



LEARNING ASSESSMENT IN THE MERDEKA CURRICULUM: DIAGNOSTIC, FORMATIVE, AND SUMMATIVE ASSESSMENTS

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Abstract

This research aims to outline the assessment process in the Merdeka curriculum, encompassing diagnostic, formative, and summative assessments. The approach utilized involves conducting a review of the literature, by gathering information through exploration of different written sources. Content analysis is utilized in data analysis. The study findings reveal that the diagnostic assessment consists of cognitive and non-cognitive assessments designed to evaluate students' condition and fundamental skills. Formative assessment occurs during the learning process, while summative assessment occurs after a specific instructional period. Teachers must conduct diagnostic, formative, and summative assessments to understand the strengths and weaknesses of student learning during the learning process to tailor instruction to fit the abilities and characteristics of each student.

Keywords:

Learning assessment, diagnostic, formative, summative, Merdeka curriculum

INTRODUCTION

Educators in carrying out the learning process certainly need information related to the competence of students from both cognitive, affective, and psychomotor aspects. Cognitive aspects emphasize more on knowledge, affective aspects on attitudes, while psychomotor aspects emphasize more on the motor skills of students (Ulfah & Arifudin, 2021). If the teacher knows the competence of students, then the teacher can learn according to the characteristics of the students. One method of evaluating students' abilities based on these three factors is by carrying out student assessments.

Shadri et al (2023) argue that assessment is an inseparable part of the learning process because assessment can determine the quality of a learning activity. Maba (2017) also argues that assessment is the process of collecting and processing information that aims to assess the achievement of student learning outcomes, where the results of the assessment are used by the teacher as reflection material to improve learning. Meanwhile, according to Rizaldi & Fatimah (2023), assessment aims to find out the character of each learner, competencies, and student needs, so that the teacher knows to what stage of development and student learning achievements. So it can be concluded that assessment is not only to determine the achievement of student learning outcomes but also to determine the characteristics, abilities, and learning needs of students.

Assessment has the same term as assessment, which in the Merdeka curriculum is better known as assessment. Assessment is connected to evaluation as a method to measure student learning outcomes. Evaluation of learner learning outcomes aims to obtain an overview and provide useful information to assess various ways of making decisions (Lubis, 2022). The assessment in the 2013 curriculum does indeed differ from the assessment of the Merdeka curriculum. Assessment is a part of the Merdeka curriculum and includes diagnostic, formative, and summative assessments (Maulinda, 2022). The old curriculum focused on final evaluation, whereas the Merdeka curriculum highlights ongoing evaluation. According to Ardiansyah (2023), the Merdeka curriculum emphasizes formative assessment over summative assessment. The

outcomes of this assessment will be used later as the foundation for conducting the following lesson.

The variance in assessment between the 2013 curriculum and the Merdeka curriculum requires teachers to have a thorough grasp of assessment design and implementation for successful application during the learning process. Still, teachers face numerous challenges when implementing assessments in the Merdeka curriculum. Windayanti et al (2023) in her research stated that during the implementation of the assessment, teachers still have difficulty in analyzing CP (Learning Outcomes). Meanwhile Anggraini et al (2023) in his research, she argues that teachers also have obstacles in implementing diagnostic assessments and difficulties due to limited time to analyze the results of the assessment. Another problem was also raised by Natalya et al (2023) that the implementation of formative assessment in the Merdeka curriculum has not been implemented properly and the assessment techniques applied still have many shortcomings.

If the teacher still has obstacles in carrying out the assessment, then the implementation will not be able to run well and the desired results are not maximally obtained. Therefore, it is necessary to study assessment in the independent curriculum which includes assessment: diagnostic, formative, and summative. This matter aims to increase teacher knowledge of assessment in the independent curriculum. In addition, teachers can apply the assessment properly, so that teachers can know the basic conditions and abilities of students, know the strengths and weaknesses of learning in students during learning, and learning can be designed by teachers according to the abilities and characteristics of students.

METHOD

The method used is a literature study, by collecting data based on the exploration of various literature or other documents in books and scientific articles from reputable national and international journals on Google Scholar, which are relevant to learning assessment in the independent curriculum which includes assessment: diagnostic, formative and summative. The research process involves: finding important documents, gathering documents, examining documents, assessing document validity, and making conclusions. Content analysis was utilized for data analysis in this study. Content analysis focuses on the content of written materials, including books and scientific journal articles.

FINDINGS AND DISCUSSION

Assessment in the Merdeka Curriculum

Assessment involves gathering information and analyzing data to identify the educational requirements of individuals (Astari & Ramadhan, 2023). The purpose of assessment is to provide an assessment or evaluation of the abilities, performance, or achievements of individuals, groups, or organizations in achieving predetermined goals.

Up to now, the assessment has primarily emphasized summative assessments, which serve as a basis for learning outcome evaluations. In the Merdeka curriculum, teachers are required to prioritize formative assessment to consistently enhance the learning process. Budiono et al (2023) say that assessment is no longer just a measure of academic achievement, but a means to explore the unique potential of students. It does not merely evaluate learning outcomes but also reflects the overall development of learners.

Maulinda (2022); Ardiansyah (2023) suggested that there are three types of assessment in the Merdeka curriculum, namely diagnostic assessment, formative assessment, and summative assessment. Budiarti et al (2023) imply that learners should undergo a diagnostic assessment before beginning their learning journey, formative assessment is integrated into the process and can involve learners' learning progress, and summative assessment is carried out at the end to confirm that learners achieve their learning goals.

1. Diagnostic Assessment

There are non-cognitive and cognitive diagnostic assessments (Azis & Lubis, 2023), which aim to diagnose basic abilities and determine the condition of students. Diagnostic assessment can occur at the start of the academic year, at the onset of new course content, before creating lesson plans, and help identify students' learning strengths and weaknesses (Kemendikbudristek, 2021). The objectives and stages of implementing noncognitive and cognitive diagnostic assessments are in the table below

Table 1. Objectives and Stages of Implementing Noncognitive and Cognitive Diagnostic Assessments

No.	Diagnostic Assessment	Cognitive Diagnostic	Stages of Implementation
	Non-Cognitive Destination	Assessment Destination	
1	Know the psychological and social-emotional well-being of learners	Identify learners' competency achievements	Preparation
2	Knowing your activities while studying at home	Adjusting classroom learning to the competence of the average learner	Implementation
3	Know the learners' family conditions	Provide remedial classes or additional lessons to students whose competence is below average	Follow-up
4	Know the social background of students		
5	Know the learning styles, characters, and interests of students		

Source: (Azis & Lubis, 2023; Anggraena, 2022; Astari & Ramadhan, 2023; Haratua et al., 2023; Maut, 2022; Rahman et al., 2023; Ardiansyah, 2023; Laulita, 2022; Warasini, 2021)

According to the information in the table, non-cognitive diagnostic assessment focuses on understanding the psychology, social emotions, activities at home, family circumstances, and social context of learners to determine their interests, character, and learning preferences. The purpose of cognitive diagnostic assessment is to offer a comprehensive understanding of students' learning motivation. For teachers to conduct educational activities tailored to the capabilities and traits of their students and implement necessary modifications. Furthermore, diagnostic assessment is focused on recognizing the skills, strengths, and areas for improvement in students, to tailor learning experiences to match their competencies and needs. Teachers can utilize the diagnostic assessment findings as a starting point to tailor learning based on students' characteristics and learning requirements (Haratua et al., 2023; Sufyadi et al., 2021).

The implementation of non-cognitive and cognitive diagnostic assessments has the same stages, namely starting from preparation, implementation, and follow-up. Fikra et al (2023) suggest that in the implementation of assessments, teachers must be able to use a variety of assessment techniques, such as observation, interviews, and portfolios that are by the characteristics of the learners and the purpose of the assessment. This variation aims to provide more accurate and complete information about learners' abilities and needs. Putri (2023) argues that techniques in non-cognitive diagnostic assessment allow for interviews, this can be done by allowing students to tell stories about what is the difficulty experienced by students.

Apart from the objectives and stages of implementation, diagnostic assessment also has several principles. The principles of diagnostic assessment put forward by Ardiansyah (2023) are: 1) Diagnosis is the process of making decisions about individuals or groups of learners to achieve learning goals. 2) Diagnosis is thorough and balanced by considering the factors that cause students'

learning difficulties. 3) Diagnosis and treatment go hand in hand because the effectiveness of the teaching and learning process depends on the learners' mastery of what they learn.

2. Formative Assessment

A formative assessment is designed to evaluate students' academic progress as they are actively learning (Bhat, 2019). Kemendikbudristek (2021) suggests that formative assessment be conducted simultaneously with teaching, employing a variety of assessment strategies, giving immediate feedback, monitoring progress in all subject areas, and using tools like rubrics and checklists to document learning. The functions and forms of formative assessment are in the table below.

Table 2. Functions and Forms of Formative Assessment

No.	Function	Formative Assessment	
		Form of Assessment	
		Unwritten	Written
1	Diagnose learners' initial abilities and learning needs	Class Discussion	Reflection
2	Feedback for educators to improve the learning process to make it more meaningful	Products	Essay
3	Feedback for educators to improve learning strategies	Drama	Journal
4	Diagnose students' material absorption in classroom learning activities	Presentation	Poster
5	Spur changes in the classroom atmosphere to increase learner motivation with positive, supportive, and meaningful learning programs	Oral Test	Written Test

Source: (Astari & Ramadhan, 2023; Darwin et al., 2023; Haratua et al., 2023; Kemendikbudristek, 2021; Natalya et al., 2023)

According to the table, formative assessment focuses on supervising and enhancing the learning process while also assessing the achievement of learning goals. This evaluation is also carried out to pinpoint students' educational requirements, and barriers they encounter, and gather data on students' progress. The information serves as feedback for both students and teachers. Ardiansyah (2023) points out that from the results of formative assessment, educators get information about the need to improve the next day's learning by designing learning, learning the next day by designing positive, supportive, and meaningful learning.

The form of assessment in formative assessment is unwritten and written. In line with the opinion of Darwin et al (2023), formative assessment can be carried out with written or oral test techniques, either formally or informally, either using test or non-test instruments. Forms of written assessment include class discussions, products, dramas, presentations, and oral tests. Class discussions can develop learners' communication skills in front of the public, and train them to learn democracy, listen, and accept other people's opinions that may differ from their own. Products can make digital products, art, and so on. This is in line with Rosidah et al (2021) that product assessment means assessing students' ability to make products. In addition, drama can develop students' role art and communication skills (Novriadi et al., 2023), while presentations can encourage students to understand the presentation topic in depth. Finally, the oral test is in the form of a quiz in the form of oral questions and answers, this aims to confirm learners' understanding.

Furthermore, the forms of written assessment are reflection, essay, journal, poster, and written test. Reflection trains learners to play an active role in evaluating their learning and thinking

about how they can improve themselves, the results of this reflection can be used by teachers to see the other side of the learning process of students. In addition, Zulpan & Lubis (2023) suggest that reflection is useful for knowing weaknesses and evaluating the achievement of the objectives of the activities that have been carried out. Essays aim to hone learners' academic writing skills and develop learners' critical thinking and analytical power. Journals help students develop their writing skills by practicing how to structure and articulate their thoughts. Posters promote the skill of learners to delve into subjects and express their comprehension most engagingly. In the meantime, as stated (Putri & Dwijayanti, 2020), written assessments may come in the form of multiple-choice exams and questionnaires.

3. Summative Assessment

Summative assessments are carried out after a particular instruction (Buchholtz et al., 2018; Kasman & Lubis, 2022). Darwin et al (2023); Kemendikbudristek (2021), summative evaluations are carried out after the content coverage, semester, and stage. Teachers utilize different assessment methods, and feedback can be given to students after summative assessments to identify their learning strengths and weaknesses. The functions and forms of summative assessment are in the table below.

Table 3. Functions and Forms of Summative Assessment

No.	Summative Assessment		
	Function	Form of Assessment	
		Unwritten	Written
1	A measuring tool to determine the achievement of student learning outcomes within a certain scope of material and period.	Class Discussion	Reflection
2	Reflection on learning within one scope material	Products	Essay
3	Obtain learning outcome scores to compare with predetermined achievement criteria.	Drama	Journal
4	Feedback to design/improve the next learning process and semester learning.	Presentation	Poster
5	Seeing learning strengths and weaknesses in students during learning one scope of material	Oral Test	Written Test

Source: (Darwin et al., 2023; Haratua et al., 2023; Kemendikbudristek, 2021)

According to the information provided in the table, it can be inferred that summative assessment is a tool used to evaluate students' overall performance in meeting learning goals, identify their strengths and weaknesses, track their progress, and assist teachers and schools in planning future activities for students.

The summative assessment evaluation method is conducted after the learning process. Haratua et al (2023) suggest that summative assessment contributes to the overall evaluation of end-of-semester assessment (PAS), end-of-year assessment (PAT), or graduation assessment. Therefore, summative assessment is carried out formally so that it requires design, as well as instruments that are by the expected competency achievements. The form of assessment in summative assessment is the same as formative, namely, there are unwritten and written. There are class discussions, products, dramas, presentations, and oral tests, while the written assessment forms are reflections, essays, journals, posters, and written tests.

Principles of Assessment in the Merdeka Curriculum

The preparation of assessments must refer to the principles of assessment. According to Kemendikbudristek (2021), assessment is an essential component of the learning process, created based on its intended purpose, with fairness, proportionality, validity, and reliability. It includes straightforward and informative reports on student progress and achievements. The assessment results are utilized by students, teachers, education staff, and parents for self-reflection to enhance learning quality. The assessment guidelines in the Merdeka curriculum consist of:

1. Assessment is a crucial element of the learning journey, supporting learning and offering comprehensive feedback for educators, students, and parents to aid in planning the next steps in learning.
2. Assessments are created and implemented based on the purpose of the assessment, allowing for flexibility in determining the method and timing of the assessment to successfully meet the learning goals.
3. Assessments are meant to be just, reasonable, trustworthy, and dependable to assess learning growth and determine future actions.
4. Progress in learning and student achievement reports are straightforward and informative, offering valuable details on attained skills and traits, as well as the next steps.
5. Assessment outcomes serve as a form of feedback for learners, educators, school staff, and parents to enhance the quality of education.

CONCLUSION

There are three learning assessments in the Merdeka curriculum, namely: (1) diagnostic assessment includes non-cognitive and cognitive diagnostic assessments, which aim to determine the condition and basic abilities of students. The implementation of non-cognitive and cognitive diagnostic assessments has the same stages, namely starting from preparation, implementation, and follow-up. (2) Formative assessment carried out while learning is taking place aims to see the progress of the learning process of students. (3) Summative assessment occurs after a specific period of instruction and is designed to assess the attainment of overarching educational goals. Assessment cannot be done without the principles and tools of assessment. The form of assessment in formative assessment is the same as summative, namely, there are unwritten and written. Written assessment forms include class discussions, products, dramas, presentations, and oral tests.

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