

Analyzing Teachers' Perception on the Implementation of the Assessment Process in Merdeka Curriculum

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Abstract. This study aims to describe the teachers' perception on the implementation of the assessment process in Merdeka curriculum. A qualitative approach was used to analyze data of the study. This research was conducted in nine teachers that following PPG Dalam Jabatan Gelombang II 2023 in Universitas Muslim Nusantara Al Washliyah. In the data analysis, a detailed description of teachers' perceptions was analyzed. The data obtained from interviews were transcribed and then interpreted. The transcription of the interview and observation were coded into categories. Then the categorized data was argumentatively analyzed and described. The results of data analysis showed that teachers prepared teaching module to implementing the teaching and learning processes in the classroom. The teaching module consist of the assessment for Diagnostic Cognitive and Diagnostic NonCognitive, Project-based assessments, Performance assessments, Formative assessments, Summative assessments after the students have finished their learning. The collected data are examined through the application of descriptive statistical methods. The knowledge, attitudes, and abilities that students acquire during learning activities determine their learning outcomes. A school report based on the Merdeka Curriculum school report application presents the students' learning outcomes. As a result, most teachers are aware of the Merdeka Curriculum's assessment requirements and have completed them.

Keywords: Teachers' Perception, Assessment, Merdeka Curriculum

I. INTRODUCTION

A curriculum is a set of rules used in the classroom to guide the teaching and learning process. The goal of multiple curriculum revisions and developments in Indonesia is to enhance the country's educational system. As of right now, the Indonesian government has improved the country's curriculum, implementing the Merdeka curriculum. Curriculum that evaluates earlier curricula is known as Merdeka curriculum. The Merdeka curriculum was created as a model for a more adaptable curriculum that emphasises student skills, character development, and significant subjects. In addition to emphasising core subjects, numeracy, and differentiated instruction, the teaching and learning process is implemented in conjunction with the profile of Pancasila students (Jusuf & Sobari, 2022). Assessment is the most important task that teachers should perform when implementing the curriculum in teaching and learning.

According to Mulyasa (2014), assessment is done to make sure that the goals and plan are followed by the students and that their performance is in line with those goals. A crucial component of learning is assessment. Because the amount of students who receive a low score or fall short of the required level will impact the effectiveness of learning overall, the exam allows students to reach their full potential. Consequently, it is important to regularly assess learning in order to track and record the changes and advancements made by students as well as to grade their performance. This is typically accomplished by evaluating the learning outcomes that the students have acquired (Taras, 2005 & Wojtczak, 2002). Learning outcome assessments are conducted strictly in compliance with established guidelines or standards.

The success of the teaching and learning process will depend on how assessments are implemented (Widiastuti, 2016). In order for teachers to adjust their teaching methods and meet learning objectives, assessments are carried out during the learning process. These assessments measure students' learning abilities as well as identify their areas of weakness in learning (Marshal, 2005; Box, Skoog & Dabbs, 2015; Widiastuti, 2017). The way that teachers perceive the assessment process itself has a big impact on the exams that they provide in the classroom. The attitudes of teachers regarding the practices of assessments are undoubtedly influenced by the variance of their understanding of assessments within the Merdeka curriculum.

according to Marshal (2005), Box, Skoog & Dabbs (2015), and Widiastuti (2017), so that the teachers can alter their pedagogical approach to meet the learning objectives. The way that teachers perceive the assessment process itself has a big impact on the exams that they provide in the classroom. The attitudes of teachers regarding the practices of assessments are undoubtedly influenced by the variance of their understanding of assessments within the Merdeka curriculum. Different instructor perspectives have an impact on how assessments are implemented (Widiastuti, 2017). Different assessment techniques can result in wildly subjective perceptions. Divergent perspectives could influence an teacher's actions based on their conclusions. There are two types of teacher perceptions: positive perceptions and negative perceptions. A strong basis for addressing any issues regarding the Merdeka curriculum's assessment procedure, including the implementation of assessments, will come from positive or favourable teacher perceptions.

A poor impression of the assessment, meantime, will prevent the implementation of process-related standards. Curriculum assessment in Merdeka. Determining each learner's relative position in relation to the standards that have been applied is possible through the assessment of the students' learning outcomes, which include attitudes, competence, knowledge, and a balance of skills.

Some teachers have differing ideas about justice, according to the preliminary study, which raises some concerns. Do all teachers know how to assess the Merdeka curriculum? Has the assessment been included into the teaching and learning process by teachers? How do Indonesian teachers feel about the assessment components of the Merdeka Belajar curriculum? The teachers who participated in the preliminary interviews reported that the most challenging aspect of implementing the Merdeka Curriculum is when it comes to assessment implementation. The assessment in the Merdeka Curriculum is too difficult to administer, according to teachers who claim that few of them are aware of it. The background information previously provided indicates that the research focus is on "Analysing the Teachers' Perception in implementing assessment process in Merdeka curriculum."

Literature Review Perception

In order to represent and comprehend the information or environment that is being provided, perception involves the organisation, identification, and interpretation of sensory data. Signals that are sent through the neurological system as a result of chemical or physical activation of the sensory system underlie all perception. A person's response or opinion to anything they have learned through their senses is called a perception. Individual differences in internal and environmental factors influence how each person processes stimuli when interacting with others. Individuals' impressions of one another differed as a result of disparities in perception. "Perception" is the cognitive impression of "reality," according to Akande, "which in turn influences the individual's actions and behaviour towards that object." This implies that an individual's view of anything can be either positive or negative, depending on their feelings towards the object. Even though the object is the same, not every individual

can perceive things exactly the same way. The reason for this is that people's perceptions are influenced by their subjective feelings and past experiences. Mouly's assertion that two observers of the same phenomena may perceive quite different things lends credence to it. Perception and experience are related to one another. Experience and perception were tied to each other. This condition demonstrates how perception happens as a reaction to what we learn or encounter in our surroundings.

A professional teacher's response regarding their experiences in instructing, guiding, directing, training, assessing, and evaluating students of a certain age in the educational pathway is known as their teacher's perception, and it is influenced by their own views and emotions. This disparity in perception will lead to varying assessments of every teacher.

Merdeka Curriculum

As stated in the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, Number 56/M/2022, concerning Guidelines for Implementing Curriculum in the Framework of Learning Recovery, the Merdeka Curriculum is the government's attempt to restore learning. The Merdeka Curriculum is an educational programme that emphasises fundamental knowledge, character development, and student competency with the goal of nurturing children's interests and skills from a young age (Nurwati, 2022). The Merdeka Curriculum aims to nurture attitudes and personalities that believe in God Almighty while upholding cultural values by offering a comfortable learning environment.

Merdeka learning can be defined as autonomous thought, in which teachers and learners are allowed to be creative and imaginative in order to produce enjoyable, autonomous, and innovative learning (Astini, 2022). Merdeka learning entails choosing to learn on one's own initiative, finding harmony with oneself and the world, and having the freedom to develop one's potential. In their role as a facilitator, teachers provide students the freedom to pursue their interests and skills.

Nadiem Makarim contends that teaching students the fundamentals of independent thought must come first, from the perspective of the instructor (Kemdikbud, 2020). Nadiem continued by saying that a process of translating foundational skills and the current curriculum is required for teacher competency at any level. There could be no learning without this process. The teacher's facilitation role in bridging the implementation of independent learning is crucial to the success of Merdeka learning.

Thus, in order to establish a Merdeka learning environment, it is the teacher's responsibility to first perception what independence means in the context of learning. The community, teachers, school administrators, and private and public governments must all employ school management practices in order to execute the Merdeka Curriculum (Astini, 2022). In his capacity as a leader, the principle organises education in his school by working with the local government and community finances. In order to encourage autonomous learning in their students, teachers must be able to reduce their involvement as tutors, facilitators, and assessors (Anggreini & Priyojadmiko, 2022). Teachers must be creative and innovative in order to create engaging learning experiences when applying the Merdeka Curriculum (Satyawati et al., 2022).

From the foregoing explanation, it is clear that Merdeka learning is a system of instruction that gives teachers and students the freedom to express their creativity while ensuring that the learning experience is engaging and purposeful. In their role as a facilitator, teachers offer a stimulating environment for learning that can foster creativity and self-reliance. Without any outside pressure, students are free to express their interests and talents.

Students benefit from this independence by feeling at ease and free to explore during the learning process.

Assessment Process of Merdeka Curriculum

A teacher utilises assessment as a process to gauge and monitor his students' progress (Brown, 2004). There are two types of assessments for the Merdeka curriculum, according to recommendations issued by the Ministry of Education of the Republic of Indonesia. Formative and summative assessments are what they are called (Anggraena et al., 2022). First, formative assessment. It makes an effort to watch and enhance learning. It also seeks to assess how well learning objectives have been met. In addition, it's to ascertain the student's learning requirements and any roadblocks, as well as to understand more about the student's development. For both teachers and students, the assessment's feedback is crucial. Usually, this assessment is carried out at the beginning, middle, or finish of the learning process.

Moreover, the purpose of this assessment is not to appraise the learning objectives of the students for the report. The assessment that comes next is summative. Summative assessment, as contrast to formative assessment, is thought of as the assessment at the conclusion of the level, the school year, or the semester. Determining whether a student will graduate from an educational unit based on how successfully he achieves learning outcomes is the aim of primary and secondary education. By contrasting the student learning result attainment with the required learning objectives, the student learning outcome is considered to have been achieved. Summative assessments can be completed at the completion of a learning process, such as at the end of a unit of study that covers one or more learning objectives, a semester, or a phase. Specifically, the final summative exam at the end of the semester is optional.

There are three different types of assessment functions, according to Ministry of Education guidelines. Assessing as learning, Assessing for learning, and Assessing of learning are the three types of assessment. The first is assessment since, in the process of teaching and learning, learning plays a role in reflection. The assessment of learning as a means of enhancing the learning process is the next function. The final step is the assessment of learning, which aids the instructor in the final material assessment. Teachers are supposed to use formative assessment data to enhance the learning process and to prioritise formative assessment over summative assessment in the Merdeka curriculum.

II. RESEARCH METHOD

The data from the study were analysed using a qualitative methodology. The study provided a comprehensive explanation of the data about the teachers' perceptions of the Merdeka curriculum's assessment procedure. Because it described the teachers' perceptions of the assessment procedure in the Merdeka curriculum as well as the challenge that they had in putting the assessment into practice, this sort of research was descriptive qualitative research.

Qualitative data was collected during this research project. qualitative information gathered through respondents' responses to open-ended questions. Respondent interviews were the method of data collection employed.

In qualitative research, interviews are the method most commonly employed to obtain data (Indrawami, 2022). The gathering of data took place in November – Desember 2023. The study's samples consist of nine teachers that following PPG Dalam Jabatan Gelombang II 2023 in Universitas Muslim Nusantara Al Washliyah. The respondents were given access to the research questionnaire through a Google Form. To draw broader inferences or generalisations, the collected data were analysed using descriptive statistical techniques (Sugiyono, 2017).

III. RESULTS AND DISCUSSION

There are two problem of research that find to examine teachers' perception of assessments under the Merdeka Curriculum.

What is the teachers' perception of the assessment process in Merdeka curriculum?

The question part reveals how much the teachers understand about how to use the assessments that are conducted in the Merdeka Curriculum so that the ultimate goal of learning in the Merdeka Curriculum can be achieved optimally. The results were presented in Table 1 below.

Table 1. Analysis of Teachers' Perception on Applying Assessment in the Merdeka Curriculum

Total	Answer
2	Assessment is carried out thoroughly in the learning process.
4	The Merdeka Curriculum Assessment includes diagnostic assessments, formative assessments, and summative assessments.
2	The assessment is carried out based on the assessment flow.
1	Assessment in the Merdeka Curriculum has 5 principles and 3 types based on their function, both active assessment and active format.

Differences in teachers' perception of the tests used in the Merdeka Curriculum are seen in the above table. The reasons made by some responders regarding how they understood the Merdeka Curriculum assessments are listed below.

- Assessment needs to be done in accordance with the learning flow, which relates to the assessment criteria's objectives. The Merdeka Curriculum Report Card application can help with that.
- Assessment of learning in the Merdeka Curriculum comprises three types of assessments: structural assessment, active format, and five principles. These assessments are used to create report cards for students.
- Assessment that is formative, summative, and diagnostic. In order to implement formative diagnostic assessment in the Merdeka Curriculum, teachers can begin in-person activities by posing questions about ideas or subjects that were covered in the previous meeting. Alternatively, teachers can provide written questions. Once students have completed their answers, they can use the answer key as a guide for self-assessment. Summative assessments can then be administered following the conclusion of the learning process, for instance, at the conclusion of a scope of content (which may include one or more learning objectives). Both at the end of the semester and the phase; in particular, this assessment is optional at the end of the semester. At the conclusion of the semester, teachers can administer an assessment if they still believe that further information or confirmation is necessary to gauge the attainment of student learning outcomes. On the other hand, there is no need to conduct an assessment at the conclusion of the semester if teachers believe that the assessment data gathered over one semester is adequate. It is important to note that teachers have access to a wide range of tools and strategies for summative assessment, not just examinations. It can, for instance, make use of performance and observation (practice, product construction, project work, and portfolio creation).
 1. After that, use report cards and formative assessments, and keep improving to meet learning objectives.
 2. The assessment, which makes reference to the learning objectives in the rubric and assessment criteria, is conducted following the conclusion of the learning process.

Overall, it can be said that most educators are aware of the Merdeka Curriculum's assessments are built upon a rubric found in the assessment flow, which relates to learning objectives that are subsequently reported utilising an easy-to-use yet educational reporting tool.

To what extent have you documented learning outcomes for students?

The study's findings demonstrate how teachers record the learning outcomes of their students when they are engaged in classroom instruction. Report cards, which are given out at the midterm and final term of each semester, continue to be a highly influential tool for tracking student learning outcomes. The responses provided by the respondents indicate this in the following way (Table 2).

Table 2. Analysis of Reporting Student Learning Outcomes

Total	Answer
1	Students' attitudes, abilities, and knowledge are evaluated as part of the assessment process.
5	Report learning objectives to parents in general or in particular, administer pretests and posttests, and keep track of student development data.
3	Student report cards on learning outcomes, which are separated into two categories: report cards for odd and even semesters and report cards for midterm exams.

As can be seen from the above data, three out of nine teachers still display the learning outcomes of their students in report books with numerical entries. Next, using descriptive narratives of student learning outcomes, one out of nine teachers assessed students' knowledge, abilities, and attitudes during social interactions, class discussions, and cooperative learning. The other five teachers, meantime, had other strategies, which included tracking students' progress, giving pretests and posttests, and making direct presentations to parents in an effort to inspire both parties. Report books are still used by teachers to report on the learning outcomes of their students.

Discussion

As stated in the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, Number 56/M/2022, concerning Guidelines for Implementing Curriculum in the Framework of Learning Recovery, the Merdeka Curriculum is the government's attempt to restore learning. The Merdeka Curriculum is an educational programme that emphasises fundamental knowledge, character development, and student competency with the goal of nurturing children's interests and skills from a young age (Nurwiati, 2022). The Merdeka Curriculum aims to nurture attitudes and personalities that believe in God Almighty while upholding cultural values by offering a comfortable learning environment.

It makes sense that when a learning notion evolves, so does the methodology for evaluating student learning results. In this instance, a teacher's ability to comprehend the changes that take place is crucial, especially when it comes to performing assessments of the learning outcomes of the students. Students' education in Indonesia will be negative if the teacher is unaware of this. The data analysis's findings indicate teachers' perception of the Merdeka Curriculum are sufficient for conducting evaluations based on it. Even though the statistics show that there are still gaps in teachers' comprehension of how to conduct assessments, overall, teachers have a grasp of how to conduct assessments as part of the learning activities mandated by the Merdeka Curriculum. A teacher utilises assessment as a

process to gauge and monitor his students' progress (Brown, 2004). There are two types of assessments for the Merdeka curriculum, according to recommendations issued by the Ministry of Education of the Republic of Indonesia. Formative and summative assessments are what they are called (Anggraena et al., 2022).

The preparation of the assessment by the teacher facilitates the use of the assessment practice. The state of being prepared to respond or answer by applying a technique in the course of performing their professional duties is known as teacher readiness. Teachers need to understand that because psychological factors are included in the assessment process, it is an extremely complex one. The preparation of the teacher to administer an assessment is crucial since every student have abilities in addition to the value that the teacher seeks to measure (Rosidah et al., 2021). In order to tailor instruction to each student's needs, teachers must make the assessment more rigorous at the start of the lesson. When organising lessons, educators must consider the objectives to be met and offer constructive criticism so that learners can figure out how to get better in the future.

The Merdeka Curriculum uses three different forms of assessment: formative, summative, and diagnostic. A diagnostic assessment is a test designed to identify a student's areas of weakness so that the right kind of help can be provided. Diagnostic assessment can also be understood as an examination designed to identify the specific kinds of challenges that students are facing in a given subject. In contrast, the goal of formative assessment is to ascertain the degree to which students have changed as a result of participating in a certain programme. Here, the Merdeka Curriculum's formative evaluation is viewed as a diagnostic exam given at the conclusion of the class. This formative evaluation is typically carried out midway through a lesson, that is, each time a unit of study or subtopic concludes or becomes finished. Summative assessment, on the other hand, is a test of learning achievement that is administered following the completion of a series of instructional programme components. A summative evaluation is scheduled following the conclusion of a longer programme. Finding the value that represents students' accomplishment after they have engaged in the learning process for a specific amount of time is its primary goal.

Usually, the assessment is conducted following the conclusion of the learning process. But learning doesn't necessarily finish at the end of the school year or when students reach a particular educational milestone. After the learning process is over, each instructor administers an assessment using the teaching objectives, scoring rubrics, and assessment criteria in order to recognise the achievement of learning outcomes.

The Merdeka Curriculum report card application can help with assessments in addition to the current fast advancements in technology and communication (Putra et al., 2022). Teachers can streamline their student learning reports by using this programme, as each educational unit's Merdeka Curriculum e-report card operates. An application for reporting that is used in Indonesian elementary, Junior High, and High School Education is the Merdeka Curriculum report card. This web-based application is crucial to the establishment of the account that alludes to the Merdeka Curriculum's assessment system's guiding principles.

IV. CONCLUSION

This study aims to describe the teachers' perception on the implementation of the assessment process in Merdeka curriculum. They have all conducted and are aware of the three categories of assessments found in the Merdeka Curriculum: formative, summative, and diagnostic. Additionally, these evaluations in the Merdeka Curriculum are arranged according to the prepared teaching objectives, assessment rubrics, and assessment criteria when the learning process is finished.

Teachers still differ in their comprehension of how to administer the mandatory assessments in the Merdeka Curriculum, even though they have comprehended and completed them. This is mostly due to the fact that teachers are not given adequate training materials and practical assistance about assessment processes. As a result, there have to be practical materials provided that address these evaluations, enabling teachers to address issues with Merdeka Curriculum assessment organisation in addition to helping them administer the tests more skillfully.

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