

LEARNING ASSESSMENT IN THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM

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ABSTRACT

History learning includes three activities, namely planning, implementation and assessment. However, history teachers tend to be more concerned with planning and implementation, while the assessment aspect is considered less important. In the Kurikulum Merdeka, assessment is an activity that is as important as learning, even the official guidelines are entitled "Learning and Assessment Guidelines". This article aims to analyze how history learning is assessed in the implementation of the independent curriculum. The method used is literature study, namely analyzing books, articles, guidelines and regulations related to assessment and the Kurikulum Merdeka. Assessment in the Kurikulum Merdeka uses formative and summative assessments. Formative assessments are carried out at the beginning and middle of learning, while summative assessments are carried out at the end of learning. The purpose of formative assessment is to improve the quality of learning, while summative determines the student's final grade. History learning in the Kurikulum Merdeka has several strands or skills which are also elements of learning outcomes. In preparing a history learning assessment, the teacher first determines the skills/strands and learning objectives, then decides on the form and technique of the relevant instruments. Determination of assessments needs to look at student characteristics so that student-centered learning

Keywords: Assessment, History Learning, Independent Curriculum.

INTRODUCTION

Educators are the figures who best understand the learning progress of students so educators need to have the competence and flexibility to conduct assessments to suit the needs of their respective students. This flexibility includes designing assessments, implementation times, assessing students' historical thinking differently from measuring their knowledge of historical content. Historical assessments have focused on

recalling specific facts through multiple-choice, true-false, fill-in-the-blank, or matching questions, as well as short answers and identifications. This of course will only measure aspects of knowledge, but it has not measured thinking even though the essence in learning its achievements are not only related to memorization skills, but other skills such as historical process skills and historical awareness.

The implementation of the Independent Curriculum began in the new academic year 2021/2022 in 2500 Driving Schools (Rahmawati et al., 2022) which was then implemented in a wider scope in the 2022/2023 academic year. There are several things that are emphasized in the Independent Curriculum, one of which is related to assessment. Assessment in the Independent Curriculum is an activity that cannot be separated from learning. Therefore, the assessment process is not only carried out at the end of the material or the end of learning, but needs to be carried out during the learning process. Halain is the formulation of learning outcomes that emphasize aspects of skills contained in the scope of skills (strands) of History subjects (Widiadi et al., 2022). There are six skills, namely concept skills (historical thinking skills), historical process skills, historical thinking skills, historical awareness, historical research, and historical practical skills. The existence of these six skills indicates an effort to emphasize that History is not a lesson that has no merit, as some have so far. History lessons also have a role in developing students' skills. Therefore, these skills can be obtained if History teachers not only direct students to memorize but also understand patterns (changes and developments) and photograph an event from the perspective of their time (Ahmad, 2018). These skills / strands certainly need to be measured through assessment so that they can be material for reflection and evaluation of learning.

Technically, the essential change in the Merdeka Curriculum compared to the 2013 Curriculum is the approach in determining learning design. If previously the teacher only focused on using the concept of Understanding by Design. This approach holds the view that before determining a model or method, teachers must determine and understand the learning objectives and assessment. After that, just determine the learning steps. Therefore, assessment is an inseparable part of learning, even a benchmark for achieving learning objectives (Kartowagiran & Jaedun, 2016).

In this article, the assessment discussed is not a national assessment that has been determined by the government, but an assessment carried out by teachers in the classroom. This discussion is very interesting because based on the results of research, teachers still tend to use assessment to measure student progress and learning outcomes (Putri Sayekti & Al-Hamidiyah Jakarta, 2022). In fact, some teachers still do not

understand the form and type of assessment, they only use written tests.

Based on these reasons, this article aims to understand the concept of assessment of History learning in the Independent Curriculum. By understanding the concept of assessment well, History teachers can determine appropriate assessments, more importantly they can plan assessments that will help children continue their learning.

METHOD

This research uses qualitative methods with a literature research approach. Literature research has the characteristic of focusing on literature data which is generally a secondary source. Thus, the condition of library data is not limited by space and time (Zed, 2004). Research activities are carried out by critically reading various books, journals, and guidelines or regulations related to in-depth assessment of historical learning. The library data is then compared to source triangulation techniques.

FINDINGS AND DISCUSSION

Position and Types of Assessment in the Independent Curriculum

The Merdeka Curriculum emphasizes the importance of integrating learning with assessment, especially formative assessment, as a learning cycle. Assessment plans need to be included in lesson planning. Based on the Understanding by Design approach, before determining the learning steps, the teacher first ascertains the learning objectives and assessment. This proves that assessment is a very important part of ensuring the achievement of learning objectives (Drake & McBride, 1997; Edmunds, 2006; Munazar & Qomarudin, 2021).

Teacher assessment in the classroom plays an important role in seeing the success of learning activities (Putri Sayekti & Al-Hamidiyah Jakarta, 2022). The purpose of using assessment is not only to assess learning outcomes but can provide complete information about the learning process, even assessment can also be used to evaluate educators' performance in the classroom (Wikarya et al., 2018). There are four main objectives of assessment (Edmunds, 2006), namely:

For needs analysis or diagnostics, the goal is to ensure students' readiness to learn so that teachers can determine the topics and approaches to be used;

for formative purposes, the goal is to measure students' knowledge or ability to refine lesson plans;

for summative purposes used to evaluate or determine student learning outcomes ;

To be formative for students, the goal is to help students develop skills or reflect critically on their learning outcomes. By having students rate themselves,

Teachers will be able to improve students' critical thinking skills.

The objectives of the assessment are then categorized into three things, namely assessment as learning, assessment for learning, and assessment of learning. First, assessment as learning or assessment as learning is a process of developing metacognitive aspects of students because in this assessment students are involved in the assessment process. Second, assessment for learning or assessment for learning which aims to collect evidence of student learning outcomes to evaluate the learning process and find out the learning needs of students further. Third, assessment of learning which aims to collect evidence of student learning outcomes as a consideration for providing assessments to represent student quality (Anggraena et al., 2022; Sudirtha, 2022).

In the Independent Curriculum, assessment emphasizes student-centered learning practices (Anggraena et al., 2022). Assessment also provides flexibility for teachers to design according to student characteristics and needs (Sudirtha, 2022). The following are the forms of assessment used in the Independent Curriculum (Anggraena et al., 2022).

Asesmen Formative

Formative assessment is an assessment that aims to improve the quality of the learning process and student motivation. This assessment also aims to provide information or feedback for educators and students to improve the learning process. Formative assessment is carried out in two activities, namely:

Early assessment

Conducted to determine the readiness of students to learn teaching material and achieve planned learning goals. This initial assessment can use lighter questions or have students fill out a pre-test sheet. At the beginning of the Independent Curriculum, we know the term diagnostic assessment which consists of cognitive (material knowledge) and non-cognitive (style)

learning, interests, talents, and so on). Currently, the term diagnostic assessment is replaced with initial learning assessment which is equally aimed at designing learning, not for the purposes of assessing student learning outcomes reported in report cards.

Assessment in the learning process

Carried out during the learning process to find out the progress of students and at the same time provide rapid feedback. Assessment is carried out in the middle of the learning activity/step, but can also be done at the end of the learning step. The purpose of this assessment is to help students know how far they have come. Therefore, assessment during this learning process must provide feedback to students. Feedback in the assessment process will effectively improve student competence significantly.

Summative Assessment

Assessment carried out to ensure the achievement of the overall learning objectives. This assessment is carried out at the end of the learning process or can also be carried out simultaneously for two or more learning objectives, in accordance with educator considerations and education unit policies. Unlike formative assessment, summative assessment is part of the assessment calculation at the end of the semester, end of the school year, and/or end of the level. The category of good summative assessment includes useful for learning, fit for purpose, reliable, and fair. (Edmunds, 2006)

Assessment in the Independent Curriculum is referred to as part of learning with a new paradigm that is student-centered and provides flexibility for teachers to develop learning plans and assessments according to student characteristics and needs (Sudirtha, 2022). Assessment is expected to no longer be in the form of summative assessment, but more in formative assessment, as an effort to maximize assessment as an improvement in the quality of learning (Anggraena et al., 2022; Nur Budiono & Hatip, 2023).

Strategies for Determining Learning Assessment in the Independent Curriculum

History has a very important role in human life. Historical understanding not only looks at human civilization in the past, but also makes it possible to understand conflicts, to find solutions (Martha et al., 2023). Therefore, studying History should not only talk about stories but also understand the concept and motion of History (change and

sustainability) in order to be understood comprehensively. Drake and McBride (1997) explain the three dimensions of History, namely:

Knowledge of facts, themes, and ideas

Historical reasoning, namely the ability to analyze, synthesize, and evaluate historical evidence

Communication of historical knowledge and argumentation in front of people

Teaching History should not simply convey names and years, but lead to an understanding of the concept of History (space and time, diachronic, chronological). In the independent curriculum, these skills are described in more detail and included as part of the Learning Outcomes element. The following are the skills / strands to be achieved after students learn History. (BSKAP, 2022)

Historical Conceptual Skills relate to the basic concepts of historical science, such as humans, space, time, diachronicles (chronology), synchronic, historiography, and other concepts related to historical events such as colonialism, imperialism, national movements, proclamations, old order, new order, reform, and others. Concept skills are obtained through understanding a concept, both within the scope of historical science and the scope of other sciences that have relevance to the discussion of an event

Historical Process Skills. These skills are distinguished in phases E and F, as follows.

Process skills in phase E contain the competence of students to observe, question, collect information, organize information, draw conclusions, communicate, and reflect and plan follow-up projects collaboratively.

Phase F Historical Process Skills (Class XI and XII), containing:

Historical Thinking Skills: Learners are able to think diachronically (chronologically); synchronous thinking; causality thinking; interpretive thinking; critical thinking; creative thinking; contextual thinking; imaginative thinking; multiperspective thinking; reflective thinking.

Historical Consciousness: Students are able to understand and analyze historical facts; connect past, present, and future; interpret past values.

Historical Research: Students are able to determine topics; collect sources (heuristics); criticize and select sources (verification); analyze and synthesize sources (interpretation); write history (historiography).

Historical Practice Skills: Students are able to read textbooks, reference books, the internet, historical documents, and interviews; write historical stories; tell historical stories; process non-digital or digital historical information in various forms of historical applications, sound recordings, films documentaries, photos, mockups, vlogs, timelines, story boards, infographics, videographics, comics, posters, and more.

Strands / History skills are expected to be possessed by students after they complete History learning in Phase F. In the description of strands, it can be observed that there are three domains that are targeted, namely cognitive, affective, and psychomotor. The majority of cognitive aspects are in the aspects of historical concept skills and historical thinking skills. Affective is in the skills of Historical awareness, while psychomotor is in the skills of Historical research and practical skills of History. Unlike the 2013 Curriculum which separates attitudes, religious, knowledge and skills, in the Independent Curriculum teachers need to compile learning that is able to combine these three domains. Therefore, the achievement of skills / strands cannot be measured only by ordinary judgments (true and false questions, multiple choice, short essays, etc.).

Assessment is an activity that becomes a unity in the learning process. Assessment is carried out to find evidence or basis for consideration of the achievement of learning objectives. Edmunds (2006) stated that in preparing assessments, teachers need to determine four aspects first, namely learning objectives and assessment objectives, types of assessment in accordance with learning objectives, analytical techniques to be used to process assessment results, and determine the use of assessment. Then, how to determine the right assessment in History learning, here are some strategies that teachers can use in compiling History learning assessments.

Determining strands / skills and achievement of learning objectives

To find out whether students have succeeded in achieving learning objectives, educators need to set criteria or indicators for achieving learning objectives. Learning objectives need to be structured by considering aspects of competence and content that students are expected to have. These criteria are developed when educators plan assessments, which are done when educators plan

learning, either in the form of lesson implementation plans or teaching modules. This achievement criterion is also one of the considerations in choosing/making assessment instruments, because not necessarily an assessment is in accordance with the objectives and criteria for achieving learning objectives. For example, in critical thinking skills strands teachers can refer to five specific components of critical thinking (Edmunds, 2006) including:

Chronological thinking or the ability to understand time in relation to History

Historical understanding, including understanding and evaluating historical sources.

Historical analysis and interpretation, students need to use the skills of understanding History to analyze historical evidence and make conclusions based on evidence. In this section students are introduced that writing History is tentative and always changing.

Ability to research History, including the ability to make questions and interpret historical information

Analysis of historical issues and decision making, including the ability to evaluate issues in the past (and present) and make decisions.

After the teacher understands these specific components, then the teacher can determine the instruments and techniques that will be used to achieve them.

Determine instrument technique

In this activity, teachers need to choose and develop assessment instruments according to the objectives. In this process, teachers need to pay attention to: student characteristics, the suitability of assessment with learning objectives and assessment objectives, and the ease of using instruments for feedback to students and teachers (Anggraena et al., 2022). Some of the assessment techniques that teachers can use based on the Learning and Assessment Guide include observation, performance, projects, and written tests. Observation is carried out continuously through observation of behavior in the work on tasks or daily activities. Performance relates to students' ability to demonstrate and apply their knowledge in accordance with criteria. Projects related to the assessment of tasks include designing,

implementation, and reporting within a certain period. A written test is a written presentation of questions measuring and obtaining information about students' abilities, this test is usually in the form of an essay, multiple choice, description, or other forms. (Anggraena et al., 2022)

In relation to the development of assessment in History learning, Edmunds (2006) provides a choice of instrument techniques for history learning, namely multiple choice and closed questions, dialogue and oral answers, essays, and projects and investigations. In relation to the achievement of strands in the independent curriculum, teachers can use three instrument techniques, namely open questions (dialogue or oral answers), making essays, and conducting projects or investigations.

Open-ended questions

The purpose of this technique is to monitor the understanding of a particular material. If the teacher wants to check factual knowledge, then the answer type and short questions can be used. Meanwhile, if the teacher wants to focus on students' argumentation skills, teachers can use presentations or debates (Edmunds, 2006). Examples of questions that can be used to direct historical thinking skills.

Jelaskan perbedaan sikap pada pemerintah saat Orde Lama dengan sikap orang-orang pada saat ini!

Sumber: Diolah dari (Edmunds, 2006)

Create a simple History essay or writing

In making a command to write a simple Historical essay or writing, students are first given an understanding of how to answer this type of question. Because there are several stages that teachers can do to guide students to write History essays. (Edmunds, 2006)

Prepare students to get used to writing. Teachers can get used to giving open-ended questions with short answers so that students get used to writing.

Make it a habit for students to read their friends' writings, so that they can understand that writing must be understood by others.

Focus on 2-3 specific writing skills, so students can be easier to follow.

Develop an assessment rubric and show it to students as a guideline for compiling an essay.

Give specific feedback to students, then have students write back based on that feedback.

Teachers can use this form of instrument to hone historical research skills. For example, teachers give assignments to write essays about students' Family History, Village History, or comparisons of the current elections with the New Order era. The form of this instrument is very appropriate when applied in the Problem Based Learning model.

Projects and Investigations

This form of assessment is very useful for assessing students' abilities in historical analysis and communication skills. However, projects and investigations are not suitable for assessing knowledge of specific content. Here are the steps taken to develop a project in learning

Define project objectives in History learning. The teacher needs to determine what elements/skills students want to demonstrate in this project. For example, the teacher wants to see the skills of students in identifying historical sources, so the teacher must make steps that measure these skills.

Determine the substance of the project that indicates real-world activity. For example, about the work of a historian, then the project undertaken should be

Layout task-specific components, including student activity, project scope, and duration.

Develop assessment criteria and provide information to students so that they can strive to measure their abilities and achievements.

The form of project instruments can be applied in a project-based learning model. This learning is a model that provides opportunities for students to construct their knowledge, develop critical thinking skills, and work collaboratively for problem solving based on projects carried out (Fitrianingsih et al., 2015; Mutawally, 2021). History projects that can be done include creating digital media-based projects about the life of Hindu Buddhist Kingdoms in Indonesia, making pre-literacy life visualization projects, and so on. In the implementation of

The project stages that can be done are praproye, problem identification, making project design and implementation schedules, carrying out research, compiling drafts/prototypes, measuring and improving products, finalization and publication, and post-project (Mutawally, 2021).

In the use of essay and project writing instruments, teachers are required to carry out various assessment techniques. Here are some assessment techniques that can be used.

Checklist guidelines These guidelines are the easiest way to see student work. In addition, checklist

guidelines in History learning can be used to help students assess themselves during project implementation and monitor student achievement in carrying out project activities

Points system

The point system is used by teachers in open-ended questions created. Each activity will be awarded points according to its workload. For example, when asking students to compose an essay, the teacher can give an assessment: material (50 points) and writing style (50 points).

Assessment rubrics

A rubric is a rating scale used with performance assessments. Rubrics describe different levels of student performance. There are two types of rubrics: a) holistic rubrics, which are rubrics used to assess all their performance indices in a project; and b) analytic rubrics describe performance on a continuum. The analytical rubric will make it easier for teachers to monitor students' abilities according to the expected skills. For example, when assessing an essay on primary source analysis, criteria that can be applied can use: quality of content understanding, quality of skills (text interpretation), and quality of writing.

Conclusion

The concept of *Understanding by Design*, which is used as the basis for learning development in the Independent Curriculum, makes assessment no longer a planned activity at the end of the planning process, but is determined after the teacher sets learning objectives. Thus, assessment becomes a part that is not

Integral in learning. Assessment in History learning in the Independent Curriculum is carried out in the form of formative and summative assessments, but teachers are expected to increase formative assessments. This is done so that assessment can also function to improve the quality of learning, not just to provide value attributes to students. In preparing learning assessments, teachers need to understand skills / *strands* and determine learning objectives, then decide on the relevant forms and techniques of instruments. The selection of skills / *strands* is done so that teachers not only focus on memorization, but also can develop historical thinking skills. Forms of instruments that can be used in addition to multiple choice are open questions, essay writing, and projects or investigations. The instrument technique can use *checklist guidelines*, point systems, and scoring rubrics. The determination of assessment also needs to look at aspects of student characteristics, so that teachers can really photograph all student abilities objectively and fairly.

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