

THE EFFECT OF INDEPENDENT CURRICULUM E-REPORT ASSESSMENT ON ENGLISH LANGUAGE TEACHING AT SMPN SATAP 2 SANGALLA'

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ABSTRACT

The objective of this study is to find out how the English teachers assess students' achievement from e-Report of Independent Curriculum indicator and how e-Report effect on English teachers evaluation process and the effect of Independent Curriculum e-Report assessment on English Language Teaching.

In this study the researcher used a qualitative approach method and collected the data by interview and observation. The data of interview were obtained from 2 English teachers. The researcher used technique of analyzing the data of Miles and Huberman data analysis which have three phases; (1) Data Reduction, (2) Data Display (3) Conclusion Drawing/Verification and for the trustworthiness of the data, the researcher used Methodological Triangulation.

The findings of this research show that there is no specific method or assessment specifically used by English teachers when assessing English subjects. Basically, the independent curriculum are still assessed in accordance with the rules, namely there is a predetermined assessment rubric and the teacher also determines the points on each aspect to be assessed then checks grammar and vocabulary. Also, the findings of this study show that e-Report greatly facilitates teachers in the assessment process. The results of this study show that according to English teachers, the effect of assessment is for teachers' and there is also for students. The effect for students is that after they know the results of the assessment is at least they try to improve what is still lacking and determined by the interests and talents of the students themselves. The effect for teachers is how they create an atmosphere and strategies in learning English.

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INTRODUCTION

As technology develops in the education sector, this coincides with changes in the curriculum. The curriculum itself is one component that has an important role in the education system because the curriculum is a set of subjects and educational programs provided by an education provider institution and contains lesson plans that will be given to study participants in one educational level period. In Indonesia, there have been numerous changes to the curriculum. The curriculum has changed numerous times since Indonesia gained its independence in 1945.

These changes include those that occurred in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013, and the most recent one is the independent curriculum (*Kurikulum Merdeka*). The history of the curriculum is extensive and intricate where each curriculum that has been implemented has different characteristics. Updates or innovations to the curriculum are meant to assess current learning outcomes to achieve learning objectives. The issue is with so many different curriculum already use in education, the government needs to work hard to make the most of those that are already in place. Schools have to be able in adapt to the novelty of the curriculum, especially teachers and educators in implementing learning.

In the modern era, the difficulties posed by the quick advancement of technology and globalization. Preparing the present and future generations is largely dependent on education. By means of development the curriculum that is being implemented is one of the steps towards achieving the necessary competencies. Curriculum improvements

from the 2013 curriculum to the independent curriculum to create in addressing this is a cautious first step. The independent curriculum is a curriculum that is implemented over time recovery from the emergency curriculum during the Covid-19 pandemic. Independent curriculum implementation needs to be supported by the provision of training, teacher learning materials and innovative open tools. Independent Curriculum has not been fully implemented in nationwide. However, this curriculum will continue to run and is still in the process of adaptation.

Since the curriculum determines educational success in school, it must adapt and responsive to all contemporary challenges and innovations. The process of digitalization is done to increase efficiency and effectiveness of performance. Digital is used in education for a number of reasons, including in the assessment process. Furthermore, many schools are currently utilizing the advancements in digital systems to streamline and expedite the process of managing their values. Several school has applied technology in the learning process, including in terms of school administration and assessment. The assessment of learning outcomes in primary education and secondary education is carried out by educators, educational institutions, and the government as a stated in Minister of Education and Culture Regulation Number: 23 of the Year 2016 concerning Educational Assessment Standards.

In the context of education, assessment refers to the procedure of gathering and examining information about the academic performance or students' achievement of their learning progress. Assessment can be carried out in various forms, including

through assignments, standardized tests, projects or classroom observations. The purpose of the assessment is to help teachers and educational institutions understanding students' needs and abilities. In the current of digital era, assessment is becoming increasingly important to improve the quality of learning.

An example of how technology is being used in the current assessment process is the existence of an internet-based report information system or commonly known as online report (*e-Rapor*). According to ntt.kemenag.go.id, e-report card is a new innovation from the realization of the 2013 curriculum in the world of education. Changes in the curriculum make the e-Report Card system also often experience updates and maintenance (Kemenag, 2021). The problem is maintenance and update in Curriculum and e-Report implementation will change the way teachers manage grades that are adjusted to indicators and basic competencies in the ongoing curriculum and will then be inputted using e-Report Card. Report are the outcome of an evaluation process designed to measure, assess and produce the level and quality of achievement of a Basic Competency. An e-Report based assessment system was developed in order to identify the strengths and weaknesses in the students' learning process, and this information is utilizes as a foundation and standard for making decisions and enhancing future learning experiences (Monalisa et al., 2021). This e-Report thus serves as a link to DAPODIK.

The recently implemented e-Report Card is the independent curriculum e-report card. One of the schools that have implemented the e-Report of Independent Curriculum

is SMPN SATAP 2 Sangalla'. Based on the researcher's experience as a teaching assistance student and after pre-observed, this school began implementing the Independent Curriculum together with the e-Report of Independent Curriculum in 2022 odd semester. This means that SMPN SATAP 2 Sangalla' has been implementing the Independent Curriculum and the e-report card for about 2 years. Thus, this school already has experience in implemented the e-Report of Independent Curriculum for inputting grades.

Based on the researcher's experience at SMPN SATAP 2 Sangalla', each teacher processes grades and inputs grades in accordance with the subjects taught. Some teachers have their own ways of managing grades and then input on the e-Report Card. In the e-Report Card, there will be several indicators that are assessed and then finally added into report card scores. Some of the teachers at SMPN SATAP 2 Sangalla' said that of the many indicators assessed, students do not necessarily do some of the tasks.

Based on the problem, in this study the researcher want to know how the English teachers assess students' achievement from e-Report of Independent Curriculum indicator and how e-Report effect on English teachers evaluation process until getting the final results of the e-Report assessment.

METHOD

This research used qualitative method to find out how the English teachers assess students' achievement from e-Report of Independent Curriculum indicator and how e-

Report effect on English teachers evaluation process and the effect of Independent Curriculum e-Report assessment on English Language Teaching.

According to Dr. Sandu Siyoto, SKM (2022) qualitative research is research where the data collection must be complete, namely in the form of primary data and secondary data so that the researcher can be truly qualified. Primary data is data in verbal form or words spoken orally, movements or behavior carried out by trustworthy subjects, in this case the research subjects (informants) relating to the variables studied. Meanwhile, secondary data is data obtained from graphic documents (tables, notes, meeting minutes, etc.), photographs, films, video recordings, objects, etc. that can enrich primary data.

This research conducted at SMPN SATAP 2 Sangalla' and the sample of this research was the English teachers at SMPN SATAP 2 Sangalla' who have taught and conducted assessments in the independent curriculum and have used the independent curriculum e-Report.

RESULTS

The aim of this research is to find out how the English teachers assess students' achievement from e-Report of Independent Curriculum indicator and how e-Report effect on English teachers evaluation process and the effect of Independent Curriculum e-Report assessment on English Language Teaching.

A. How the English teachers assess students' achievement

1. Daily assignment

English teachers at SMPN SATAP 2 Sangalla' often conduct daily assessments by giving students various types of assignments such as finding new vocabulary, stringing simple sentences, and translating according to the material being taught. From the tasks given, the two English teachers conduct an assessment, namely by, for example asking students to make 5-10 vocabulary lists. From the vocabulary

lists, the teacher checks the accuracy of words and how many vocabulary words that the students can do correctly. Each teacher has determined points on each vocabulary number worked on by the students and after that there is a rubric of assessment. The results of this interview are supported by the observation on January 23, 2024 that English teachers give daily assignments to students, namely gives sentences in Indonesian that must be translated by students into English and the use of pronouns in it to find out whether students really understand the material taught. The teacher then checks the accuracy of the translation, grammar and use of the pronoun “there is or there are” and explains again which ones are still not correct and which ones are correct.

2. Exam or test scores

English teachers at SMPN SATAP 2 Sangalla' gave UTS and UAS in written form. Just like the daily assessment, the English teachers determine the points or score on each question number and use assessment rubrics. The results of the interview are supported by a question document that shows that the teacher provides questions in written form and conducts assessments transparently to students where the question document contains the number of points on each question.

3. Project or Major Assignment

English teachers often give project assignment. The form of the project that is usually given is looking for a traditional food composition or steps in making traditional food in English and included in P5 subjects. Projects are usually given in groups and assessed based on group cooperation. Project P5 also uses assessment rubrics.

4. Student attitude and behavior

English teachers assess the attitude and behavior of students. Things that are usually assessed from the attitude and behavior of students according to the first English teacher are active, interactive, dare to perform, dare to express expressions

in English even though they are wrong. According to the second English teacher, what is assessed from student attitude and behavior is student loyalty in paying attention to the material taught, their diligence, their perseverance and their activeness. So basically the teacher assesses the activeness of the students on English subjects.

5. Attendance

English teachers at SMPN SATAP 2 Sangalla' conducted an assessment of student attendance to determine and assess students' diligence and discipline in following the English learning process. According to regulations, student attendance is at least 85%. The results of the interview above are supported by class observations on January 23 and January 25, 2024 where the two English teachers at SMPN SATAP 2 Sangalla' absent students both at the beginning of learning and at the end of class learning.

Table 4.1 Display data of how the English teachers assess students' achievement

How English teachers assess students' achievement	Display Name	Date	Description	Sources
	Daily Assignment	January, 10 th , 12 th , 26 th , 29 th	English teachers give tasks such as finding new vocabulary, stringing simple sentences, and translating according to the material being taught. Teachers assign points to each number and use a assessment rubric or assessment range.	Q3: T1,T2
How English teachers assess students' achievement	Exam or Score	January, 10 th , 12 th , 26, 29 th	English teachers provide forms of exams such as completing sentences, making negative sentences, translating,	Q5: T1,T2

			answering based on text and also doing assessments based on certain points on each question and then conducting assessment rubrics.	
	Project or Major Assignment	January, 10 th , 12 th , 20 th	Project tasks lead to group assessments where group activeness and cooperation need to be assessed and also carried out assessment rubrics.	Q8: T1,T2
	Student attitude and Behavior	January, 10 th , 12 th , 20 th	Things that are usually assessed from the attitude and behavior of students according to the English teacher are active, interactive, dare to perform, dare to express expressions in English even though they are wrong. So basically, the English teacher assessed the activeness of the students on English subjects.	Q9: T1,T2
	Attendance	January, 10 th -12 th	Teachers encourage and strive for students to actively participate in learning because attendance is assessed based on regulations, which is 85% attendance.	Q10: T1,T2

From the display data above, can be concluded that basically English teachers at SMPN SATAP 2 Sangalla' conducted assessments based on assessment rubrics in the Independent Curriculum.

B. How e-Report effect on English teachers evaluation process

1. E-Report help teachers of designing and facilitate the preparation of competency achievement reports

E-Report Card makes it easier for English teachers in terms of designing and facilitating the preparation of competency achievement reports such as teachers no longer have trouble planning a lot of data and mapping because everything is already in the e-Report Card and the English teachers will only input and checklist. So, this e-Report Card greatly facilitates teachers in designing the preparation of student competency achievement reports, especially in English subjects.

2. E-Report help teachers in data processing

e-Report Card is very helpful for English teachers at SMPN SATAP 2 Sangalla' in carrying out the assessment data process such as processing school data, students data, learning objectives, learning achievements and then the grades, because everything is available on the e-Report Card, so teachers just check back the data. It is also evidenced by the feature image on the e-report card that has been available to support teacher fill in the data and process the data

3. E-Report making easier for teachers to input student data automatically

English teachers at SMPN SATAP 2 Sangalla' are easier to input grades on the independent curriculum e-Report Card because it is practical and simple to use compared to the K-13 e-Report Card.

4. E-Report help teachers to see academic results and students' achievement

E-report card makes it easier for them to see the results of student learning outcomes because there is a description and final assessment results available on the e-Report Card.

5. E-Report help teachers to see the progress of students' achievement

E-Report really helps teachers to see the progress of students' achievement. English teachers can compare grades each semester and graph the progress of students' grades in English subjects and there is a menu for printouts of student grade results.

Table 4.2 Display data of how e-Report effect on English teachers evaluation process

	Display Name	Date	Description	Sources
How e-Report effect on the English teachers evaluation process	Facilitate the preparation of competency achievement reports	January, 10 th - 12 th	e-Report makes it easier for English teachers in terms of designing and facilitating the preparation of competency achievement reports such as teachers no longer have trouble planning a lot of data and mapping because everything is already in the e-Report Card and the English teachers will only input.	Q1: T1,T2
	Facilitates the process of data and double check feature	January, 10 th - 12 th	e-Report Card is helpful for English teachers at in carrying out the assessment data process such as processing school data, students data, learning objectives, learning achievements and then the grades, because everything is available on the e-Report Card, so teachers just check back the data. The e-report card has a menu to make	Q4: T1,T2 Q5: T1

			edits to the student's grade description	
	Input grades	January, 10 th - 12 th	English teachers at SMPN SATAP 2 Sangalla' are easier to input grades on the independent curriculum e-Report Card because it is practical and simple to use compared to the K-13 e-Report Card.	Q6: T1, Q7: T2
	Academic final result and students achievement feature	January, 10 th - 12 th	E-report card makes it easier for the English teachers to see the results of student learning outcomes because there is a description, final assessment results, and the graphs of the development of Students, English scores available on the e-Report Card. E-Raport also can make it easier for teachers to print out semester grades in English subjects	Q7: T1, Q8: T1,T2 Q9: T1, T2

Based on the table display above, can be concluded that e-Report Card is very influential on the performance of English teachers in the process of conducting evaluations starting from preparation, data processing, value input, seeing the development of student grades, to printouts. Teachers will have no difficulty in the process of working on grades because it is helped by the e-Report Card. The process of working on evaluations and grades can be more practical and simpler, especially when using the independent curriculum e-Report Card.

C. The effect of Independent Curriculum e-Report assessment on English Language Teaching

The results of this study show that according to English teachers, the effect of assessment is for teachers' and there is also for students. The effect for students is that after they know the results of the assessment, at least they try to improve things that are still lacking, because English teachers themselves provide assessments openly or transparently so that teachers and students can know the advantages and weaknesses in the English learning process. Also, the effect of this assessment is determined by the interests and talents of the students themselves, because students who are usually not very interested in English definitely have no effect, but if students have known their weaknesses, surely those weaknesses will be a trigger to motivate students to study even harder.

The effect for teachers is how they create an atmosphere so that students are happy in learning English. Then how English teachers use strategies to handle learning and how they deliver learning outcomes in the next phases or levels or learners that will be faced.

Table 4.3 Display data of the Effect of Independent Curriculum e-Report assessment on English Language Teaching

Effect of Independent Curriculum e-Report assessment on English Language Teaching	Display Name	Date	Description	Sources
	Effect for the students	January, 10 th -12 th	Grades are something that students really look forward to. There are effects that are given after receiving student assessment results, for example, if students still feel they are lacking in achieving their grades, they will try to improve their grades through	Q1: T1

			remedial, especially in English subjects.	
			The effect is depending on the interests and talents of students who really want to develop in English.	Q1: T2
	Effect for the teacher	January, 10 th -12 th	The effect on the teacher is how the teachers also adapts to the students' needs, starting from changing strategies so that teachers and students can be comfortable carrying out the learning and teaching process.	Q2: T1,T2

DISCUSSION

A. How the English teachers assess students' achievement

The findings of this research show that there is no specific method or assessment specifically used by English teachers when assessing English subjects. Basically, the independent curriculum are still assessed in accordance with the rules, namely there is a predetermined assessment rubric and the teacher also determines the points on each aspect to be assessed then checks grammar and vocabulary. The results of this research are also in line with Cahyani's research (2022) entitled "An Analysis of Assessment Process Implemented by English Teachers at MAN Sukoharjo". The result of this study show that the teachers use 2 kinds of assessment, the finding shows the summative and formative are often used on both assessments. The English teachers also apply the assessment properly in accordance with the assessment procedure. The finding shows the summative and formative are often used on both assessments. The results of the

assessment will make benefit and positive contribution to students' knowledge to do more for future research effort.

B. How e-Report effect on English teachers evaluation process

The findings of this research show that the e-Report Card has some influence in the teacher evaluation process. The first helps teachers of designing and facilitating the preparation of competency achievement reports, where English teachers no longer have trouble planning a lot of data and mapping because everything is already in the e-Report Card and the English teachers will only input. So, this e-Report Card greatly facilitates teachers in designing the preparation of student competency achievement reports, especially in English subjects.

E-rapor facilitates the process of data available on e-Report Card such as learning objectives and learning achievement, E-rapor provides features for teachers to double-check the description of students' English learning outcomes, and the Independent Curriculum e-Report Card makes it easier to input grades compared to the K-13 e-Report Card, e-Report help teachers to see academic final result and students achievement, english teachers can see graphs of the development of students' English scores, and printout of e-Report Card final score results. So, basically, the e-report card does make it easier for teachers to manage assessments, especially in English subjects.

This findings is in line with Fauziah et al., (2022) in her research entitled "Teacher problems in implementing a web-based assessment system in referral schools in West Sumatera". The results of this study showed that this study useful as input for schools that have used the e-report card assessment system, so that the assessment can be carried out properly

C. The effect of e-Report assessment on English Language Teaching

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E-Report aims to process understanding values, skill values, and final values, attitude values that has been made by the teachers or educators. As the result of this processing, students' final results and explanations of each initial ability measured automatically created. Then the teachers enters the result of learning achievement, extracurricular activities, student attendance, intelligence, behavior explanations, and the writing of the homeroom teacher to turn this information into a report on the students accomplishments. Based on Virginia (2022) e-Report cards are reports of academic results and student achievement. And in line with Sudjana theory there are several objectives of the assessment show that the follow-up to the assessment results, namely making improvements and improvements in terms of education and teaching programs and implementation strategy.

After getting grades, it can be questioned whether there is an effect given to teachers and students especially in English language learning. The results of this study show that according to English teachers, the effect of assessment is for teachers' and there is also for students. The effect for students is that after they know the results of the assessment, at least they try to improve things that are still lacking, because English teachers themselves provide assessments openly or transparently so that teachers and students can know the advantages and weaknesses in the English learning process. Also, the effect of this assessment is determined by the interests and talents of the students themselves, because students who are usually not very interested in English definitely have no effect, but if students have known their weaknesses, surely those weaknesses will be a trigger to motivate students to study even harder. The effect for teachers is how they create an atmosphere so that students are happy in learning English. Then how English teachers use strategies to handle learning and how they deliver learning outcomes in the next phases or levels or learners that will be faced.

CONCLUSION

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Based on the findings and discussion, this research has answered the research questions. Based on this research findings, it is known that there is no specific method or assessment specifically used by English teachers when assessing students' achievement. E-Report is making easier for teachers in the assessment process so that they finally get the final grade of students where the effect of this e-Report assessment is examples such as after students know the results of the assessment is determined by the interests and talents of the students themselves. Students who are usually not very interested in English definitely have no effect, but if students have known their weaknesses, surely those weaknesses will be a trigger to motivate students to study even harder. The effect for teachers is how they create an atmosphere so that students are happy in learning English. Then how English teachers use strategies to handle learning and how they deliver learning outcomes in the next phases or levels or learners that will be faced.

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