment: diagnostic, cognitive, formative, and summative. Meanwhile, the document review was attached in the form of a module, test form, and test results.

G. Research Procedure

This section provides an explanation about the research step. It helps the researcher to create or make a research outline that includes planning, collecting the data, analyzing the data until writing the report. It is explained below.

The initial step taken by the researcher was to communicate intensively with the administration officer of Junior High School 4 Jember. After obtaining an agreement regarding EFL teachers' perception on the process of assessing students in implementing *Merdeka Belajar* curriculum at junior high school 4 Jember, we determined a schedule to meet the relevant English teacher for an interview. The data were gathered through the following instruments; (1) in-depth interview, it means that we conduct an interview and directly write down the results of the interview so that after the interview we immediately confirm the participants' answers. (2) after that the researcher did the observation to know how the process of assessing students at class was carried out by the teacher. (3) the last stage is document review, which was performed to find out the trustworthiness of the data given by the participants through interview and observation.

CHAPTER VI

RESEARCH FINDINGS AND DISCUSSION

A. RESEARCH FINDINGS

This research consists of the findings of the research. The results of this research are focused on EFL teachers' perception on the process of assessing students in the implementing *Merdeka Belajar* curriculum.

1. EFL teachers' understanding about *Merdeka Belajar* curriculum as well as teachers' perception about the assessment in implementing *Merdeka Belajar* curriculum

Based on the research was conducted at Junior High School 4 Jember using interview, the researcher collected some information as well as the data which related with the research questions teachers' understanding about *Merdeka Belajar* curriculum according to curriculum vice-coordinator the principal and EFL teacher as follows:

Mr. B voiced his understanding about *Merdeka Belajar* curriculum,

he said:

“Learning in *Merdeka Belajar* curriculum prioritizes the interests and talents that can foster a creative and fun attitude in students. *Merdeka Belajar* curriculum answers all complaints about the education system. One of them is that the value of students is only based on the knowledge. In addition, *Merdeka Belajar* makes teachers even more independent in thinking so that they are followed by students.”⁵¹

While, Mr. W gives his statement about *Merdeka Belajar* curriculum, he said:

⁵¹ Avilanofa Bagus Budi, Interviewed by the writer, Jember September 15th, 2023.

“*Merdeka Belajar* curriculum is a refinement of the previous curriculum and the answer when Indonesia experienced a pandemic which for 3 years the learning was done at home. The concept of independent learning is that students are given the freedom to develop their potential, students are given freedom in developing their talents and interests in project assignments.”⁵²

Another explanation about *Merdeka Belajar* curriculum was stated by EFL teacher namely Mrs. Vy and Mrs. A as follows:

According to Mrs. Vy, she said:

“*Merdeka Belajar* curriculum is that students no longer burdened with various concepts that they must master. In *Merdeka Belajar* curriculum, the government divides in several phases and teachers wisely have to pay attention to what phase is appropriate for the school level. For junior high school, phase D is used. In addition, in *Merdeka Belajar* curriculum differentiated learning is applied where students learn according to their abilities. And the assessment is also adjusted to the results of student abilities”⁵³

In line with Mrs. Vy’s explanations, Mrs. A also state:

“*Merdeka Belajar* curriculum is a curriculum that gives students the freedom to learn according to their passion. *Merdeka Belajar* curriculum also makes learning more flexible and according to students’ passions. So, students can channel their talents and interests through this *Merdeka Belajar* curriculum.”⁵⁴

Assessing students in implementing *Merdeka Belajar* curriculum can be easier and also difficult. It based on the interviews results as follows:

Mrs. A voiced assessing students in *Merdeka Belajar* curriculum is easier, she said:

“It is easier than the assessment contained in the k13 curriculum, because teachers can be free to conduct assessments or not if

⁵² Heru Wahyudi, Interviewed by the writer, Jember October 14th, 2023.

⁵³ Vivin Suta Yuliane, Interviewed by the writer, Jember, November 13, 2023.

⁵⁴ Siti Anisah, Interviewed by the writer, Jember, October 14th, 2023.

students' daily progress is in accordance with the learning objectives.”⁵⁵

Yet, Mrs. A also convey obstacles in assessing student on the implementation of *Merdeka Belajar* curriculum she said:

“However, there are also a few obstacles, because sometimes the products produced by students are different so we are also still a bit difficult. But so far this is still a normal thing because we are facilitated because our rubric is not related to a rigid rubric, so we can design our own rubric according to the form of questions made.”⁵⁶

It was confirmed by the satatement from Mrs. Vy, she also voiced the obstacle she faced in assessing students, she said:

“The challenge is that children sometimes we give differentiation product, so the results of the assessment of the children were in the form of written tests, audio can be video so we provide different rubrics for one task, for example making a description test.”⁵⁷

Meanwhile, Mr. B responded to other things regarding his perceptions on the assessments in *Merdeka Belajar* curriculum. He said;

“I think the assessment in implementing the *Merdeka Belajar* curriculum is positive because the assessment is not only written in the form of multiple-choice questions or essays. For example, we have started to switch to portfolios so that we can measure and see the development of students in their daily processes.”⁵⁸

Based on the results of interviews above, it can concluded that each of EFL teacher assumes that assessing students in implementing *Merdeka Belajar* curriculum can be easier because it flexible for teachers to conduct assessments or not if students' daily progress is in accordance with the learning objectives, in other hand, teacher can conduct the summative

⁵⁵ Siti Anisah, Interviewed by the writer, Jember, October 14th, 2023.

⁵⁶ Siti Anisah, Interviewed by the writer, Jember, October 14th, 2023.

⁵⁷ Vivin Suta Yuliane, Interviewed by the writer, Jember, November 13, 2023.

⁵⁸ Avilanofa Bagus Budi, Interviewed by the writer, Jember September 15th, 2023.

assessment or even without conducting that assessment if the learning objectives was achieved in students' daily progres through formative assessment.

In fact, as stated by Mr. B that the assessment in *Merdeka Belajar* curriculum more emphasis on assessing students' daily progress rather than their final results. Meanwhile, the statement about assessing student in implementing *Merdeka Belajar* curriculum can be difficult because there are a few obstacles in there namely: Teachers must prepare different assessment rubrics when the results of students' projects are different and this is called diferentiation product. However, this can be overcome because teachers can collaborate with other teachers to assessing student according to the products produced by them.

2. The process of assessing students in implementing *Merdeka Belajar* curriculum

Evaluation or Assessment Stage of Teaching and Learning

Activities is a term that is often embedded in evaluation results learning based on learning outcome indicators and focuses on students. Evaluation is a process consider a thing or symptom by using certain standards of a qualitative nature, for example good or bad, strong-weak, adequate-inadequate, high-low, and etc. Evaluation in the Independent Learning Curriculum is called Assessment is a planned and carried out activity continuous, assessment sometimes is carried out at the beginning, during the learning process, and at the end of learning. The implementation of

assessments in English subjects is divided into three, namely; diagnostic assessment, formative assessment and summative assessment.

a. Diagnostic Assessment

Diagnostic assessment is initial test conducted before starting learning. There are two kinds of diagnostic assessment namely; diagnostic cognitive and diagnostic non-cognitive.

Based on the result of interview, Mrs. Vy voiced the explanation about diagnostic assessment cognitive as well as diagnostic non-cognitive.

“Cognitive diagnostic is about understanding of students' competence in a subject. Its function is to find out the readiness of the students, one of the readiness such as initial ability or prerequisite knowledge. Meanwhile, non-cognitive diagnostic is about talents and interests and learning styles. From those results, usually the impact is on the differentiation. So, the function is indeed an initial diagnostic test to find out the students' readiness. Talent interest and learning style.”⁵⁹

The same opinion was expressed by Mrs. A, she said:

"The diagnostic non-cognitive is a measure of their emotions and their learning style, whereas the diagnostic cognitive is about students' readiness to receive learning, measuring their basic knowledge."⁶⁰

However, those statement is different with the explanation from Mr. B, he said that diagnostic assessment is still misconception between the definition itself and also the implementation. He said:

"The diagnosis is not like a pre-test, but how do we know how the early psychological condition of the student at the time of learning is like asking about his condition. For example, the

⁵⁹ Vivin Suta Yuliane, Interviewed by the writer, Jember, September 20th, 2023.

⁶⁰ Siti Anisah, Interviewed by the writer, Jember, October 14th, 2023.

student's health condition and the enthusiasm of students in receiving learning. And one of them is the pre-test that goes into the diagnostic for its learning material."⁶¹

The explanation given from Mr. B he said the diagnostic test conduct to know the psychological condition and also diagnostic conduct such as the pre-test to measure students' basic competence in before the learning material. In fact, the statement from Mr. B still make it confused because he did not explain specifically the differences between diagnostic cognitive and non-cognitive. Yet, this explanation from Mr. B can be inferred from the explanations of Mrs. Vy and Mrs. A.

For the time of diagnostic test is carried out at the beginning of the lesson. This is in line with the three answers from participants. Here is what the three of them said:

Mrs. Vy said:

"Non-cognitive diagnostics are carried out before learning and at the beginning of learning. While cognitive diagnostics are carried out at the beginning of learning to determine the initial ability of students to receive a learning topic."⁶²

Likewise, the explanation by Mrs. A:

"diagnostic test is carried out in the beginning of the lesson, it is like pre-test."⁶³

As well as statements by Mr. B:

"diagnostic test is like pre-test for students so this test is carried out before learning and also the beginning of learning."⁶⁴

⁶¹ Avilanofa Bagus Budi, Interviewed by the writer, Jember September 15th, 2023.

⁶² Vivin Suta Yuliane, Interviewed by the writer, Jember, September 20th, 2023.

⁶³ Siti Anisah, Interviewed by the writer, Jember, October 14th, 2023.

⁶⁴ Avilanofa Bagus Budi, Interviewed by the writer, Jember September 15th, 2023.

Besides, teachers also explain the procedures in conducting the diagnostic test.

According to Mrs. Vy she said:

"The test process is adjusted to the needs. So, for example, if I need it at the beginning of a chapter then I just need to do the test without having to do the complicated administration. So there is no need for acc curriculum or policy makers, for example the principal. Because, we have been given freedom because we are free to learn and teach like that."⁶⁵

Beside that, Mrs. Vy also convey the problem when designing diagnostic cognitive test, she said:

"Sometimes we don't have enough time to design cognitive tests, even though Quizizz has questions related to diagnostic tests, but sometimes there aren't any that match what we want, so we need something called adaptation."⁶⁶

She also said that the solution to this was the holding of a learning community.

"In this learning community, the content includes designing teaching modules plus cognitive and non-cognitive diagnostics. So, we sometimes share tasks so we just use them. Maybe there is something that needs to be adjusted so we adjust it ourselves. That's the function of counseling, so that we can move forward together and with effective steps."⁶⁷

Thus, the procedure in conducting the diagnostic test according to Mrs. Vy it adjusted to the needs and in designing this test no need to asking for the approval of the curriculum and the principal, we can do it freely because the independent curriculum is free for teacher in designing and conducting the test. Yet, the problem faced by Mrs. Vy is

⁶⁵ Vivin Suta Yuliane, Interviewed by the writer, Jember, September 20th, 2023.

⁶⁶ Vivin Suta Yuliane, Interviewed by the writer, Jember, September 20th, 2023.

⁶⁷ Vivin Suta Yuliane, Interviewed by the writer, Jember, November 20th, 2023.

sometimes teacher does not have enough time to design cognitive tests.

So, a learning community was created.

Meanwhile, according to Mrs. A she voiced the procedure in conducting the diagnostic test. She said:

“there are three stages, preparation, data collection and follow-up. This applies to both cognitive and non-cognitive diagnostic assessments”⁶⁸

However, the three stages are ambiguous because he did not explain in detail about the three stages. And she also argued differently from the previous participants.

Beside that, Mr. B also voiced the procedure in conducting the diagnostic test. He said:

“It is adjusted to the purpose, because diagnostic tests are intended to diagnose. And also diagnosing depends on the goal. If what is diagnosed is learning style then the instrument and questions will lead to the types of learning styles. If diagnosing at the student level then the questions will measure the student's level of ability.”⁶⁹

So, it can be seen that procedure in conducting the diagnostic test is not complicated. Teachers are free to make tests according to the objectives, namely according to what will be diagnosed.

Meanwhile, the things that are assessed in this diagnostic test are also reported by the participants, as follows:

Mrs. Vy said:

“Cognitive diagnostic aims to find out about students' understanding of competence in a subject and to find out the

⁶⁸ Siti Anisah, Interviewed by the writer, Jember, October 14th, 2023.

⁶⁹ Avilanofa Bagus Budi, Interviewed by the writer, Jember September 15th, 2023.

readiness of the student, one of the readiness is the initial ability such as basic knowledge. Whereas, diagnostic non-cognitive about talents and interests and learning styles. For learning styles at SMP 4, we have collaborated with a tutor, yesterday it was with the *ruang guru*. So, for learning styles we do not conduct our own tests but from the tutor.⁷⁰

This is proven by the document from the results of diagnostic non-cognitive from *ruang guru* to measure students' learning strategy and also students' learning style from SSC course.

Picture 4.1
Diagnostic non-cognitive Results



Picture 4.2
Diagnostic non-cognitive Results



Picture 4.3
Diagnostic non-cognitive Results

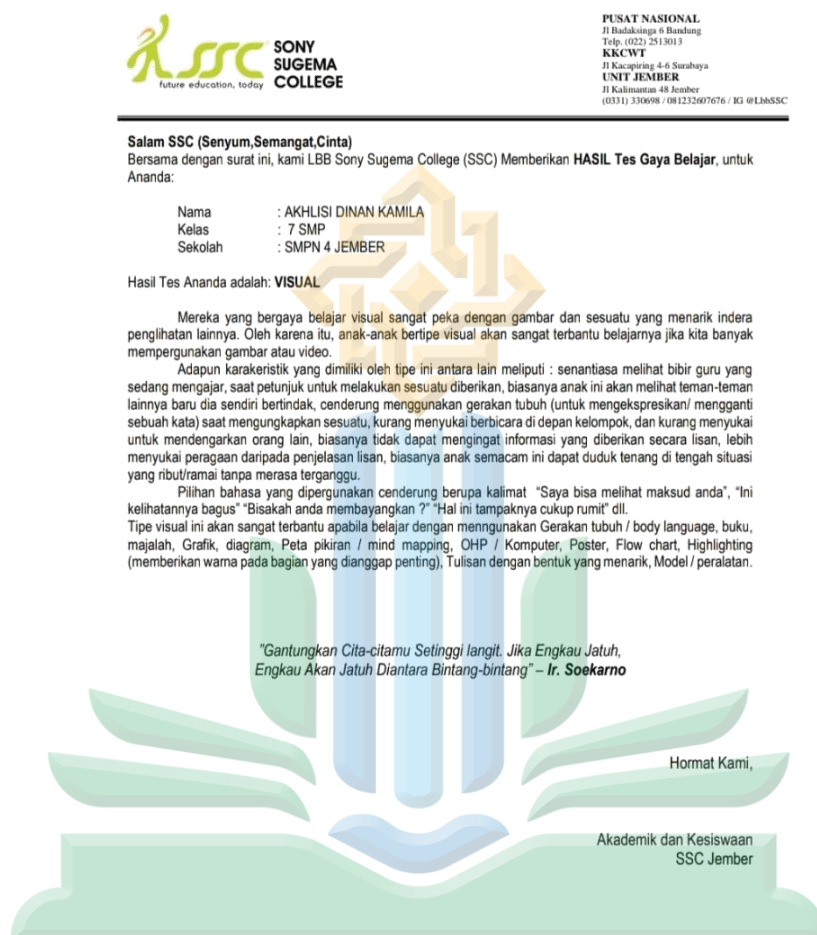


Picture 4.4
Diagnostic non-cognitive Results



⁷⁰ Vivin Suta Yuliane, Interviewed by the writer, Jember, November 20th, 2023.

Picture 4.5 Diagnostic non-cognitive Results



In line with Mrs. A statement, she said:

"Non-cognitive diagnostic assesses students' preferences, their feelings and their learning styles. Cognitive diagnostic is in the realm of learning, so the questions are from the basics of the learning objectives that will be taken. So, it's like initial knowledge for students before receiving learning."⁷¹

As well as the opinion from Mr. B, he said:

"What is assessed in a diagnostic assessment is determined by its purpose."⁷²

⁷¹ Siti Anisah, Interviewed by the writer, Jember, October 14th, 2023.

⁷² Avilanofa Bagus Budi, Interviewed by the writer, Jember September 15th, 2023.

So, it can be concluded that diagnostic cognitive test is carried out to assess the students' basic competence or readiness of the material that will take place. While, assess the hobby and interest and learning styles of the student through diagnostic non-cognitive test. Thus, as the statement from Mr. B diagnostic test is determined by its purpose.

There are various forms of questions from this diagnostic test as stated by participants as follows:

Mrs. Vy stated:

“questions in diagnostics cognitive, for example adjectives, because this is just to find out students' basic knowledge, usually I use crossword puzzles, and incomplete sentences. Meanwhile, for non-cognitive diagnostics, I usually only use a simple command, for example: create your identity which contains several pieces of information such as the following: first, name, second, place, date of birth, parents' occupation, then your preferred learning style, what interests or talents you have.”⁷³

So, it can be seen that the form of diagnostic assessment between cognitive and non-cognitive is different. Mrs. Vy also said that she uses crossword puzzles and incomplete sentences to make student does not feel burdened with the tests that were carried out.

The statement from Mrs. A said that the form of diagnostic assessment can be conduct through the google form or even teacher can ask ther student directly.

“diagnostic cognitive with basic questions that can be taken at the previous level which are related to the material to be taught. The form can be asked directly simultaneously in class or filling

⁷³ Vivin Suta Yuliane, Interviewed by the writer, Jember, November 20th, 2023.

in a Google form and it can also be in the form of written questions with easy questions."⁷⁴

That is the assessment form on diagnostic cognitive test it could be multiple choice in google form or in written form. Whereas, the assessment form on diagnostic non-cognitive Mrs. A state that could be in google form or ask directly in the class.

"For the non-cognitive ones, the questions are only about how things are today, what your hobbies are, what your favorites are, and partly, asking about their emotions and their learning style. You can ask directly or fill out a Google form."⁷⁵

Apart from that Mr. B also voiced the form of diagnostic test, he said:

"the instrument or question is adjusted to the purpose of diagnosing cognitive or non-cognitive. It can be written test, interview and a lot can be used because the teacher is free to design the questions."⁷⁶

So, it concluded that assessment form in diagnostic test is varied it could be, test on google form, multiple choice, written test, puzzle and incomplete sentence and even can be done through interview and all of that it based on teacher will. Besides, diagnostic cognitive include of cognitive domain because it measures the basic competence or knowledge of students. Meanwhile, diagnostic non-cognitive does not refer to any domain because the purpose is to find out the talents and interests and learning styles of students and to find out the problems of students' learning styles as well. So, it is actually not in both.

⁷⁴ Siti Anisah, Interviewed by the writer, Jember, October 14th, 2023.

⁷⁵ Siti Anisah, Interviewed by the writer, Jember, October 14th, 2023.

⁷⁶ Avilanofa Bagus Budi, Interviewed by the writer, Jember September 15th, 2023.

b. Formative Assessment

Formative test is a test which measure students' competences and to determine whether the learning process was successful or not and also to determine whether if there is the problem when the learning take place. The following are presented some understandings of formative assessment by participants:

According to Mrs. Vy, she explains formative assessment as follows:

“Formative is a test that aims to determine whether the student's learning process is successful or not and also to find out whether there are learning problems. If it turns out that the result is bad so, which understanding has not been obtained, then this is the basis for the teacher to make the next treatment, which steps I need to improve. So, to improve the learning process is actually for this formative test.”⁷⁷

Meanwhile, based on Mrs. A's opinion, she said:

“The test is conducted to determine the knowledge ability of students. The results of formative assessments can also be taken as a grade or not according to our objectives. So the formative that is done at the beginning of learning is the same as a cognitive diagnostic assessment, it can also be called a pre-test because the goal is to find out the basic knowledge of students”⁷⁸

In line with the explanation from Mr. B, he said:

“test that aims to determine ongoing progress.”⁷⁹

From all the results of the explanation of the participants, it can be concluded that the formative test is a test which is aims to determine

⁷⁷ Vivin Suta Yuliane, Interviewed by the writer, Jember, November 20th, 2023.

⁷⁸ Siti Anisah, Interviewed by the writer, Jember, October 14th, 2023.

⁷⁹ Avilanofa Bagus Budi, Interviewed by the writer, Jember September 15th, 2023.

the basic competences of student and the assessment based on the process of learning during the class.

In addition, according to the participants formative assessment is divided into two types and of course the timing of conducting the test it also different. Two types of formative assessment namely, formative in the beginning is called pre-test this is same as diagnostic cognitive and formative during the process of learning.

In conducting formative assessment, there is certainly a procedure and the participants' opinions on this matter are different.

According to Mrs. Vy, she conveys that the procedure in doing formative assessment is like an ordinary task.

“It's like a normal assignment, it's just that this formative should not be used as the basis to input in raport even though the value of the process is actually what we have to prioritize in the independent curriculum so we don't see the results, that's why there is no national exam because we don't see based on results but from the process.”⁸⁰

It can be concluded that the process in formative test is actually assessment that is emphasized in the independent curriculum.

Apart from that, according from Mrs. A, she said:

“Formative assessment is carried out at the beginning of learning, the procedure is that the teacher must give questions or ask about students' basic knowledge of the material to be taught, for example if you want to teach descriptive material, of course students must have basic knowledge of tenses, namely present tense and adjectives. So, the questions adjust to the learning material.”⁸¹

⁸⁰ Vivin Suta Yuliane, Interviewed by the writer, Jember, November 20th, 2023.

⁸¹ Siti Anisah, Interviewed by the writer, Jember, October 14th, 2023.

Mrs. A has explained the procedure in doing formative test, but she just tells the procedure of formative test in the beginning of learning. She said that formative test in the beginning of learning just ask students about their basic knowledge it is adjusted with the learning material.

Mr. B also gives his explanation about the procedure in conducting formative assessment, he said:

“the procedure can be the same as summative or different, depending on the character or type of test the teacher wants to take.”⁸²

From those results of interview, each participants explain the procedure in conducting formative test in dissent.

The following are the forms of questions in the formative test:

Mrs. Vy said:

“its like ordinary assessment multiple choice, essay, rearrange, filling the gap.”⁸³

Meanwhile Mrs. A state about the way to do the assignments are done in groups or individually, she said:

“The teacher can freely determine the type of question, whether it is a written test or something else. Both individual and group.”⁸⁴

This is evidenced by the assessment given during the learning process. The teacher gives a formative test in the form of fill in the gap as follows;

⁸² Avilanofa Bagus Budi, Interviewed by the writer, Jember September 15th, 2023.

⁸³ Vivin Suta Yuliane, Interviewed by the writer, Jember, November 20th, 2023.

⁸⁴ Siti Anisah, Interviewed by the writer, Jember, October 14th, 2023.

Picture 4.6 Formative Assessment Form

DESCRIPTIVE TEXT ABOUT PEOPLE

A. Make a group. Look at the picture and read the following text. Complete the blank spaces with the correct words provided then give name to each of them based on the information given in the text. See the example.



Galang and friends

Galang shows a picture of his friends at home to Monita and Andre. In this picture, Galang wears a black jacket. Lenny is standing in the far left. She wears yellow t-shirt. She (1) _____ and skinny. She likes sewing.

Next to Lenny is Tono. He is popular because of his curly (2) _____ hair. The boy sitting in the front row is Ahmad. He is wearing red t-shirt. He is short and (3) _____. He likes playing soccer. The other boy sitting next to Ahmad is Dani. Like Ahmad, Tono also has (4) _____ hair. He also likes playing soccer.

There two other girls in the picture. They are standing next to Tono. They are Nina and Salma. Nina has (5) _____ straight hair. Salma wears a (6) _____ and glasses. They like playing badminton. Finally, the boy standing on the right is Made. He uses a crutch. Made likes playing basketball.

short

long

tall

hijab

curly

chubby

From the form of the question above is an assessment that is in the formative and it conduct during the ongoing process of learning. Whereas, for its implementation is carried out in groups so that the dimensions of the Pancasila profile contained in it are elements of mutual cooperation (*bergotong royong*) and this task also contains one of the points in 4C namely collaboration. The form of the question above is a type of HOTS question and is included in the C4 level because students are asked to analyze the picture and complete the gap based on physical appearance.

This is also proven by the assessment contained in Mrs. Vys' module, the following are the forms of questions in the formative assessment along with the rubric.

Picture 4.7
Formative Assessment Rubrics

Asesmen formatif

Penilaian yang dilakukan berbentuk asesmen formatif dalam bentuk penugasan menggunakan liveworksheet

Rubrik penilaian

Formatif tes dengan bobot soal sebagai berikut:

| Jenis soal | Bobot | jumlah item |
|-----------------|-------|-------------|
| Filling the gap | 10 | 5 |
| Rearrangement | 10 | 5 |

Jumlah skor total : 100


6/15

Picture 4.8
Formative Assessment Form

ASESMEN FORMATIF
Descriptive text about people

Exercise 1

Read the text, then filling the blanks with the appropriate adjectives provided in the box.



Made is Galang's friend. He is(1) and slender. He has (2) black hair. He always wears a cap whenever he goes. He is very (3)..... That's why he has a lot of friends.

Made is special. He uses a crutch and sometime uses a wheel chair. He likes playing basket. He plays for a basketball team called Kalimantas Wheelchair Basketball. He is (4)..... He often gives his friends cakes, foods and sometimes money.

generous tall friendly short

Exercise 2

Rearrange the jumbled sentences into good paragraph by giving numbers

I have a friend, named Siti. 1


She is very cheerful 2

She is 13 years old 3

She has pointed nose 4

She is tall but thin 5

She has a long wavy hair 6



The assignment above is formative assessment and those assignment required students to analyze the sentences by filling the gaps and also required to rearrange the sentences and those assignment is included a type of HOTS question and is included in the C4 level because students are asked to analyze. Whereas, for its implementation is carried out individually, so that the dimensions of the Pancasila profile contained in it are elements of independence (*mandiri*) and critical reasoning (*bernalar kritis*).

Picture 4.9
Formative Assessment Rubrics

Asesmen formatif
Penilaian yang dilakukan berisikan asesmen formatif dalam bentuk pengisian menggunakan lembar kerja dan produk (writing, drawing, story)

Rubrik penilaian
A. Formatif (es dengan bobot dan sebagai berikut:

| Jenis soal | Bobot | Jumlah item |
|--------------------|-------|-------------|
| Filling the blanks | 10 | 5 |
| Matching | 10 | 5 |

Jumlah skor total: 20

B. Formatif (es membuat (sisa deskripsi (writing))

| Kategori | Indikator | Bobot | Jumlah Item |
|--------------|---------------|-------|-------------|
| Kognitif | Mengetahui | 10 | 5 |
| | Memahami | 10 | 5 |
| Psikomotorik | Mengaplikasi | 10 | 5 |
| | Mengapresiasi | 10 | 5 |
| Afektif | Menghargai | 10 | 5 |
| | Menghormati | 10 | 5 |

Picture 4.10
Formative Assessment Form

ASESMEN FORMATIF

Practice 1
Find the regular activity and fact used in the text you choose (written or spoken text). (Min 2 sentences of each from text chosen)

Video link

My sister's name is Maria. She is 23 years old. She works in a office. She's tall and has along wavy hair. She has green eyes. Maria sometimes wears red glasses. She often reads books in the library. She she doesn't read, you can find her in the gym.

Facts

- _____
- _____

Regular activities

- _____
- _____

Practice 2
Fill in the blanks with the correct verb form.

- Anisa _____ the floor (sweep / sweeps)
- We _____ to the beach together (go / goes)
- Many students _____ in the canteen (buy / buys)
- He _____ so fast (run / runs)
- Birds _____ so high (fly / flies)

Keep FIGHTING

From the form of the question above is include in HOTS C4 level, because in practice one student are ask to find the facts and regular activity. While, in practice two student are ask to fill in the blaks. Whereas, for its implementation is carried out individually, so that the dimensions of the Pancasila profile contained in it are elements of independence (*mandiri*) and critical reasoning (*bernalalar kritis*).

Picture 4.11
Formative Assessment Form

ASESMEN FORMATIF
Writing
Descriptive text about people

Make a short descriptive text about people. You can pick one topic below and choose person you want to describe. You can make it in the form of writing text (in book or canvas), audio, or video (canva/social media). (min.6 sentences)

your idol your teacher your family your friend

This may help you!

List the words to describe person you choose!

Stick the photo here!

Facts

- _____
- _____
- _____
- _____
- _____
- _____

Regular activities

- _____
- _____
- _____
- _____
- _____
- _____

From the picture 4.11, for its implementation is carried out individually so that the dimensions of the Pancasila profile contained in it are elements of individually, so that the dimensions of the Pancasila profile contained in it are elements of independence (*mandiri*), critical reasoning (*bernalas kritis*) and creative (*kreatif*). Besides, this task also contains one of the points in 4C namely creativity thinking and innovation. The form of the question above is a type of HOTS question and is included in the C6 level because students are asked to create their own description about people and students can be creative according to their talents and interest because teacher gives freedom for student to create their descriptive text in the form of canva, audio or video.

c. Summative Assessment

This assessment carried out in the last phase, can be done when the chapter or topic has been completed. Besides, this assessment is carried out to measure student achievement and focus in learning

outcomes. According to Mrs. Vy specifying summative assessment, as follow:

“Summative is a test to measure achievement over a certain period. So, it can be on one learning objective or a combination of several learning objectives. Thus, this assessment is carried out to determine student achievement.”⁸⁵

Mrs. Vy also Mrs. Vy also mentioned that there are three types of summative assessment.

⁸⁵ Vivin Suta Yuliane, Interviewed by the writer, Jember, November 20th, 2023.

“Summative assessment consists of several types, there is summative material, end of semester, summative assessment for the end of the phase for grade promotion.”⁸⁶

Those three types of implementation time are adjusted according to their purpose. For material summative assessment, it is carried out when the learning material has been discussed after 2 or more meetings. For end-of-semester summative assessments, it is carried out after the end of the semester. As for the end-of-phase summative assessment, it is carried out after all learning materials in that phase are completed, and this is also the test that determines whether students can be promoted to next grade or not.

Besides, according to Mrs. A about summative assessment, she explains:

“The test is conducted after the learning process has been completed so we do the test and the score can be taken as a report card. And summative assessment aims to measure students' knowledge on the material that has been delivered and to assess in accordance with the learning objectives.”⁸⁷

That statement in line with Mrs. Vy statement, both of them explains summative assessment carried out after process of learning which includes topic, material in one chapter has been completed. Besides, the summative assessment aims to measures students' knowledge on the material that has been delivered and also to assess in accordance with learning objectives. In addition, the results of the

⁸⁶ Vivin Suta Yuliane, Interviewed by the writer, Jember, November 20th, 2023.

⁸⁷ Siti Anisah, Interviewed by the writer, Jember, October 14th, 2023.

summative test can be used as a report card to determine whether a student is promoted to the next grade or not.

In addition, there are procedures in conducting summative tests, from several participants explaining the procedures in conducting summative tests as follows:

Mrs. Vy voiced the procedure in conducting summative assessment as follow:

“first make a blue print, determine which learning objectives will be tested or what do you want to know, how far students have achieved. For example, there are three learning objectives, so approximately how many questions are these three, which level do you want the questions to be, so after that is made, then we make what is called question items and also with the rubric.”⁸⁸

In other hand, Mrs. Vy said summative assessment can be carry out or not this based on learning objectives have been achieved or not in the learning process. So, it can be concluded, the learning process is referring to formative assessment so if the results of the formative assessment have achieved the learning objectives, then the teacher can conduct a summative test or not.

“In conducting summative assessments, teachers are given freedom because in this independent curriculum it is more flexible. For example, yesterday I told the children to make a description text about people and this is included in their project, so I consider that when they want to go to the second semester when they have summative end of semester and it is considered sufficient, the teacher will not test students again at the summative end of semester.”⁸⁹

⁸⁸ Vivin Suta Yuliane, Interviewed by the writer, Jember, November 20th, 2023.

⁸⁹ Vivin Suta Yuliane, Interviewed by the writer, Jember, November 20th, 2023.

She also said that the freedom to carry out a summative assessment or not is because the policies in the independent curriculum are flexible. However, what needs to be underlined is that summative assessment can be done or not if students have previously achieved the learning objectives in the formative test.

While, according to Mrs. A she said:

“The teacher must make sure that the material has been learned and then the teacher can conduct summative assessments whose questions form can be customized according to what the teacher needs.”⁹⁰

In line with Mr. B's statement confirmed through the following interview results, he said:

“The procedure can be the same as formative or different depending on the character or type of test the teacher wants to take.”⁹¹

It means that Mr. B clarify Mrs. A regarding the form of questions that will be tested according to the wishes of the teacher. The questions form various such as portfolios, projects, essays, multiple choice, or even performance. Once again it is emphasized that this depends on the wishes of the teacher. In addition, summative test is included of cognitive domain because measure the students' knowledge.

⁹⁰ Siti Anisah, Interviewed by the writer, Jember, October 14th, 2023.

⁹¹ Avilanofa Bagus Budi, Interviewed by the writer, Jember September 15th, 2023.

Table 4.1
Research Findings

| No. | Focus | Findings |
|-----|---|---|
| 1. | EFL teachers' understanding about Merdeka Belajar curriculum as well as teachers' perception about the assessment in implementing <i>Merdeka Belajar</i> curriculum | <p>In conducting assessment in <i>Merdeka Belajar</i> curriculum there are three kinds of assessment namely: diagnostic, formative and summative.</p> <ol style="list-style-type: none"> 1) Diagnostic test is divided into two types: <ul style="list-style-type: none"> ▪ Diagnostic cognitive It conducts and measures the students' basic knowledge and this test include in the cognitive domain because measure the competence of knowledge of student. ▪ Diagnostic non-cognitive It conducts to know the talents and interest and also the learning style of student. 2) Formative assessment divided into two types: <ul style="list-style-type: none"> ▪ Formative in the beginning of lesson It conducts and measure students' basic competence or knowledge in the beginning of lesson. It is included of cognitive domain. ▪ Formative during the learning process It conducts to measure students' knowledge, understanding, learning needs and the progress of learning. It is also included of cognitive domain. This assessment can be done individually or in groups according to the teacher's instructions. So the elements of the Pancasila learner profile contained in this test can be mutual cooperation or independence. 3) Summative assessment divided into three types: <ul style="list-style-type: none"> ▪ Summative material test It is carried out when the learning material has been discussed after 2 or more meetings. ▪ Summative the last of semester It is carried out after the end of the |

| No. | Focus | Findings |
|-----|---|--|
| | | semester. <ul style="list-style-type: none"> ▪ Summative last of phase It is carried out after all learning materials in that phase are completed, and this is also the test |
| 2. | The process of assessing students in implementing <i>Merdeka Belajar</i> curriculum | <ul style="list-style-type: none"> ▪ Assessing students in implementing <i>Merdeka Belajar</i> curriculum can make it easier for teachers because <i>Merdeka Belajar</i> curriculum is flexible for teachers to conduct assessments or not if students' daily progress is in accordance with the learning objectives. Assessing students in the <i>Merdeka Belajar</i> curriculum can be difficult because teachers must prepare different assessment rubrics when the results of students' projects are different and this is called differentiation product. ▪ However, in assessing the variety of students' product teacher can collaborate with others subject teacher. |

B. DISCUSSION

This section presented a discussion of the research findings of the research results that has been collected in the field. Besides, this section shows the results of the research by appealing some previous research and also theories related to this research to accomplish and reinforce the discussion of the results of this research. This research generated two themes and these themes were recognized based on the research objectives. The following is detailed discussion of each theme in this research.

1. EFL teachers' understanding about *Merdeka Belajar* curriculum as well as teachers' perception about the assessment in implementing *Merdeka Belajar* curriculum?

Based on the findings of teachers' perception with assessment in implementing *Merdeka Belajar* curriculum, the perception based on teachers' experience. One of them assume that assessing students in *Merdeka Belajar* curriculum is easy and it can be difficult. It could be easy because the independent learning curriculum is flexible for teachers to conduct assessments or not if students' daily progress is in accordance with the learning objectives, in other hand, teacher can conduct the summative assessment or even without conducting that assessment if the learning objectives was achieved in students' daily progres through formative assessment. In fact, as stated by another participant said that the assessment in *Merdeka Belajar* more emphasis on assessing students' daily progress rather than their final results.

Meanwhile, assessing students in implementing *Merdeka Belajar* curriculum can be difficult because there are a few obstacles in there namely: Teachers must prepare different assessment rubrics when the results of students' projects are different and this is called diferentiation product. However, this can be overcome because teachers can collaborate with other teachers to assessing student according to the products produced by them. However, English teachers may assess the diversity of students' assignment but they will not understand what the assessment

indicators are if the product in the form of videos, comic short films, etc. Therefore, teacher can not carelessly assess the results of students' varied assignments. Indeed, teachers need to collaborate with other teachers to assess students' varied assignments. In line with the characteristics of *Merdeka Belajar* curriculum by Kemdikbudristek,⁹² one of them is prioritizing mutual cooperation with all parties to support the implementation of the *Merdeka Belajar* Curriculum. Therefore, assessment in *Merdeka Belajar* curriculum will be easier to carry out and also useful for the relevant teachers as review material and can also be an additional value in other subjects.

2. The process of assessing students in implementing *Merdeka Belajar* curriculum

There are three types of assessment in *Merdeka Belajar* curriculum implemented at Junior High School 4 Jember 4, namely diagnostic assessment that has done before learning process, formative assessment

that has done in the beginning of learning and ongoing process of learning and summative assessment that has done in the last of material or semester and phase And has been supported from previous researchers by Harry Yulianto (2022) entitled "An Implementation of Learning Assessment Model on The Curriculum of *Merdeka Belajar*", the results of his research is assessment model on *Merdeka Belajar* curriculum can be done by

⁹² Kemdikbudristek. (2022a). Buku Saku: Tanya Jawab Kurikulum Merdeka. In Kemdikbudristek.

integrating models such as diagnostic assessment, formative assessment, and summative assessment.⁹³

Based on the findings, diagnostic assessment is divided into two types namely, diagnostic cognitive and non-cognitive. Diagnostic cognitive was conducted before learning is such a pre-test and measures the students' basic knowledge and this test include in the cognitive domain because measure the competence of knowledge of student. While, diagnostic non-cognitiveI was conducted before learning take place and it aims to know the talents and interest and also the learning style of student. The question form in diagnostic cognitive such as crossword puzzles, and incomplete sentences. Meanwhile, for non-cognitive diagnostic it was directly ask or in written form use a simple command. Whereas, the diagnostic cognitive test was carried out through course namely *Ruang Guru* and SSC those test was proven by triangulation technique in document form such the results of the test from *Ruang Guru* and SSC.

Another type of assessment in *Merdeka Belajar* curriculum is formative assessment and this assessment is divided into two types such as formative assessment in the beginning of learning and formative assesent in ongoing process of learning. The time to conduct those assessment obviously same just like the name, it can be in the beginning of learning and in ongoing process of learning. Both types of formatives have the same goal, only the timing is different. Formative assessment was

⁹³ Harry Yulianto, An Implementation of Learning Assessment Model on The Curriculum of Merdeka Belajar" *Technical and Vocational Education International Journal* 2, no. 2 (August, 2022): 22.

conducted in the beginning of learning aims to know students' basic knowledge and to know students' readiness in learning actually is just like a diagnostic cognitive test. If students' basic knowledge is weak, then the material cannot be taught. So, teachers must teach basic knowledge first or what is also called preconditional knowledge. This supported by previous research by Hasna (2023) in her thesis state that, Formative assessments can be used at the start of a lesson to determine students' readiness for learning and to make sure the predetermined learning objectives are met.⁹⁴ Meanwhile, formative assessment in ongoing process of learning aims to know and measure students' understanding and progress of learning. In line with Brown, he stated formative assessment is process of assessing students as they develop their abilities and competencies with the intention of assisting them in carrying out that process of development.⁹⁵ Whereas, the assessment form of this test such as fill in the blanks, rearrange the jumbled sentences and project such creating short descriptive text and this was proven through triangulation technique in document form such module and pocket book of *Merdeka Belajar* curriculum.

Last assessment in *Merdeka Belajar* curriculum is summative assessment. Summative assessment was conducted in a certain period of time and this assessment was measure students' learning outcomes and students' learning objectives have been achieved or not. Besides, this

⁹⁴ Hasna' Maulida, "An Analysis of English Teachers' Difficulties in Implementing Merdeka Curriculum in Indonesia (a Library Research)" (Thesis, University Prof. K.H. Saifuddin Zuhri, Purwokerto, 2023), 24.

⁹⁵ Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Fransisco: Longman, 2004), 6.

assessment was also conducted to determine grade promotion. This is proven by Hasnas' thesis she states, "Summative assessment is a type of evaluation that measures the achievement of the learning objectives and learning outcomes of students, which serves as the basis for determining grade promotion or graduation from the education unit".⁹⁶ Besides, Brown states that the goal of summative assessment, which usually takes place at the conclusion of a course or unit of instruction, is to quantify or summarize what a student has learned.⁹⁷ This assessment is divided into three types namely: Summative material test, summative the last of semester, summative last of phase. Those three types of implementation time are adjusted according to their purpose. For material summative assessment, it is carried out when the learning material has been discussed after 2 or more meetings. For end-of-semester summative assessments, it is carried out after the end of the semester. As for the end-of-phase summative assessment, it is carried out after all learning materials in that phase are completed, and this is also the test that determines whether students can be promoted to next grade or not.

⁹⁶ Hasna' Maulida, "An Analysis of English Teachers' Difficulties in Implementing Merdeka Curriculum in Indonesia (a Library Research)" (Thesis, University Prof. K.H. Saifuddin Zuhri, Purwokerto, 2023), 24.

⁹⁷ Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Francisco: Longman, 2004), 6.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

In the implementation of *Merdeka Belajar* curriculum at junior high school 4 Jember, teacher did three types of assessment when assessing their students. The assessment was carried out using diagnostic assessment, formative assessment and summative assessment. Diagnostic assessment was conducted before process of learning and it aims to determine students' basic knowledge and talents and interest and also the learning style of student. Besides, this assessment divided into two types namely, diagnostic cognitive and non-cognitive.

Another type of assessment in *Merdeka Belajar* curriculum implemented at junior high school 4 was formative assessment. This assessment aims to know students' readiness, understanding and progress of learning. This assessment divided into two types such as formative assessment in the beginning of learning and formative assessment in ongoing process of learning.

Last assessment was summative assessment. Summative assessment was conducted in a certain period of time and this assessment aims to measure students learning outcomes and students learning objectives have been achieved or not. This assessment divided into three types namely: Summative material test, summative the last of semester, summative last of phase.

Meanwhile, based on EFL Teachers' perception assessing students in implementing *Merdeka Belajar* curriculum can be easier and also difficult. It could be easy because *Merdeka Belajar* curriculum is flexible for teachers to conduct assessments or not if students' daily progress is in accordance with the learning objectives. Meanwhile, assessing students in implementing *Merdeka Belajar* curriculum can be difficult because there are a few obstacles in there namely: teachers must prepare different assessment rubrics when the results of students' projects are different and this is called differentiation product. However, in assessing the variety of students' product teacher can collaborate with others subject teacher.

B. SUGGESTION

1. For EFL teachers

It is expected to always be creative in the learning process and always improve abilities as an effort in implementing learning based on the *Merdeka Belajar* Curriculum.

3. For other researchers

Further research is expected that future researchers will discuss more deeply about the differences in research rubrics on product differentiation and it is hoped that the research results can be a reference for further research for the same field.

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DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Watin Kafil Hidayah
SRN : T20196101
Program : English Education Department
Faculty : Tarbiyah and Teacher Training
University : UIN Kiai Haji Achmad Siddiq Jember

State that this thesis entitled "EFL TEACHERS' PERCEPTION ON THE PROCESS OF ASSESSING STUDENTS IN IMPLEMENTING THE INDEPENDENT LEARNING CURRICULUM AT JUNIOR HIGH SCHOOL 4" is truly my original work from the results of conducting research at Junior High School 4, except all information contained in this thesis which are accepted from references mentioned.

Jember, November 27th 2023

Stated by



Watin Kafil Hidayah
SRN: T20196101

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APPENDIX 1

RESEARCH MATRIX

| Title | Variable | Sub Variable | Indicator | Source of Data | Research Method | Research Focus |
|---|---|---|---|---|--|---|
| <p>EFL teachers' Perception on the Process of Assessing Students in Implementing the Independent Learning Curriculum at Junior High School 4</p> | <p>1. Perception 2. Assessment 3. The Independent Learning Curriculum</p> | <ul style="list-style-type: none"> ▪ Positive perception ▪ Negative perception ▪ Feedback in Assessment ▪ Provision in Assessment ▪ Kind of assessment ▪ Authentic Assessment | <p>EFL teachers' Perception on the Process of Assessing Students in Implementing the Independent Learning Curriculum</p> <ul style="list-style-type: none"> ▪ Definition of the independent learning Curriculum ▪ Characteristic of the independent learning Curriculum <ul style="list-style-type: none"> ▪ Diagnostic ▪ Formative ▪ Summative | <p>1. Primary data Interview with participant: English teacher of Junior High School 4</p> <p>2. Secondary data</p> <ul style="list-style-type: none"> ▪ Observation ▪ Documentation <ul style="list-style-type: none"> a. Curriculum archive of Junior High School 4 | <p>Research approach and Design</p> <ul style="list-style-type: none"> • Qualitative (Descriptive) <p>Data Collection Method</p> <ul style="list-style-type: none"> • Interview • Observation • Documentation <p>Research participant</p> <ul style="list-style-type: none"> • English teacher <p>Data Analysis</p> <ul style="list-style-type: none"> • Data condensation • Data display • Drawing and verifying conclusion <p>Data trust worthy:</p> <ul style="list-style-type: none"> • Source and technique triangulation | <p>1. How is the process of assessing students in implementing the independent learning curriculum?</p> <p>2. How is EFL teachers' perception in accordance with the assessment on the implementation of the independent learning curriculum?</p> |

APPENDIX 2

RESEARCH INSTRUMENT

Interview Guidelines


A. Interview with EFL teachers, Curriculum Vice-coordinator & the Principal

1. How is the process of assessing students on the implementation of the independent learning curriculum?
 - 1) Is the assessment of students has linked to the Independent Learning curriculum?
 - 2) What are the assessment processes contained in the independent learning curriculum??
 - 3) Could you explain what assessment diagnostic is?
 - 4) When is the diagnostic assessment carried out?
 - 5) How is the procedure in conducting a diagnostic assessment?
 - 6) How does the question form in the diagnostic assessment?
 - 7) Included in what field is this diagnostic assessment? (Cognitive, affective, or psychomotor) why is that called?
 - 8) Could you explain what assessment formative is?
 - 9) When is the formative assessment carried out?
 - 10) How is the procedure in conducting a formative assessment?
 - 11) How does the question form in the formative assessment?
 - 12) Included in what field is this formative assessment? (Cognitive, affective, or psychomotor) why is that called?
 - 13) Could you explain what assessment summative is?
 - 14) When is the summative assessment carried out?
 - 15) How is the procedure in conducting a summative assessment?
 - 16) How does the question form in the summative assessment?
 - 17) Included in what field is this summative assessment? (Cognitive, affective, or psychomotor) why is that called?
2. How do EFL teachers perceive in accordance with the assessment in implementing within using the independent learning curriculum?
 - 1) What do you think about assessment in the independent learning curriculum?

- 2) How do you assess different student outcomes? What solution did the teacher do?
- 3) According to you, is the competence of the 4Cs only applicable to students or also teachers?
- 4) Is the profile of Pancasila students different from the project to strengthen the profile of Pancasila students? If so, what is the difference?
- 5) When will the Pancasila student profile be implemented?
- 6) When will the project to strengthen the profile of Pancasila students?

Jember, 13 September 2023

Validator,


VIVIN SUTA YULIANE, S.Pd.Gr

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APPENDIX 3

RESEARCH INSTRUMENT



Observation Sheet

Agenda:

Day/Date:

Time:

Class:

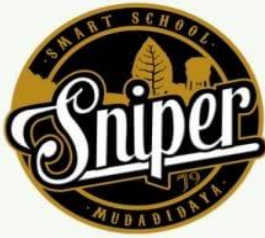
| No. | Indicators | Qualification | | | |
|-----|--|---------------|------|------|-----------|
| | | Poor | Fair | Good | Very Good |
| 1 | Classroom condition | | | | |
| 2 | Classroom facilities | | | | |
| 3 | Teacher's abilities to control class | | | | |
| 4 | Module (3 components of module) | | | | |
| 5 | Suitability of module to the teaching and learning process | | | | |
| 6 | Process of assessing students | | | | |
| | a. Diagnostic | | | | |
| | b. Formative | | | | |
| | c. Summative | | | | |

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JEMBER

Jember, 13 September 2023

Validator,

Vivin Suta Yuliane, S.Pd.Gr.
NIP. 19890728 202321 2 017



Modul Ajar Bahasa Inggris

*Descriptive Text
about People*



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Vivin Suta Yuliane, S. Pd. Gr

SMP Negeri 4 Jember



DESCRIPTIVE TEXT ABOUT PEOPLE

Alokasi waktu

2 meetings (6jp)

Elemen

Menyimak-Berbicara
Membaca - Memirsa
Menulis - Mempresentasikan

Pengetahuan Prasyarat

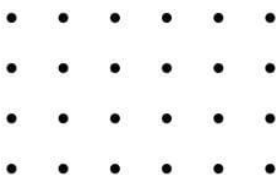
Adjectives
Pronouns
Verb

Diferensiasi

Konten dan Produk

Asesmen

Formatif : penugasan dan produk



Tujuan Pembelajaran

1. Peserta didik menganalisa ragam kata sifat dan penggunaannya dalam kalimat. (A.1.1.c)
2. Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskripsi lisan dan tulis (A.2.3)
3. Peserta didik mengidentifikasi informasi spesifik teks deskriptif dalam bentuk cetak atau digital. (B.1.1.b)
4. Peserta didik mampu mengidentifikasi ide utama atau general information teks deskripsi dalam bentuk cetak atau digital (B.2.1.b)
5. Peserta didik mengombinasikan ide dan pengalaman menjadi teks informasi deskripsi dalam bentuk paragraf sederhana dan terstruktur menggunakan struktur kalimat yang tepat (C.1.1)

Profil Pelajar Pancasila

- Peserta didik dapat BERNALAR KRITIS dalam memahami teks deskripsi.
- Peserta didik dapat menganalisa penggunaan kata sifat dalam teks deskripsi orang secara BERGOTONG ROYONG.

Pengalaman Bermakna

Peserta didik mendapatkan pengalaman bermakna dan mengaitkan materi teks deskriptif dalam kehidupan nyata mereka dalam mendeskripsikan orang.

DESCRIPTIVE TEXT

Alat dan Bahan

Menti meter, Recording, PPT,
Video, LKPD

Materi Ajar

- Adjectives
- Simple present tense
- Descriptive text



Model Pembelajaran

Discovery

Metode Pembelajaran

Diskusi kelompok

Sarana dan Prasarana

- LCD
- Laptop
- Jaringan internet



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LANGKAH PEMBELAJARAN Meeting 1

Tujuan Pembelajaran

1. Peserta didik Menganalisa ragam kata sifat dan penggunaannya dalam kalimat. (A.I.I.C)
2. Peserta didik mengidentifikasi informasi spesifik teks deskriptif dalam bentuk cetak atau digital. (B.I.I.b)

Pertanyaan Pemantik

1. Have you ever found or seen this kind of picture? (showing a missing people poster)
2. Where do you usually find it?
3. Why people describe the missing people in details?

Pendahuluan

1. Guru membuka pembelajaran dengan salam.
2. Peserta didik berdoa sebelum memulai pembelajaran dan mengkonfirmasi kehadiran.
3. Guru meminta peserta didik untuk mengunjungi www.menti.com dan memberikan pertanyaan pemantik (trigger questions)
4. Guru menyampaikan materi dan tujuan pembelajaran
5. Guru memberi gambaran kegiatan belajar hari ini dan penilaian yang akan dilakukan.
6. Guru mengingatkan kembali dan menyesuaikan kesepakatan kelas dalam mata pelajaran Bahasa Inggris
7. Peserta didik diberi tes diagnostik kognitif tentang adjective atau kata sifat.

Kegiatan inti

1. Peserta didik diberikan sebuah gambar Galang dan teman-temannya kemudian meminta mereka untuk membedakannya.
2. Ditampilkan teks tentang Galang, peserta didik diminta untuk mencari specific information.
3. Guru mengarahkan peserta didik untuk mencari kata sifat yang terdapat di dalam teks.
4. Guru menjelaskan tentang apa itu adjectives dan bagaimana itu digunakan dalam kalimat.
5. Peserta didik diminta untuk menganalisa kata sifat yang mendeskripsikan tentang ciri fisik dan kepribadian orang.
6. Peserta didik diberi permainan pelmanism game atau kartu jodoh tentang kata sifat.
7. Peserta didik diminta untuk menganalisa bagaimana membuat teks deskripsi sederhana dengan benar.
8. Peserta didik diminta untuk mendeskripsikan orang sesuai dengan gambar yang mereka pilih dalam 3 kalimat. (Diferensiasi konten)
9. Peserta didik diminta untuk mengisi paragraf rumpang tentang Made dengan kata sifat yang tepat. (Tugas individu melalui liveworksheet)
10. Peserta didik diminta untuk menyusun teks deskriptif tentang Andini dengan benar.

Penutup

1. Sebelum mengakhiri pembelajaran, guru meminta siswa melakukan refleksi kegiatan hari ini melalui menti meter
 - Apa yang telah kamu pelajari?
 - Apa yang paling kalian sukai dari pembelajaran hari ini?
 - Bagaimana perasaan kalian hari ini?
2. Guru memberikan tugas untuk membuat teks deskripsi singkat tentang orang sesuai dengan minat mereka (teman, orang tua, guru favorit atau idolanya) dalam bentuk tulisan tangan/ canva/ video. (Diferensiasi konten dan produk)
3. Guru menutup pembelajaran dengan salam

Asesmen formatif

Penilaian yang dilakukan berbentuk asesmen formatif dalam bentuk penugasan menggunakan liveworksheet

Rubrik penilaian

Formatif tes dengan bobot soal sebagai berikut;

| Jenis soal | Bobot | jumlah item |
|------------|-------|-------------|
|------------|-------|-------------|

Filling the gap

10

5

Rearrangement

10

5

Jumlah skor total : 100

MEDIA PEMBELAJARAN

PRACTICE 1

A. Look at the picture and answer the following questions! (menti meter)



1. Have you ever found or seen this kind of picture?
(showing a missing people poster)
2. Where do you usually find it?
3. Why people describe the missing people in details?
4. What do you know about descriptive text?

B. Look at the picture the answer the questions!

1. Do you know which one Galang is?
2. Which one is Andre?
3. Who is the girl?
4. How do you differentiate people?



C. Read the text about Galang then find the adjectives used in the text by making circles.

Galang

I have a friend. His name is Galang.
Galang has tanned skin. His hair is short, black and straight. He is tall and handsome.
He is very friendly, helpful and honest.
He likes fishing so much.



MEDIA PEMBELAJARAN

Meeting 1





PRACTICE 2

Read the following adjectives then place them in the correct table! See the example.

| Physical Features | | Personality Traits |
|-------------------|----------|--------------------|
| tanned : | tanned | Friendly : |
| | short | |
| | black | |
| | straight | |
| | tall | |
| | handsome | |
| | friendly | |
| | helpful | |
| | honest | |

PRACTICE 3

Look at the picture, then choose one to make a short description about it. See the example.

| | |
|--|--|
|  |  |
| <p>This is Gatang. He has tanned skin. His hair is black and straight. He likes fishing.</p> | |
|  |  |
| | |



ASESMEN FORMATIF

Descriptive text about people

Exercise 1

Read the text, then filling the blanks with the appropriate adjectives provided in the box.



Made is Galang's friend. He is (1) and slender. He has (2) black hair. He always wears a cap whenever he goes. He is very (3)..... That's why he has a lot of friends.

Made is special. He uses a crutch and sometime uses a wheel chair. He likes playing basket. He plays for a basketball team called Kalimantan Wheelchair Basketball. He is (4)..... He often gives his friends cakes, foods and sometimes money.

generous

tall

friendly

short

Exercise 2

Rearrange the jumbled sentences into good paragraph by giving numbers

I have a friend, named Siti.

1

She is very cheerful

She is 13 years old

She has pointed nose

She is tall but thin

She has a long wavy hair



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LANGKAH PEMBELAJARAN

Meeting 2

Tujuan Pembelajaran

1. Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskripsi lisan dan tulis (A.2.3)
2. Peserta didik mampu mengidentifikasi ide utama atau general information teks deskripsi dalam bentuk cetak atau digital (B.2.1.b)
3. Peserta didik mampu menggabungkan ide dan pengalaman menjadi teks informasi deskripsi dalam bentuk paragraf sederhana dan terstruktur menggunakan struktur kalimat yang tepat (C.1.1)

Pertanyaan Pemantik

1. Do you know who he is?
(showing a picture about Made)
2. How does he look like?
3. Mention adjectives that you know! (reviewing)

Pendahuluan

1. Guru membuka pembelajaran dengan salam.
2. Peserta didik berdoa sebelum memulai pembelajaran dan mengkonfirmasi kehadiran.
3. Guru mengecek kehadiran siswa
4. Guru memberikan pemantik
5. Guru menyampaikan tujuan pembelajaran, membuat keyakinan kelas, dan penilaian.

Kegiatan inti

1. Peserta didik diberikan sebuah gambar 'Made' dan teks rumpang meminta mereka untuk mengisinya sesuai dengan rekaman yang diputar.
2. Ditampilkan teks tentang Made, peserta didik diminta untuk mencari general and specific information.

1. Guru mengarahkan peserta didik untuk menganalisa struktur teks deskripsi.
2. Guru mengarahkan peserta didik untuk mencari dan menganalisa regular activity dan fact yang terdapat di dalam teks.
3. Peserta didik diminta untuk membedakan regular activity dan fact.
4. Peserta didik diberi contoh beberapa kalimat yang menggunakan simple present tense, kemudian meminta peserta didik untuk mengidentifikasi form dan kegunaan simple present tense dalam teks deskripsi.
5. Peserta didik diminta untuk membuat kesimpulan tentang form dan kegunaan simple present tense.
6. Peserta didik diberi permainan benar atau salah terkait regular activity, fact dan simple present tense.
7. Peserta didik diminta untuk menganalisa kalimat yang termasuk regular activity atau fact dari text tertulis atau lisan. (Diferensiasi konten)
8. Peserta didik diminta untuk mengisi kalimat rumpang dengan kata kerja yang tepat menggunakan simple present tense
9. Peserta didik diminta untuk membuat teks deskripsi tentang orang sesuai dengan topik yang dipilih (Diferensiasi konten) dalam bentuk yang mereka minati yaitu tulisan (di buku/canva), video (rekaman/canva) ataupun audio sesuai dengan yang mereka minati (Diferensiasi konten dan produk).

Penutup

1. Sebelum mengakhiri pembelajaran, guru meminta siswa melakukan refleksi kegiatan hari ini melalui menti meter
 - Apa yang telah kamu pelajari?
 - Apa yang paling kalian sukai dari pembelajaran hari ini?
 - Bagaimana perasaan kalian hari ini?
3. Guru meminta siswa membuat kesimpulan dan menutup pembelajaran dengan salam

Asesmen formatif

Penilaian yang dilakukan berbentuk asesmen formatif dalam bentuk penugasan menggunakan liveworksheet dan produk (writing descriptive text)

Rubrik penilaian

A. Formatif tes dengan bobot soal sebagai berikut;

| Jenis soal | Bobot | jumlah item |
|--------------------|-------|-------------|
| Filling the blanks | 10 | 5 |
| Matching | 10 | 5 |

Jumlah skor total : 100

B. Formatif tes membuat teks deskripsi (writing)

| No | Indikator | Kriteria | | | | Score |
|----|------------------------------|---|--|--|---|-------|
| | | 30 | 20 | 10 | 5 | |
| 1. | Content | makna dan isi sesuai sangat dengan tema | makna dan isi sesuai dengan tema | makna dan isi cukup sesuai dengan tema | makna dan isi kurang sesuai dengan tema | |
| | | 30 | 20 | 10 | 5 | |
| 2. | Diksi | penggunaan kosa kata sangat sesuai dengan tema | penggunaan kosa kata sesuai dengan tema | penggunaan kosa kata cukup sesuai dengan tema | penggunaan kosa kata kurang sesuai dengan tema | |
| | | 20 | 15 | 10 | 5 | |
| 3. | Tanda baca dan huruf kapital | penggunaan tanda baca dan huruf kapital sangat tepat | penggunaan tanda baca dan huruf kapital tepat | penggunaan tanda baca dan huruf kapital cukup tepat | penggunaan tanda baca dan huruf kapital kurang tepat | |
| | | 20 | 15 | 10 | 5 | |
| 4. | Structure | sangat tepat dalam penggunaan tata bahasa Inggris dengan baik dan benar | tepat dalam penggunaan tata bahasa Inggris dengan baik dan benar | cukup tepat dalam penggunaan tata bahasa Inggris dengan baik dan benar | kurang tepat dalam penggunaan tata bahasa Inggris dengan baik dan benar | |
| | | | | | | |
| | | Nilai total | | | | |

| No. | Indikator | Kriteria | | | | Score |
|-----|--------------------------|--|--|--|--|-------|
| | | 30 | 20 | 10 | 5 | |
| 1 | Content | Makna dan isi sangat sesuai dengan tema | Makna dan isi sesuai dengan tema | Makna dan isi cukup sesuai dengan tema | Makna dan isi kurang sesuai dengan tema | |
| 2 | Struktur | Sangat tepat dalam penggunaan tata Bahasa Inggris dan memiliki struktur teks yang sangat lengkap | Tepat dalam penggunaan tata Bahasa Inggris dan memiliki struktur teks yang lengkap | Cukup tepat dalam penggunaan tata Bahasa Inggris dan memiliki struktur teks yang cukup lengkap | Kurang tepat dalam penggunaan tata Bahasa Inggris dan memiliki struktur teks yang kurang lengkap | |
| 3 | Kreatifitas | Sangat menarik dan sangat original | menarik dan original | Cukup menarik dan original | Kurang menarik dan original | |
| 4 | Kualitas audio dan video | Sangat jelas dan apik | Jelas dan apik | Cukup jelas dan apik | Kurang jelas dan apik | |



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MEDIA PEMBELAJARAN

Meeting 2



Learn This!

Listen to the audio the fill the blanks with appropriate words then analyze the generic structure.

Made the Basketball Player

Made is Galang's friend. He is a basketball player. He plays for Kalimantan wheelchair basketball.

Made is 14 years old. He has short, black hair. He always wears a cap wherever he goes. Made is special. He uses a crutch and sometimes uses a wheelchair.

Made is friendly. He has a lot of friends. He likes basketball. He usually practices basketball on Sunday with the team. They always play well and win the game.

Complete this table with the correct informations from the text above!

| Regular Activities | Facts |
|--|------------------------------------|
| Example: 1. He always wears a cap wherever he goes. | Example: 1. He is 14 years old. |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |
| 4. _____ | 4. _____ |
| 5. _____ | 5. _____ |

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Fill the table with V1 or V1+s/es! See the example.

Simple present tense

Regular activities

Facts

1. I play basketball
2. You play volleyball
3. They play football
4. We play a doll
5. He plays badminton
6. She plays tennis

| Subject | Verb |
|---------|----------------|
| I | V ₁ |
| You | |
| They | |
| We | |
| He | |
| She | |
| It | |

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ASESMEN FORMATIF



Online worksheet

Practice 1

Find the regular activity and fact used in the text you choose (written or spoken text). (Min 2 sentences of each from text chosen)



Video link



My sister's name is Maria. She is 23 years old. She works in a office. She's tall and has along wavy hair. She has green eyes. Maria sometimes wears red glasses. She often reads books in the library. She she doesn't read, you can find her in the gym.

Facts

Regular activities

| | | | |
|---|----------------------|---|----------------------|
| 1 | <input type="text"/> | 1 | <input type="text"/> |
| 2 | <input type="text"/> | 2 | <input type="text"/> |

Practice 2

Fill in the blanks with the correct verb form.

1. Anisa the floor (sweep / sweeps)
2. We to the beach together (go / goes)
3. Many students in the canteen (buy / buys)
4. He so fast (run / runs)
5. Birds so high (fly / flies)



ASESMEN FORMATIF

Writing

Descriptive text about people

Make a short descriptive text about people. You can pick one topic below and choose person you want to describe. You can make it in the form of writing text (in book or canva) , audio, or video (canva/social media). (min.6 sentences)



This may help you!

List the words to describe person you choose!

Facts _____

Regular activities


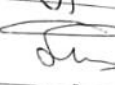


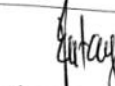



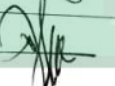

Stick the photo here!



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LEMBER

APPENDIX 5

RESEARCH JOURNAL ACTIVITIES

| No. | Day/Date | Activity | Signature |
|-----|------------------------------|--|---|
| 1. | Friday, June 16 2023 | Gave an observation research permit |  |
| 2. | Friday, June 16 2023 | Preliminary study |  |
| 3. | Thursday, 14 September 2023 | Gave a research permit |  |
| 4. | Friday, 15 September 2023 | Interview with WAKA Kurikulum |  |
| 5. | Wednesday, 20 September 2023 | Interview with EFL teacher |  |
| 6. | Wednesday, 20 September 2023 | Observation of teaching and learning process |  |
| 7. | Thursday, 21 September 2023 | Observation of teaching and learning process |  |
| 8. | Thursday, 21 September 2023 | Collecting curriculum documents 1 and 2 |  |
| 9. | Saturday, 14 October 2023 | Interview with EFL teachers |  |
| 10. | Saturday, 14 October 2023 | Interview with the principal |  |

KIAI HAJI ACHMAD SIDDIQ
J E M



Heru Wahyudi, S.Pd., M.Pd.
NIP. 19680920 199203 1 006

APPENDIX 6



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli, Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://itik.uinkhas-jember.ac.id](http://itik.uinkhas-jember.ac.id) Email: tarbiyah.tainjember@gmail.com

Nomor : B-4104/In.20/3.a/PP.009/10/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP NEGERI 4 JEMBER

Jl. Nusa Indah, Krajan, Jemberlor, Kec. Patrang, Kabupaten Jember, Jawa Timur 68118

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196101
Nama : WATIN KAFIL HIDAYAH
Semester : Semester sembilan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "EFL TEACHERS' PERCEPTION ON THE PROCESS OF ASSESSING STUDENTS IN IMPLEMENTING THE INDEPENDENT LEARNING CURRICULUM AT JUNIOR HIGH SCHOOL 4; selama 30 (tiga puluh) hari di lingkungan lembagawewenang Bapak/Ibu Heru Wahyudi, S.Pd., M.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 14 September 2023

Dekan,

Nakil Dekan Bidang Akademik,



UNIVERSITAS ISLAM NEGERI
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JEMBER

APPENDIX 7



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN
SMP NEGERI 4 JEMBER
Jalan: Nusa Indah 14 ☎ 0331 – 485525 Fax 0331 – 428406
http://smpn4jember.sch.id ; email:smpn4jember@yahoo.co.id



SURAT - KETERANGAN Nomor : 421.3 / 513 / 310.01.20523904 / 2023

Yang bertanda tangan di bawah ini, Kepala **SMP NEGERI 4 JEMBER** dengan ini menerangkan dengan sebenarnya bahwa :

Nama : **Watin Kafil Hidayah**
NIM : **T20196101**
Jurusan / Prodi : **Tadris Bahasa Inggris**
Universitas : **Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember**

Benar – benar telah melaksanakan observasi di SMP Negeri 4 Jember dari tanggal : *14 September -14 Oktober 2023* dengan judul : "EFL Teachers' Perception on the Process of Assessing Students in Implementing the Independent Learning Curriculum at Junior High School 4".

Demikian Surat ini dibuat dengan sebenar-benarnya dan dipergunakan sebagaimana mestinya.



UNIVERSITAS ISLAM NEGERI
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J E M B E R

CURRICULUM VITAE



PERSONAL INFORMATION

Name : Watin Kafil Hidayah
SRN : T20196101
Place, date and birth : Bondowoso, 05th October 2000
Address : Jl. Raya Tamanan, Grujugan Lor, Kec. Jambesari
Darussola, Kab. Bondowoso.
Marital Status : Single
Major : English Education Department
University : UIN KH. Achmad Siddiq Jember
Email : watinkfil@gmail.com

EDUCATION BACKGROUND

TK Dharma Wanita : (2005-2007)
SD Negeri Grujugan Lor 01 : (2007-2012)
SMP Negeri 3 Bondowoso : (2013-2016)
MA Negeri Bondowoso : (2016-2019)