AN ANALYSIS OF ENGLISH TEACHER'S OBSTACLES IN IMPLEMENTING ASSESSMENT IN MERDEKA CURRICULUM AT SMAN 1 AMPEK ANGKEK

A Thesis

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LETTER OF ADVISOR LEGITIMACY

Thesis entited of **"An Analysis of English Teacher's Obstacles in Implementing Assessment in Merdeka Curriculum at SMA N 1 Ampek Angkek"** written by Resha Putri Utami NIM. 2317112 has fulfilled the requirements to be tested and has been considered and approved to be presented and retained in Thesis Examination.

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ABSTRACT

Resha Putri Utami, 2317112. "Analysis of English Teachers' Obstacles in Implementing Assessment in the Merdeka Curriculum at SMA N 1 Ampek Angkek" Thesis. English Education Study Program. UIN Bukittinggi, 2024.

This research aims to identify and analyze the obstacles faced by English teachers in implementing the Merdeka Curriculum assessment at SMA N 1 Ampek Angkek. First, these obstacles include a lack of training and socialization regarding the principles and practices of assessment in accordance with the Merdeka Curriculum. Second, time management is also a big challenge in assessment in large classes, where assessment processes such as formative and summative are often hampered by heavy workloads. Third, obstacles in aligning assessment with learning objectives and in implementing project-based assessment. Teachers often find it difficult to design assessments that match the learning objectives that have been set, especially when project-based assessments require the evaluation of practical skills and complex work outcomes. This makes it obstacles for teachers to ensure that assessments reflect not only students' academic achievement but also relevant skills, thus hindering the implementation of holistic and integrative assessments in accordance with Merdeka Curriculum.

This research uses a qualitative descriptive research design, to collect data and answer questions related to problems in implementing assessment in Merdeka Curriculum in English subjects. The research was conducted at SMAN 1 Ampek Angkek in the 2023/2024 school year, focusing on class X which has implemented the Merdeka Curriculum. The research subjects were three English teachers in phase E. Research instruments include observation, interviews, and documentation.

The result of the research showed that to improve the effectiveness of assessment in the Merdeka Curriculum, improvements are needed in socialization and training for teachers, as well as the provision of adequate facilities and infrastructure. Teachers also revealed that although they understand the importance of assessments that are in line with learning objectives, the existing limitations often hinder the implementation of effective and comprehensive assessments. The research also emphasizes the need for collaboration between teachers, schools and government in developing a curriculum that suits learning needs. In addition, there needs to be an adjustment in the number of students per class and sufficient time allocation to conduct an in-depth and thorough evaluation.

Keywords: Merdeka Curriculum, Assessment, English Teacher, Obstacles

ABSTRAK

Resha Putri Utami, 2317112. "Analisis Hambatan Guru Bahasa Inggris dalam Melaksanakan Penilaian pada Kurikulum Merdeka di SMA N 1 Ampek Angkek" Skripsi. Program Studi Pendidikan Bahasa Inggris. UIN Bukittinggi, 2024.

Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis hambatan yang dihadapi oleh guru bahasa Inggris dalam mengimplementasikan penilaian Kurikulum Merdeka di SMA N 1 Ampek Angkek. Pertama, kendala tersebut antara lain kurangnya pelatihan dan sosialisasi mengenai prinsip-prinsip dan praktik penilaian yang sesuai dengan Kurikulum Merdeka. Kedua, manajemen waktu juga menjadi tantangan besar dalam penilaian di kelas besar, di mana proses penilaian seperti formatif dan sumatif seringkali terhambat oleh beban kerja yang berat. Ketiga, kendala dalam menyelaraskan penilaian dengan tujuan pembelajaran dan dalam mengimplementasikan penilaian berbasis proyek. Guru sering kali merasa kesulitan dalam merancang penilaian yang sesuai dengan tujuan pembelajaran yang telah ditetapkan, terutama ketika penilaian berbasis proyek mengharuskan evaluasi keterampilan praktis dan hasil kerja yang kompleks. Hal ini menjadi kendala bagi guru untuk memastikan bahwa penilaian tidak hanya mencerminkan pencapaian akademik siswa tetapi juga keterampilan yang relevan, sehingga menghambat implementasi penilaian yang komprehensif dan integratif sesuai dengan Kurikulum Merdeka.

Penelitian ini menggunakan desain penelitian deskriptif kualitatif, untuk mengumpulkan data dan menjawab pertanyaan yang berkaitan dengan permasalahan pada pelaksanaan penilaian dalam Kurikulum Merdeka pada mata pelajaran Bahasa Inggris. Penelitian dilakukan di SMAN 1 Ampek Angkek pada tahun ajaran 2023/2024, dengan fokus pada kelas X yang telah menerapkan Kurikulum Merdeka. Subjek penelitian adalah tiga orang guru bahasa Inggris di kelas X. Instrumen penelitian meliputi observasi, wawancara, dan dokumentasi.

Hasil penelitian menunjukkan bahwa untuk meningkatkan efektivitas penilaian dalam Kurikulum Merdeka, diperlukan peningkatan dalam sosialisasi dan pelatihan bagi guru, serta penyediaan sarana dan prasarana yang memadai. Para guru juga mengungkapkan bahwa meskipun mereka memahami pentingnya penilaian yang sesuai dengan tujuan pembelajaran, namun keterbatasan yang ada seringkali menghambat pelaksanaan penilaian yang efektif dan komprehensif. Penelitian ini juga menekankan perlunya kolaborasi antara guru, sekolah, dan pemerintah dalam mengembangkan kurikulum yang sesuai dengan kebutuhan pembelajaran. Selain itu, perlu adanya penyesuaian jumlah siswa per kelas dan alokasi waktu yang cukup untuk melakukan evaluasi yang mendalam dan menyeluruh.

Kata kunci: Kurikulum Merdeka, Penilaian, Guru Bahasa Inggris, Hambatan

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Bukittinggi, Juli 2024
The Researcher,

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Education is one of the most important factors in determining the quality of human resources and the progress of a nation. According to Richards, curriculum is a plan and arrangement that includes objectives, teaching materials, learning materials, and methods used to organize learning activities to achieve set educational goals[1]. The curriculum involves all aspects of what teachers and learners do to achieve the desired learning outcomes, including teaching methods, evaluation, and classroom management. It can be concluded that the curriculum is one of the most important components in achieving educational goals, because the successful or unsuccessful implementation of education is determined by the curriculum itself.

In development the curriculum applied in the education system in Indonesia has undergone various changes and improvements, such as in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 2004, 2006 until 2013, the curriculum was known as Curriculum 2013 or "kurtilas", then since 2021 changed into the Merdeka curriculum. Curriculum development is carried out dynamically in accordance with the demands and changes of the times. According to Abdullah, curriculum change is not only change the entire school structure, but

[1] Richards, J. C. (2017). Curriculum Development in Language Teaching (2nd ed.). Cambridge University Press.

also the change of teaching learning process[2]. Curriculum changes occur not only because of ideas or notions from the minister but also the response to conditions that necessitate the curriculum revision. Curriculum changes are made based on various considerations that are supported by through research.

The change from the 2013 curriculum to the merdeka curriculum has led to significant changes in the planning, implementation, assessment and evaluation stages of learning. This change motivates teachers to continuously learn and adapt in order to implement the learning paradigm in accordance with the merdeka curriculum more effectively. Minister Nadiem has also mentioned several advantages of implementing the merdeka curriculum, one of which is simplicity, depth and freedom because this curriculum will focus on essential material and gradual development of student competencies. Teachers will teach based on student achievement and development stages, not referring to the grade level, but referring to the level of student ability. This means that the teachers can design, execute, and refine the learning process and curriculum based on students needs.

The merdeka curriculum according to Nurzen is a curriculum initiated by the Indonesian Ministry of Education and Culture in 2020 aimed at strengthening the nation's character and adapting to the times[3]. Marisa also added, the primary goal of developing this curriculum is to strengthen Indonesia's struggling educational system, which has been in crisis since

[2] Abdullahi, N. J. K. (2022). Curriculum Management Strategies and Effective Implementation of Universal Basic Education in Nigeria. Profesi Pendidikan Dasar, 9(1), 55–70.

[3] Nurzen, M. (2022). Teacher Readiness in Implementing the Merdeka Curriculum in Kerinci Regency. Edunesia : Jurnal Ilmiah Pendidikan, 3(3), 313–325.

COVID-19[4]. Therefore, this change serves as a response to the challenges and changes in the digital era, aiming to create a better Indonesian education system with learning objectives, models and strategies that are in accordance with the implementation of learning.

According to Calacar, 21st century learning must be able to build knowledge of the 4C skills, creativity, critical thinking, communication and collaboration, along with fostering habits for lifelong learning to prepare students for diverse careers paths[5]. Putri added by implementing strategies such as technology integration, promoting a scientific approach, and preparing students for an interconnected, globalized world, it shows alignment with future language education competencies[6]. In facing this ever-changing world, students' skill development particularly in mastering the English language deserves heightened attention for their well-being. Nishanthi also said, English has become an international language that bridges connections with the global community, enriching both personal and professional lives[7]. Learning English represents a significant investment capable of unlocking numerous opportunities in the international world. It can be concluded that related to this urgency, English has become one of the important subjects, especially in Indonesia, which can be learned through formal and non-formal education.

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[4] Marisa, M. (2021). Curriculum Innovation " Independent Learning " In The Era Of Society 5.0. 5(1), 66–78.

[5] Calacar, G. B. (2020). Teaching the 21st century skills: Teachers' competence, practice, and challenges. Journal of World Englishes and Educational Practices, 2(2), 81-91.

[6] Putri, H. P. (2024). Enhancing English Language Teaching through 21st-Century Competence: Insights from All Male Instructional Design Class. eScience Humanity Journal, 4(2).

[7] Nishanthi, R. (2018). The Importance of Learning English in Today's World. International Journal of Trend in Scientific Research and Development, 3, 871-874.

The implementation of the merdeka curriculum learning in English subjects focuses on strengthening language skills that refer to the Common European Framework of Reference for Language (CEFR). These skills encompass listening, speaking, reading, viewing, writing, and presenting in an integrated manner, equivalent to level B1, reflecting the ability of students to maintain interaction, express desires and maintain communication in English. Under this curriculum, students are positioned at the center of learning, often referred to students centered learning. They are the focal point and primary beneficiaries of the educational process, thus necessitating facilitators who can nurture their enthusiasm, interest and potential in English. These are among the achievements that students are expected to attain in English learning within the Merdeka curriculum.

In practice, teachers encounter various obstacles in the process of implementing a Merdeka curriculum. According to Halwa, some teachers still lack a comprehensive understanding of the concepts and principles of the Merdeka Curriculum, as a result they face difficulties in applying this curriculum in the classroom[8]. Falah added, in the implementation of the Merdeka Curriculum English teachers face challenges related to internal and external aspects[9]. In internal aspects including teachers' qualification, students' vocabulary and students motivation. While external challenges involve limited

[8] Halwa, M. (2024). English teachers' perceptions of challenges and responsibilities in schools related to the implementation of the Merdeka Curriculum. Jurnal Kajian dan Penelitian Umum Vol. 2, No. 1, 142-146.

[9] Falah, Irfan Fajrul. (2023). The Challenges of English Teachers in Teaching English at Primary Schools. Journal of English Education and Teaching (JEET) Vol. 7, No. 4, 832-846.

time allocation, limited opportunity in joining Merdeka curriculum campaign, limited school facilities and lack of professional development programs. In other words, not only students and teachers but also schools and governments hold the authority and responsibility for developing the curriculum in accordance with teaching and learning needs.

Based on preliminary research conducted on August 29, 2023, at SMAN 1 Ampek Angkek, the researcher interviewing Mrs. CA, S. Pd, an English teacher who teaches tenth grade. The researcher found that SMAN 1 Ampek Angkek is one of the schools that have registered to implement the Merdeka curriculum in the 2021/2022 academic year. The researcher identified several problems related to English teachers' obstacles in the implementation Assessment in the Merdeka curriculum.

The first obstacle that the researcher found was the English teachers faced obstacles in in implementing assessment in the Merdeka Curriculum include a lack of training and socialization. Teachers stated that they had not received adequate training regarding the principles and practices of assessment in accordance with the Merdeka Curriculum. Limited socialization of the latest curriculum and assessment changes causes uncertainty and confusion in applying the desired assessment methods, resulting in a mismatch between the assessment practices carried out and the expected standards.

Second, the next obstacle is the challenge in large classes and time management. With a large number of students, teachers often do not have enough time to assess assignments in depth or provide constructive feedback to

individual students. This can lead to inconsistent and less detailed assessments, hindering students' ability to understand the areas that need improvement. In addition, time management is a big challenge in assessment in large classes. Assessment processes that require time, such as formative and summative assessments, are often hampered by the heavy workload of a large number of students. As a result, the quality of assessment can be affected, and teachers may not be able to provide sufficiently in-depth and useful feedback to support student development.

Third, another significant obstacles is the difficulty in aligning assessment with learning objectives and in implementing project-based assessment. Teachers often have difficulty in designing assessments that are consistent with established learning objectives, especially when project-based assessments require the evaluation of practical skills and complex work outcomes. This can make it difficult for teachers to ensure that assessments reflect not only students' academic achievement but also relevant skills, hindering the implementation of holistic and integrative assessments in accordance with Merdeka Curriculum. Based on the problem above, the researcher is interested in analyzing and identifying the teachers' obstacles in implementing the Merdeka curriculum. The researcher will conduct a research entitled "An Analysis of English Teachers' Obstacles in Implementing Assessment in the Merdeka Curriculum at SMAN 1 Ampek Angkek".

B. Identification of The Problem

Based on the background of the problem, the researcher identifies the problems as follow:

1. The teachers inadequate in trainings and socializations
2. The teachers challanges in implementing assessment in the large classes and time manajement
3. The teachers difficulties in aligning assessment with learning objective
4. The teachers difficulties in implementing assessment on project-based learning

C. Focus of the Research

Based on the identification of the problem, the researcher limits the problem of this research into an analysis of English teachers' obstacles in implementing assessment in Merdeka Curriculum at SMAN 1 Ampek Angkek.

D. Research Question

Based on the background and the limitation of the research explained above, the researcher determines that the problem in the following questions "What are the obstacles in assessment in the Merdeka Curriculum in the English subject?"

E. Purpose of the Research

Based on the formualtion above, the purpose of the research is “To find out what the obstacles are in implementing assessment in the Merdeka Curriculum in the english subject”

F. Significant of The Research

The researcher supposes that research finding might be useful for many people, such as:

1. The Teachers

   For the teacher, this will provide a reference to the role of the teacher in implementing the merdeka curriculum in the teaching and learning process by providing suggestions.

2. The Students

   For the students, this research will provide knowledge about the obstacles faced by teachers in applying the Merdeka Curriculum so that they can motivate students to be more active and enterprising in the learning and teaching process.

3. Other Researcher

   For the next researcher, this can be used as an additional reference for other curriculum researchers.

G. Definition of The Key Terms

1. Curriculum: is a set of plans and rules that are used as guidelines in organizing the teaching and learning process.

2. Merdeka curriculum: The merdeka curriculum is a new curriculum design that gives freedom to teachers and students in carrying out the teaching and learning process but is still guided by Pancasila values.
3. Obstacles: is something in the way which stop progress to make it difficulties and must be avoided or overcome
4. Implementing: is an set of plan that has been prepared carefully and in detail as an evaluation
5. Assessment: is the process of measuring and evaluating students knowledge, attitudes and abilities against established learning objectives.
6. English teachers: individuals who are professionally trained to educate students in learning English that play a crucial role in facilitating language learning and literacy development among students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Curriculum

a. Definition

Curriculum is important as a reference that will create an effective learning process, it contains many constructive elements so that learning runs optimally. According to Richards, curriculum is a process that encompasses all individual learning experiences, is not limited to educational institutions but is also influenced by changes in society and involves various factors such as needs analysis, context, curriculum objectives, and expected outcomes, as well as the integration of technology and textbooks, which emphasizes the importance of systematic planning, effective evaluation, and continuous adaptation to keep the curriculum relevant and effective in achieving educational goals.[10]. Curriculum not only includes what students learn, but also how to learn it, how teachers help them, using supporting materials, assessment styles and methods, and using kinds of facilities. It's not just about what is in the school environment, but also has an influence on students' daily life.

[10] Richards, J. C. (2017). Curriculum Development in Language Teaching (2nd ed.). Cambridge University Press.

Another definition of curriculum according to Null, curriculum is the process of taking a subject, preparing it for classroom usage, and carrying it into the classroom[11]. Abdullah added, curriculum is a guideline that develops in response to needs, difficulties and goal in education[12]. Mackatiani also added, the curriculum must cover the needs of all students and have a long-term impact[13]. The learning plan regarding the objectives and content as a guide for teaching and learning activities to achieve goals that have a long-term impact on students in the curriculum. It can be concluded that the curriculum is an educational program or device that contains teaching materials and learning experiences that are programmed, planned and systematically designed on the basis of applicable norms and used as guidelines in the learning process for education staff and students to achieve maximum educational goals.

b. Component of Curriculum

According to Richards to emphasizes the importance of curriculum components that are relevant to learner needs and educational

[11] Null, W. (2023). Curriculum: From Theory to Practice (Third). Rowman & Littlefield Publishing.

[12] Abdullahi, N. J. K. (2022). Curriculum Management Strategies and Effective Implementation of Universal Basic Education in Nigeria. Profesi Pendidikan Dasar, 9(1), 55–70.

[13] Mackatiani, C. I., Likoko, S. N., & Mackatiani, N. (2022). Coronavirus Era: Implications for Reconceptualization of Curriculum Delivery in Kenyan Primary and Secondary Schools. World Journal of Education, 12(3), 29.

effectiveness. The following is a more detailed explanation of these key criteria[14]:

1. Needs Analysis: This process involves an in-depth understanding of the specific needs and context of the learners. By analyzing the background, motivations, and challenges that students face, curriculum developers can ensure that the material presented is relevant and appropriate to their needs. This needs analysis helps in crafting a curriculum that not only conforms to academic standards but also responds to students' personal desires and goals.
2. Curriculum Aims: Curriculum objectives are clear statements of what students are expected to achieve after following the curriculum. They guide the selection and organization of content. By setting specific and measurable objectives, curriculum developers can ensure that each element of the curriculum supports the achievement of the desired outcomes and focuses the learning process on achieving clear outcomes.
3. Content Selection and Sequencing: Appropriate content selection and logical sequencing are key to facilitating learning progression. Content should be selected based on its relevance to the curriculum objectives and organized in a way that supports students' learning progress from basic concepts to more complex understandings. The

[14] Richards, J. C. (2017). Curriculum Development in Language Teaching (2nd ed.). Cambridge University Press.

systematic arrangement of content helps students build knowledge gradually and understand the material better.

4. Assessment and Evaluation: The development of effective assessment methods to measure student progress is essential. This includes designing evaluation tools that can measure the achievement of curriculum objectives and provide useful feedback. In addition, periodic evaluation of the curriculum helps to ensure that it remains relevant and effective in achieving the set educational objectives. It also allows for continuous improvement based on the results and feedback from students and teachers.

By following these criteria, the curriculum can be designed to be responsive to student needs and support the achievement of educational objectives in an effective and efficient manner.

c. Definition of Merdeka Curriculum

The education curriculum in Indonesia has undergone several changes to develop the quality of education in Indonesia. Recently, the Indonesian government has introduced a new curriculum, namely Merdeka curriculum, which will start in 2021. "Merdeka Belajar" as explained by the Minister of Education and Culture is freedom of opinion and freedom of creativity. According to Nadiem Makarim, merdeka curriculum was developed as a more adaptive curriculum framework as part of the learning reform initiative, focusing on

essential materials and developing students' character and skills[15]. Merdeka learning has the aim that teachers and students can be merdeka in thinking so that this can be implemented in teacher innovation in delivering material to students.

A policy governing the establishment of the merdeka curriculum was released by the ministry of education and culture as a choice for learning recovery to carry out a learning crisis as result of the Covid-19 pandemic. Amirudin said, curriculum merdeka is a curriculum set by the government with a project-based learning concept that aims to develop soft skills and characters according to the Profile of Pancasila students[16]. Putri et.al also said the project-based learning model is very effective to implement because it allows students to think actively in class, which helps make them more creative and engaged[17]. Moreover, the concept in Merdeka curriculum is a manifestation that emphasizes students as the center of learning (students-centered learning). Teachers are also more flexible in conducting differentiated learning based on the abilities of students.

According to Maba, the previous curriculum was the 2013 curriculum is not much different from the concept of merdeka

[15] Kemendikbudristek, 2021.

[16] Nurmasyitah, P., Amiruddin, A., Salim, A., Fransiska, I., Daris, K., & Suryani, K. (2023). Implementation Merdeka Curriculum of Learning to Students' Learning Activities. Holistic Science, 3(1), 39–44.

[17] Putri, R. S. M., Melani, M., Reflinda, & Roza, V. (2023). Implementation of the Project Based Learning Model in Teaching English of Students at SMK Negeri 1 Tanjung. Jurnal Pendidikan Tambusai, 7(3), 2163-2170.

curriculum, which also provides an excellent opportunity for teacher to be experts in finding resources, considering that the merdeka curriculum is a simplified version of the 2013 curriculum[18]. This is considered appropriate because the merdeka curriculum is viewed as the curriculum that gives teachers the freedom to explore the best way to learn. Furthermore, knowing freedom permits the teachers to experiment more with learning strategies, also for students this policy provides an opportunity to add experience, insight, and knowledge to this program. In other words, students now have greater freedom regarding their learning resources and the teacher material is no longer the only basis for learning.

The change from the 2013 curriculum to the Merdeka curriculum had an impact on stage in the planning, implementation, and evaluation of learning. In the merdeka curriculum, the teacher can give the lesson material based on the needs and abilities of the students. This change also brings new terms to the mention of the several things in the previous curriculum. According to Sari, one of them is the existence of new terms such as *Alur Tujuan Pembelajaran (ATP), Modul Ajar (MA), Capaian Pembelajaran (CP), Kriteria Ketercapaian Tujuan Pembelajaran (KKTP),* Profil Pelajar Pancasila, diagnostic assessment, student reflection and teacher reflection, all of which aim to strengthen

[18] Maba, W., & Mantra, I. B. N. (2017). An analysis of assessment models employed by the Indonesian elementary school teachers. International Journal of Social Sciences and Humanities (IJSSH), 1(1), 39–45.

the competence of both students and teachers[19]. According to kemendikbud, by the end of the phase, students are able to interact and communicate in a larger range of formal and informal contexts using spoken, written, and visual text in english.[20]

Based on the definition above, the Merdeka curriculum is an opportunity for students to explore knowledge, develop skill, and strengthen the development of six points in Pancasila student profile. Students have the opportunity to study important themes or issues such as sustainable lifestyle, tolerance, mental health, culture, entrepreneurship, technology, and democratic life. This project trains students to take real action in response to these issues according to their development and their learning stages. This strengthening project is also expected to inspire students to contribute and make an impact on the community and the surrounding environment.

d. The Characteristics of Merdeka Curriculum

According to The Ministry of Education and Culture, the merdeka curriculum characteristics by specific attributes:

1) Project – based learning through the Pancasila Student Profile Strengthening Project (P5)

[19] Fransiska Faberta Kencana Sari, Sukarno, & Tri Murwaningsih. (2023). The New Paradigm of Merdeka Curriculum: Implementation of Pancasila Education Subject in Elementary School. International Journal of Elementary Education, 7(1), 79–88.

[20] Kemendikbudristek, 2022.

Learning occurs through a variety of project activities that can give students more opportunities to actively explore real-world issues to support the development of character and competency in the Pancasila Students Profile, Project-based learning involves more interactive and relevant learning activities. When students' education is over, they will need to be able to work in groups, generate work, collaborate, think creatively, and actively develop their character.

2) Focus on essential material so that you have enough time to deepen basic competence (literacy and numeracy)

Learning is made easier and more in depth with an individual curriculum, which concentrates on the crucial information and gradually builds students competencies. In order for the execution of the merdeka curriculum to be meaningful, leisurely, and enjoyable. Additionally, standart outcomes are significantly simpler, giving teachers more time to explain complex ideas.

3) Flexibility in differentiated learning with adjust students abilities, as well as context and local content

Learning becomes more independent with this curriculum since it grants students, instructors, and schools a variety of freedoms. There is no specialized program for students at the high school level, so they can select the right topics with their passions, skills, and goals. Students are not divided according to their majors

in science or social studies. The freedom to teach in accordance with students' development and crime stages is granted to teachers. As long as the teacher is compelled to keep pursuing material attractions without taking into account the needs of students who are falling behind in their studies. Schools are granted the power to create and oversee learning curriculum setting, each student, and each school.

The process of identifying and cultivating students' interest, talents and abilities is carried out by teachers whom BK teachers coordinate. If the availability of counseling teachers is insufficient, then other teachers carry out a coordinator.

e. Merdeka Curriculum Advantages

The ministry of education and culture stated that the merdeka curriculum focuses on optimizing content so that students have sufficient time to explore concepts and develop their potential. The advantages of merdeka curriculum are as follows:

1) Simpler and more profound

Focus on basic material according to the stage of students' development so that learning activities are more in-depth, meaningful, not rushed and also fun.

2) More relevant and interactive

Learning in this way provides broad opportunities for students to explore current issues to support personality development.

3) More independent

a) Students no longer have specialization programs in high school, students can choose subjects according to their interest, talents and aspirations.

b) Teachers teach according to the stages of students achievement and development

c) Schools have the authority to develop and manage curricula, and also determine learning according to the characteristics of the educational unit and students.

f. Merdeka Curriculum Program

There are four programs in the merdeka curriculum, which are as follows:

1) The National Examination was removed and replaced with a character survey and minimum competency assessment. This assessment emphasizes literacy and numeracy reasoning skills which are based on the best practices of the PISA test. The results are expected to be input for schools to improve the learning process further before students complete their education.

2) The National-Based School Examination will be handed over to schools. Schools are given flexibility in determining the form of assessment, such as portofolio, papers or other forms of assignment
3) Simplification of Learning Implementation Plan (RPP) one sheet. Through administrative simplification, it is hoped that teachers' time is making administration can be diverted to learning activities and increasing competence.
4) Implementing a zoning system for new students admissions (PPDB) is expended excluding 3T areas for students who go through the affirmation and achievement pathways, they are given more opportunities from the PPDB system. The local government is given the technical authority to determine the zoning area.

2. Assessment in Merdeka Curriculum

a. Definition

Assessment is an essential step in measuring student learning outcomes. It is an integral part of the learning process, as it determines the quality of a learning activity. An assessment aims to evaluate and monitor processes, learning progress, and continuous improvement of student learning[21]. Furthermore, it is used by the government to formulate policies in education. The Minister of Education and Culture's Regulation Number 23 of 2016 outlines educational

[21] Nitko, A. J., & Brookhart, S. M. (2011). Educational assessment of students (6th ed.). Pearson.

assessment standards, which encompass criteria regarding scope, objectives, benefits, principles, mechanisms, procedures, and instruments used to assess student learning achievement in primary and secondary education. Assessment necessitates the use of an instrument (tool) to ensure that the results obtained are objective, thereby accurately measuring student learning outcomes in the form of tests[22].

According to Wilson, an assessment aims to evaluate and monitor processes, learning progress, and continuous improvement of student learning and is used by the government to make policies in education[23]. Minister of Education and Culture Number 23 of 2016 explains that educational assessment standards are criteria regarding scope, objectives, benefits, principles, mechanisms, procedures, and instruments that are used as the basis for assessing student learning achievement in primary and secondary education. In 2019, the Minister of Education and Culture officially stated that the National Examination (UN) in 2021 would be abolished and replaced with a National Assessment (AN) in the Freedom of Learning Program. The national assessment intends to change the paradigm of evaluating education in Indonesia in an effort to evaluate and map the education system in terms of inputs, processes, results, and not just student achievements,

[22] Robby Shadri , Neni Hermita, Dini Deswarni, Ayu Purnamasari S, Leny Julia Lingga, Hadion Wijoyo (2023). Assessment in The Merdeka Curriculum: How Are The Teachers' Perspectives on it?, Jurnal PAJAR (Pendidikan dan Pengajaran) Volume 7 Nomor 1.

[23] Wilson, M. (2018). Making measurement important for education: The crucial role of classroom assessment. Educational Measurement: Issues and Practice, 37(1), 5–20.

which were previously used. The government hopes that this policy will provide opportunities for education actors to improve learning in the following year.

There are three types of assessment in Merdeka Curriculum; formative, summative and diagnostic. According to Brown's, formative assessment involves evaluating students during the process of developing their skills and competencies to help them continue to improve. It provides immediate feedback to diagnose strengths and weaknesses and engages students and teachers in an ongoing process of adjusting learning and teaching activities. The purpose of these assessments is to improve learning through constructive feedback and increase achievement. In contrast, summative assessments measure or summarize what students have learned. It assesses the extent to which students have met the learning objectives and focuses more on evaluating the educational program or student outcomes, without providing detailed feedback for future improvement. These assessments are often used to assess the overall value of an instructional program. Diagnostic assessments aim to identify students' ability levels, both high and low, and provide feedback that helps educators plan subsequent instruction as well as for students to review their work. It is

a strategic process used to identify and address learning issues, helping educators and students understand areas of strength and weakness[24].

b. Principles of assessment in Merdeka Curriculum

Hadi et.al provided the 5 princple of assessment in Merdeka Curriculum[25]. Firstly, assessment should be seamlessly integrated into the learning process, serving as a facilitator of learning, and providing comprehensive information that serves as feedback for educators, students, and parents/guardians. This feedback enables them to make informed decisions about the next learning strategy, thereby guiding the learning process.

Secondly, assessments should be thoughtfully designed and implemented in accordance with their intended function, with the flexibility to adjust the technique and timing of the assessment to ensure it effectively achieves the desired learning objectives.

Thirdly, the assessment approach should be adaptable and responsive to the unique needs of each student, taking into account their individual learning styles, strengths, and weaknesses. This entails being

[24] Brown, H. D., & Abeywickrama, P. (2019). Language assessment: Principles and classroom practices (3rd ed.). Pearson Education.

[25] Abdul Hadi, Marniati, Rispa Ngindana, Musyarrafah Sulaiman Kurdi, Muqarranah Sulaiman Kurdi, New Paradigm of Merdeka Belajar Curriculum in Schools, Al-Ishlah: Jurnal Pendidikan Vol.15, 2 (June, 2023), pp. 1497-1510 ISSN: 2087-9490 EISSN: 2597-940X, DOI: 10.35445/alishlah.v15i2.3126

flexible in determining the technique and timing of the assessment to maximize its effectiveness in achieving the desired learning outcomes.

Fourthly, reports on student learning progress and achievements should be concise, informative, and easy to understand, providing valuable insights into the knowledge, skills, and competencies acquired, as well as suggesting potential strategies for further improvement.

Lastly, the results of the assessment should be utilized by students, educators, education staff, and parents/guardians as a catalyst for reflection, enabling them to identify areas of improvement and implement targeted strategies to enhance the quality of learning.

c. Obstacle in Assessment in Merdeka Curriculum

One of the significant obstacles that teachers face when implementing the Merdeka Curriculum is the difficulty in understanding how to conduct assessments effectively. Research by Cristy in Shadri et.al highlights that the main obstacle lies in the inadequate socialization and training provided to teachers, leading to confusion regarding assessment methods[26]. Similarly, Syaifuddin in Shadri et.al attributes the obstacles teachers encounter in applying assessments to various factors, including uneven distribution of training activities, inadequate focus on assessment in the presented materials,

[26] Robby Shadri , Neni Hermita, Dini Deswarni, Ayu Purnamasari S, Leny Julia Lingga, Hadion Wijoyo (2023). Assessment in The Merdeka Curriculum: How Are The Teachers' Perspectives on it?, Jurnal PAJAR (Pendidikan dan Pengajaran) Volume 7 Nomor 1.

the overwhelming number of students to be evaluated, and the limited time available for evaluation purposes.

In addition, Hadi et.al also said that teachers also face obstacle to determine the form of assessment in accordance with the learning objectives to be achieved, and to determine the form of assessment during project-based learning[27]. This means, he teachers may struggle to design an assessment that accurately measures the students' mastery of the learning objectives, which can lead to a mismatch between the assessment and the learning outcomes. For instance, if the learning objective is to develop critical thinking skills, the assessment should be designed to evaluate the students' ability to analyze information, identify patterns, and make informed decisions. However, if the assessment only requires students to recall factual information, it may not provide an accurate measure of their critical thinking skills. Therefore, teachers need to carefully consider the learning objectives and design assessments that are aligned with those objectives, in order to ensure that the assessment is valid and reliable. This requires a deep understanding of the learning objectives, as well as the ability to design assessments that are sensitive to the nuances of the objectives.

In addition, project-based learning is a student-centred approach that encourages learners to take ownership of their learning process,

[27] Abdul Hadi, Marniati, Rispa Ngindana, Musyarrafah Sulaiman Kurdi, Muqarranah Sulaiman Kurdi, New Paradigm of Merdeka Belajar Curriculum in Schools, Al-Ishlah: Jurnal Pendidikan Vol.15, 2 (June, 2023), pp. 1497-1510 ISSN: 2087-9490 EISSN: 2597-940X, DOI: 10.35445/alishlah.v15i2.3126

making it difficult for teachers to design assessments that accurately measure student learning outcomes. Furthermore, the complexity of project-based learning activities, which often involve collaboration, creativity, and critical thinking, makes it even more daunting for teachers to develop assessments that are both valid and reliable.

3. English Language Teaching

The educational experience is obtained from an educational institution that has the authority to produce academic staff, one of which is an English teacher. The English teacher has the task of being responsible for the implementation of English learning activities in the classroom. An English teacher must have the same competencies as other teachers, but some unique competencies differentiate them, one of them mastering communicative competence in teaching. Teachers must have a responsibility not only to transform textbook knowledge but also must have quality education based on teachers professional skills and practice it in the educational policy of moral integrity in education. Good education needs great teachers who are competent in teaching the students, must be creative and sensitive to various students characteristics, what students need, and how students can understand the material that is given.

According to Aulia, in merdeka curriculum, teachers now can focus only on 3 main components such as teaching and learning objectives, learning process and assessment that can be shortener into a page of lesson

plan, while the component other are complementary[28]. In the merdeka curriculum, one of the reforms that need to be considered is related to the lesson plan. Nowadays, government already provide the lesson plan in merdeka curriculum which teachers has given the freedom to use, modify or compose their own modules by adjusting to the characteristics and needs of students refers to Pancasila Students Profile element.

In the merdeka curriculum, the form of the lesson plan (RPP) has changed into a teaching module, unlike the RPP the teaching module requires one paper for one meeting. According to Kemendikbud, teaching modules in the merdeka curriculum are learning tools that teachers use to plan the learning process and usually consist of objectives, steps and learning media, and requires assessment[29]. Teachers must be more creative and innovative, not to be the only source of the learning process and learning objects but also as a learning subject. There are concepts and components of teaching modules according to kemendikbud:

a. Merdeka curriculum teaching module concept

    1) The teaching module is one teaching tool with a learning implementation plan to help direct the learning process to archive learning outcomes (CP).

[28] Aulia, W. R. (2021). Teachers' Perception on The New Policy Called MerdekaBelajar; Page of Lesson Plan. FIKROTUNA; Jurnal Pendidikan dan Manajemen Islam 14(2)

[29] Kemendikudristek, 2022.

2) The education units that use a teaching module provided by the government, then the teaching module can be paired with the RPP Plus because the teaching module has more complete components than the RPP.

3) The education units that develop a teaching module independently, then the teaching module can be matched with the lesson plan.

4) The education units can use various teaching tools, including teaching modules or lesson plans, with multiple components and formats in accordance with the characteristics and the students needs.

b. Teaching module components

1) Teaching module contains learning objectives, learning steps, assessment and other learning information and references that can assist teachers in learning.

2) Teaching module components can be added according to the subject and their needs.

3) Teachers are free to develop the components for teaching modules according to environment and learning needs.

c. Core components of teaching module

1) Learning objectives

The learning objectives should cover the essentials of learning, that are also used to determine learning activities, the resources used according

to students' diversity, and also the methods used. Learning objectives can also take various forms, ranging from knowledge (facts and information), procedural, conceptual understanding, thinking, reasoning skills, collaboration and communication strategies.

2) Learning activities

Learning activities include a sequence of core learning activities in concrete steps, including options or alternative learning and steps to adopt to student learning needs. The steps of learning activities are also written sequentially according to the planned time duration, in three stages, namely introduction, core and closing, based on active learning methods.

B. Review of The Related Studies

The first related study was conducted by Fieka Nurul Arifa (2022) with the title “Implementation of Independent Curriculum and its Challenges”. This study aims to determine the implementation and difficulties in implementing the Independent Curriculum. The research findings show that the Independent Curriculum is implemented as an additional option in the recovery of education after the COVID-19 pandemic, all stakeholders must work together to have a meaningful impact. The readiness of competencies, skills, mindset of educators as education implementers, and the readiness of facilities and infrastructure are some of the problems associated with the implementation of the Independent Curriculum.

The second related study was conducted by Aini Qolbiyah et al. (2022) with the title "Implementation of the Independent Learning Curriculum at the Driving School". The purpose of this study is to talk about how the Independent Curriculum was implemented at the driving school. This study is a literature review, which means that it used a qualitative approach to gather information from library resources. In this instance, the researcher uses the subsequent stages to examine a variety of data, including both primary and secondary data: reading and thoroughly examining primary sources, such as books, journals, and articles pertaining to the Independent Curriculum debate, according to the study's findings, infrastructure and facilities are crucial for the successful implementation of Independent Curriculum in driving schools.

The third related study was conducted by Kasman & Lubis (2022) with the title "Teachers' Performance Evaluation Instrument Designs in the Implementation of the New Learning Paradigm of the Merdeka Curriculum". The goal of this study is to provide a tool for measuring how well teachers implement the new learning paradigm of the Merdeka Curriculum. A qualitative methodology combined with a literature study method is used in this study. The Miles and Huberman interactive model was used to examine the data, which includes data reduction, data display, and drawing conclusion/verification. The research findings indicate that the planning, implementation, and evaluation of teacher learning are taken into account in the design of teacher performance evaluation tools for the new learning paradigm of the Merdeka Curriculum. The completeness of the components

contained in the Modul Ajar made by a teacher is used to evaluate lesson planning.

C. Conceptual Framework

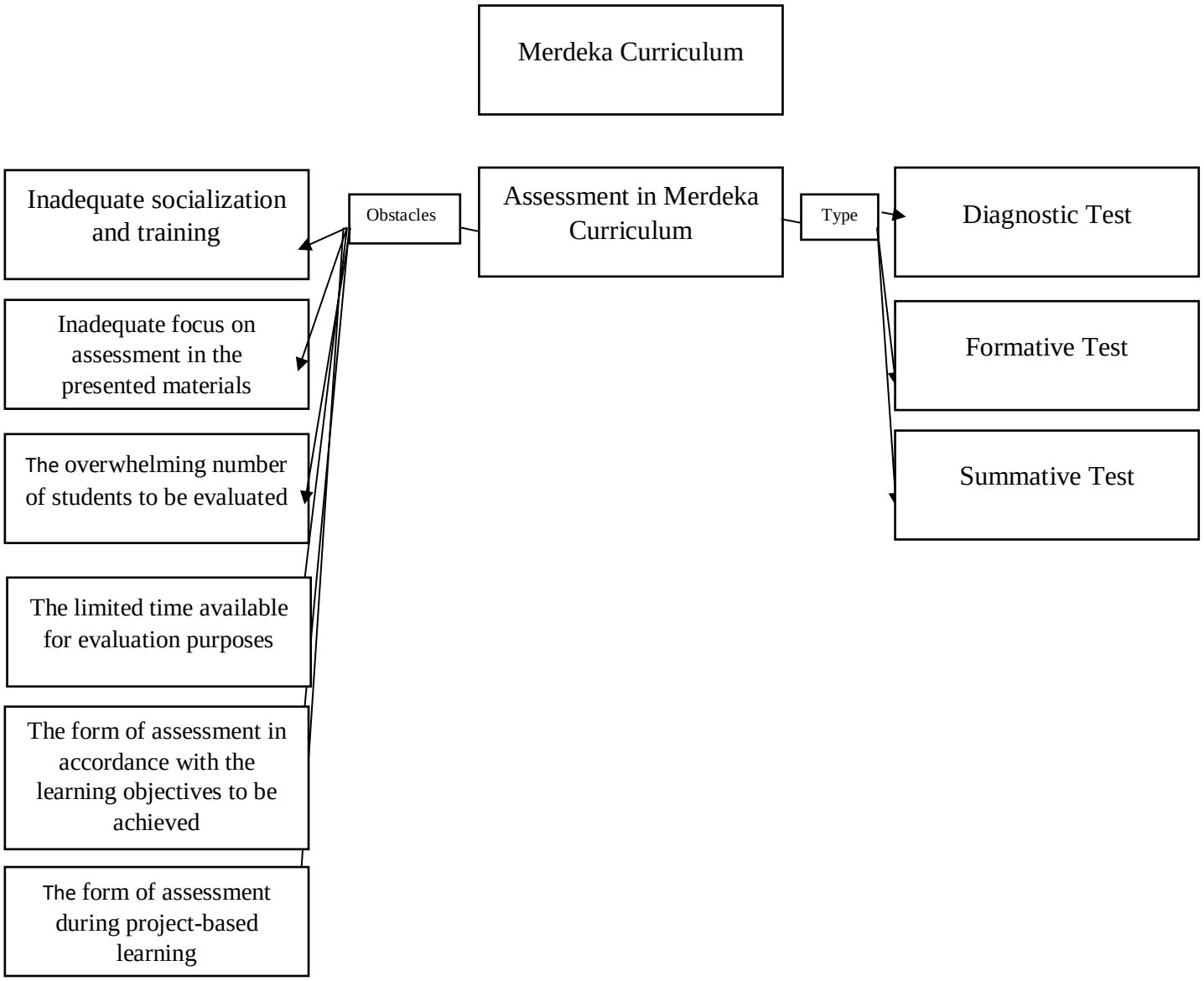


Figure 2.1 Conceptual Framework

The conceptual framework above is intended to explain how this research is going to be conducted. It is important to understanding the Merdeka Curriculum policy. It emphasizes freedom of thought and enjoyable learning, fostering communication between learners and educators. However, teachers face many obstacles during the implementation of the Merdeka Curriculum, including the assessment. In this research, the researcher will use the assessment obstacles that already happening in Merdeka Curriculum as the base theory to conduct the research, it is to see whether the said problems also happening in the current research object which is SMAN 1 Ampek Angkek.

CHAPTER III

RESEARCH METHOD

A. Research Design

According to Creswell, research design is a type of inquiry with qualitative, quantitative, and mixed methods approaches that provide specific directions for procedures in a research design[30]. researcher used descriptive qualitative research because descriptive research involves collecting data to test hypotheses or to answer questions about the current status of research subjects. The questions of this research are "What are the problems faced in implementing assessment of the merdeka curriculum in English subjects?". It can be concluded that the researcher used descriptive qualitative research to answer questions on the research subject.

In addition, Gay stated that typical descriptive research deals with the assessment of attitudes, opinions, population information, conditions, and procedures[31]. This means that descriptive research consists of opinions and population information. In this case, researcher conducted this research to obtain information and analyze to find out the types of obstacles that occur in the implementation assessment of the merdeka curriculum at SMAN 1 Ampek Angkek.

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[30] Creswell, J. W. (2014) p.41. Research design; Qualitative, quantitative and mixed methods approach. London, UK: SAGE: Publications Ltd.

[31] L.R. Gay. (1990). Educational Research, (Singapore: Merill Publishing Company), p.189

B. Research Setting

1. Place of The Research

The setting of this research is at SMAN 1 Ampek Angkek in the academic year 2023/2024. SMAN 1 Ampek Angkek is located at Lambah – Koto Marapak, Ampek Angkek, Agam, West Sumatera. SMAN 1 Ampek Angkek is a school that has implemented the Merdeka Curriculum.

2. Research Subject and Informant

The subject of this research is a teachers who teaches fase E students of SMAN 1 Ampek Angkek named Mrs. CA, S.Pd, Mrs. YA, S.Pd, and Mrs. VG, S.Pd. The researcher focused on the teaching and learning process of tenth grade students of SMAN 1 Ampek Angkek. There are ten classes in class with 36 students in one class. The researcher took class X to make observations because the class has implemented the Merdeka Curriculum.

C. Research Instrument

An instrument necessary is getting data. The researcher will use non test forms such as observation, interview, and documentation. First, observation is done by getting reflections systematically on interactions and events in the classroom. Next, the interview sheet is made by the researcher and interviews the teachers in the school to complete the data from observation. The last documentation will be used as notes to record teachers' interviews, to avoid the missing of mistakes by the researcher.

D. Technique of Data Collection

According to Creswell, there are four types of qualitative data; observation, interviews and questionnaires, documents, and audiovisual materials. The instruments that researcher used in this study were observation, interviews and documentation.

1. Observation

In this researcher used direct observation in non participant type. According to Catherine Dawson in non-participant observation means, researcher just watching the events, situation, or activities from inside by taking part in the group to be observed but not follow that instruction or activities. In this research, researcher use observation because want to investigate some type and implementation of assessment in English Subject. In observing that issue researcher used non participant observation means researcher watching the situation and condition taken place only. It makes notice take as long as participant observation. In doing observation researcher used tools to record the observation on classroom and checklist observation.

2. Interview

researcher also use interviews as a data collection technique. Fraenkel & Wallen stated that the interview is asking relevant questions by the researcher to check the accuracy[32]. The success of an interview

[32] Frankael, J., & W. N. (2009). How to Design and Evaluate Research in Education.

depends on how the interviewer can interpret the information from the informant and the creativity of the interviewer to get more data. In addition, Moleong states that interview is conversation carried out by two people as interviewer and those who are interviewed with a specific purpose[33].

In this interview, the researcher will interview the fase E English teacher at SMAN 1 Ampek Angkek. The researcher conducted a structured interview. The researcher asked the teacher's problems in implementing assessment of the Merdeka Curriculum in the teaching and learning process which was used to answer the problem formulation. To collect data from interviews, the researcher used the following procedure:

a. The researcher prepares the concept of questions that will be asked to the English teacher. The researcher also prepared a recorder to record the respondent's answers.

b. The researcher asked and spoke in a friendly manner, recording the concept of questions that had been prepared based on the interview guide. The recording technique is recording conversations with recording media. In this case the authors interviewed teachers to find out the problem faced by teachers in implementing Merdeka Curriculum.

c. Researcher write interview transcripts based on the recordings.

[33] Moleong, L. (2009). Metode Penelitian Kualitatif. Rosdakarya.

3. Documentation

One way to determine the implementation of Merdeka Curriculum is documentation. Researcher use this technique because the document is a source of research which is suitable, rich and supportive as evidence of a test and natural.

E. Techniques of Data Analysis

Analyzing the data is the most complex process because in this section the researcher must integrate data collection from various sources into a description of what the researcher has observed and found. In this study, researcher used data analysis Miles and Huberman. According to Miles and Huberman, data analysis consists of three activities carried out simultaneously[34]:

1. Data Collection: The researcher collected the data through observation, interview and documentation. Through observation, the researcher used observation sheet and wrote some notes about how did the impelentation assessment in the classroom. Through interview, the researcher interviewed three teachers then recorded and screenshotted the interview process. Through documetation, the researcher asked for the english teachers forms for assessment.
2. Data Reduction: Moleong in N Tiin said, reducing the data means summarizing, choosing, the main thing, focusing on the importan things,

[34] Miles & Huberman, S. (2014). Qualitative Data Analysis (3rd Ed). Sage Publication, Inc.

finding the topic and the form.31 The researcher resumed the data to make it focus on the purposes of this research and reducted the unnecessary data in order to decided whether the data is relevant or not with this research.

3. Data Display: Miles and Huberman in sugiono said that looking at displays help us to understand what is happening and to do something further analysis or caution on that understanding. In this step, data display consists of information about the obstacles of teachers in implementing assessment of the Merdeka Curriculum in learning English. In presenting the data, the researcher compiled the data systematically to get conclusions as research findings.
4. Conclusion: The conclusion is the result of the findings base on the purpose of the research. The researcher described the conclusion from the datas and informations that have been obtained.

F. Triangulation

The researcher used triangulation procedures to check the credibility of the study. Creswell says that triangulation is the process of corroborating evidence from different individuals, data types, or data collection methods in descriptions and themes. This research uses a type of triangulation data. researcher compared observation results with interview results.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter researcher provide data findings and discussion to answer research questions collected through observation, interviews and documentation. The important point of this chapter is to investigate the obstacles of English teachers in implementing assessment in the Merdeka curriculum at SMA N 1 Ampek Angkek.

A. Findings

This section presents information obtained from observations, interviews and documentation. Interviews were conducted involving English teachers totaling 3 teacher informants namely Teacher 1 (Mrs. CA), Teacher 2 (Mrs. YA), and Teacher 3 (Mrs. VG) from phase E classes. Meanwhile, observations were made in the process of learning English on May 28 to June 15, 2024 in the classroom and documentation was used in the learning process. The available data were used to find out more in-depth information about the obstacles of English teachers in implementing assessment in the merdeka curriculum at SMA N 1 Ampek Angkek. In addition, researcher also present the data from the interviews that have been conducted as follows:

1. Lack of training and socializations on the implementing of assessment in merdeka curriculum

In an effort to improve the quality of education in Indonesia, the government has introduced the Merdeka curriuculum, which is designed to provide more freedom and flexibility for teachers and students in learning process. However, the impelemtation of this curriculum is not free from obstacles, especially regarding training and socialization for teachers. Many teachers find it difficult to implement Merdeka curriculum effectively due to the lack of edaquate training and socialization of the underlying principles and practices. These obstacles prevent teachers from understanding and implementing the new approaches required, impacting on the quality of teaching and student learning outcomes. Next, researcher asked how the training and socialization process was received by teachers in the implementing assessment at SMA N 1 Ampek Angkek using Merdeka Curriculum, as explained below:

a. Techers explanation whether the training and socialization they received regarding the implementation assessment in merdeka curriculum

Teachers provide their explanations in the following sections according to the results of the interview below:

> *"training has begun to be socialized at school every month to facilitate teachers to learn the merdeka curriculum in assessment, reducing TP to CP. But it is still not very adequate because this curriculum is still new and some teachers are still using the 2013 curriculum assessment."*[35]

[35] Teacher 1 interview at June 14th, 2024.

> *"there was no training provided for the implementation of the assessment, we were mostly self-learning."*[36]
>
> *"the merdeka curriculum training is carried out at school by bringing in resource persons to explain the application of the merdeka curriculum. Unlike the previous curriculum, this curriculum is student-centered, the teacher as a facilitator creates learning methods according to student needs using various media."*[37]

Based on the result of the interview with the informants above, the researcher concluded that the merdeka curriculum training has begun to be socialized in schools every month to facilitate teachers in learning important aspects, especially related to assessment and the reduction of learning objectives (TP) to learning outcomes (CP). Although this training has taken place, the impact is still inadequate because the merdeka curriculum is still new so there are many things that teachers need to learn and adjust. Some of teachers still use assessment methods from the 2013 curriculum because they have not fully mastered the assessment in the merdeka curriculum. As a result, despite efforts to provide training, its implementation in the field is still not optimal, because there is not really has special training provided for teachers regarding the implementation of assessment in the merdeka curriculum.

[36] Teacher 2 interview at June 14th, 2024.
[37] Teacher 3 interview at June 15th, 2024.

b. Teachers explanation during their time as participants on how the recource persons focus on implementing assessment

Teachers provide their explanations in the following sections according to the results of the interview below:

> *"Training on assessment was just conducted, if the 2013 curriculum is based on numbers, in the merdeka curriculum there are four types of assessment carried out, namely description, rubic, scale and interval. In our school we use interval assessment, there is an upper limit interval and a lower limit interval. If students can achieve CP in each TP and reach the lower limit interval grade, it can be said to have passed even though the grade is standard. It is no longer based on KKM but replaced with KKTP."*[38]
>
> *"Training is conducted almost every year because this school has only been implemented for two years and is still in the transition period. We still explore knowledge from other sources not only through training provided by the government."*[39]
>
> *"There is no trainings that focuses on assessment, but it is usually done in general, all aspects are discussed. But there is no about assessment, I mostly look for it by myself."*[40]

Based on the result of the interview with the informants above, the researcher concluded that training on assessment methods in the merdeka curriculum was conducted with the aim of introducing and explaining the types of assessment used. The merdeka curriculum uses four types of assessment: description, rubric, scale and interval. In this school, the interval assessment method is used with the requirement that if students can complete

[38] Teacher 1 interview at June 14th, 2024.
[39] Teacher 2 interview at June 14th, 2024.
[40] Teacher 3 interview at June 15th, 2024.

the Learning Outcomes (CP) in each Learning Objevtives (TP) with a lower bound interval grade, they are considered to have passed even with a standard grade. The merdeka curriculum no longer uses the Minimum Completeness Criteria (KKM) but is replaced by the Learning Objective Completeness Criteria (KKTP) which is more in line with the new approach. As a result, because the implementation of the merdeka curriculum in this school has only been running for two years so the school and the teachers are still in the adjustment and adaptation stage. This trial period shows that teachers are still adapting to the changes and challenges in the merdeka curriculum.

c. Teachers explanation of how much training and socialization they have participated in regarding the merdeka curriculum

Teachers provide their explanations in the following sections according to the results of the interview below:

> *"So far, it has been held at the school four to five times per semester and the resource persons are brought in from the education office and teachers."*[41]
>
> *"in one semester it can happen once every three months depending on the topic and the resource person brought in by the school."*[42]
>
> *"If from the school for two years at most, it is held three or four times, but it is not focused on assessment only in general."*[43]

[41] Teacher 1 interview at June 14th, 2024.
[42] Teacher 2 interview at June 14th, 2024.
[43] Teacher 3 interview at June 15th, 2024.

Based on the result of the interview with the informants above, the researcher concluded that, the school training shows variations in frequency and focus as well as differences in the number of trainings. There was a difference of opinion among teachers that in one semester training could occur once in three months, depending on the topic and the invited resource person. The trainings were more general in nature and covered various aspects of the curriculum without a specific focus on assessment. The resource persons were brought in from the education office and from the teachers. Although schools try to organize training on a regular basis, a specific focus on training is lacking and the frequency of training varies depending on the needs and availability of resource persons.

2. Large class sizes and time limitations in implementation assessment in the merdeka curriculum

In implementing assessment on the Merdeka Curriculum, teachers face major obstacles related to the large number of students and time limitations. The Merdeka Curriculum, which emphasizes more holistic and diverse assessments, requires individual attention to each student, which is difficult to achieve in a large class. Teachers must assess students using a variety of methods such as descriptions, rubrics, scales and intervals, which take more time than traditional number-based assessments. In addition, administrative demands and daily

workloads further limit the time available for teachers to optimally explore each aspect of assessment.

a. Teachers explanation of the feedback and individual assessments in a large class

Teachers provide their explanations in the following sections according to the results of the interview below:

> *"In the merdeka curriculum, feedback and reflection are carried out by teachers and students. Feedback is delivered after learning by asking, what did the students get that day? what are the shortcomings of the teacher? then what is the direction of our projection in the future? and what kind of learning do students want?". Because the module includes the teacher only as a facilitator by explaining for ten minutes then students who explore the material to be learned that day based on their methods of learning. In visual, audio, or differentiated discussion, so they are given the freedom to choose how to learn which will be reflected on at the end of the lesson."*[44]
>
> *"The first way is by conducting oral tests to students, from there we can see the extent of students' abilities. There are times when students can't answer at all, as teachers we have to dig deeper into whether it might be because of nervousness or winning because students don't know at all."*[45]
>
> *"The feedback that I do is usually in the form of personal rewards, every student who contributes in class has a point. for students who have done the task and then perform first, there is a reward in the form of points. Then by giving verbal language such as, congratulations you are very good, thank you for attending my class."*[46]

Based on the result of the observations and interview with the informants above, the researcher concluded that the merdeka

[44] Teacher 1 interview at June 14th, 2024.
[45] Teacher 2 interview at June 14th, 2024.
[46] Teacher 3 interview at June 15th, 2024.

curriculum emphasizes the importance of feedback and reflection, involving both teachers and students to ensure effective learning and align teaching methods with student needs. Teachers are now guides who assist students in finding the best ways to learn, fostering a student-centric approach where students actively participate in their learning process. By incorporating diverse learning methods such as visual, auditory, and discussion techniques, teachers can address the varied learning needs of students, promoting differentiation and personalization. Oral tests measure students' understanding of the material and evaluate their abilities, with teachers analyzing whether students' struggles stem from nervousness or a lack of knowledge. This approach allows teachers to adjust their methods and offer appropriate support. Feedback is given in the form of points as rewards for participation and contributions, such as task completion and active engagement.

b. The specific obstacles faced by teachers in term of time manajement

Teachers provide their explanations in the following sections according to the results of the interview below:

> *"For example, time constraints in discussion. where I target to finish the group discussion that day, but there is not enough time so it must be repeated on next week. even though the next week must be different material. for example today reading then tomorrow we analyze. the way*

I overcome it is by appointing students who can immediately perform that day to shorten the time."[47]

"time management in this curriculum is too much administration, no longer focusing on student character but how administration can be smooth and optimal. there are so many demands that must be met by the teacher that is felt so far. many teachers want to retire young because there is too much administration. in contrast to the initial statement of the minister of education that the merdeka curriculum has little administration, it turns out that the field is inversely proportional. currently the demand from PMM is that teachers must fill out e-performance every time which at least takes away the concentration of teachers to prepare the best for their students."[48]

"time management is for sure. if I teach, it's 30 hours from morning to evening. automatically I do really tired with my job, so in the morning I start the day at 4.30 for prayer and others for half an hour. then for the improvement of my condition as a teacher, do I have to study, look for material, or composing questions. then I also look for various trainings outside the school independently. not waiting for training from the school, I learn more by myself and study on my own. also with learning platforms, online trainings, seminars and trainings."[49]

Based on the result of observation and the interview with the informants above, the researcher concluded that one of the obstacles in time management during group discussions, is the frequent need to extend discussions to the following week due to insufficient time allotted for completion in a single day. To address this, a practical approach involves assigning students capable of immediate participation, thus accelerating discussions and ensuring

[47] Teacher 1 interview at June 14th, 2024.
[48] Teacher 2 interview at June 14th, 2024.
[49] Teacher 3 interview at June 15th, 2024.

efficiency. However, time management within the current Merdeka Curriculum is hindered by excessive administrative tasks, prioritizing administrative smoothness over student character development. Many teachers feel burdened by daily administrative requirements, contradicting the initial goal of minimal administration set by the Minister of Education. The Merdeka Teaching Platform (PMM) necessitates extensive time and focus on administrative duties, diverting attention from optimal teaching preparation. Effective time management is essential for educators' success, as teaching continuously from morning to evening can be draining. To enhance teaching quality, teachers dedicate time to study, curriculum development, and seek external training independently. They leverage online platforms, seminars, and training sessions to continuously improve professional skills.

c. Strategies that teachers develop to maximize time in the assessment and feedback process effectively

Teachers provide their explanations in the following sections according to the results of the interview below:

> *"depending on the material given, for example, hortatory text material at the end of hortatory material, students will write. so the first thing I do is introduce the text, then I do a diagnostic test, then I explain what hortatory text is and its function. after that I ask students to explore and find what hortatory text is, then I will see again the results of their diagnostic test whether it is appropriate or not, then they learn by themselves. There is also the task of composing texts in groups by providing six texts for six*

groups with different types of texts but different contents. they will explore on their own and I give questions there. when finished, it will be presented and assessed by peers."[50]

"by attending training held by the school and then from YouTube and PMM as well."[51]

"I personally do more self-study about curriculum assessment. the making of all question materials is adjusted to the grid. because English is mostly text, I have to make sure the questions are in accordance with the scope requested by the curriculum. I make my own text not taking from the book. so it must be in accordance with the CP as far as and how deep the target is requested and it must be in accordance with the scope."[52]

Based on the result of the observation and interview with the informants above, the researcher concluded that for example the application of hortatory text in the learning process is exemplified by introducing the concept to students through initial diagnostic tests to gauge their understanding. Detailed explanations of the concept and function of hortatory text lay a solid theoretical foundation, followed by encouraging students to conduct in-depth explorations to deepen their understanding. Diagnostic test results serve as evaluation tools to assess the development of students' comprehension. This approach not only educates students theoretically but also provides practical experience in effectively writing and communicating within the context of hortatory text. Additionally, teachers attending school-organized training and

[50] Teacher 1 interview at June 14th, 2024.
[51] Teacher 2 interview at June 14th, 2024.
[52] Teacher 3 interview at June 15th, 2024.

utilizing resources from YouTube and the Merdeka Teaching Platform (PMM) further enriched learning. School training offered foundational understanding, while YouTube provided visual tutorials enhancing interactive learning. These combined resources helped overcome obstacles in understanding assessment and feedback within the Merdeka Curriculum, fostering independent study habits, particularly in creating exam materials aligned with curriculum objectives and relevant subject matter.

3. Teachers obstacles in aligning assessment with learning objectives in merdeka curriculum

Teachers face various obstacles in aligning assessment with learning objectives. Effective assessment requires alignment with the objectives to be achieved in the learning process. However, it is often challenging to ensure that the chosen assessment method can accurately measure student achievement according to the standards that are set. In addition, alignment between assessment and learning objectives also requires an in-depth understanding of the curriculum and individual student characteristics and needs. By understanding and overcoming these obstacles, teachers can improve teaching effectiveness and provide feedback that benefits students' overall development.

a. Teachers explanation in aligning assessment with learning objectives in the merdeka curriculum

Teachers provide their explanations in the following sections according to the results of the interview below:

> *"for our assessment there are CP that will be derived. I will look at all aspects if the first CP summative is that students can understand, if they can understand, they have met the assessment criteria. every day students must have a grade, for example today understanding hortatory text if they can understand the grade means there. tomorrow when you look again the grade is complete, it means that the CP has been achieved, you can move on to the next CP."*[53]
>
> *"There was a discussion with KKG teachers and then with the curriculum deputy and related parties."*[54]
>
> *"yes because the purpose of the assessment is to see whether the TP is achieved or not. because making TP must be appropriate and support student indicators, if my questions and materials are not appropriate, students will automatically be confused later. so all teachers must make sure the questions depend on the TP."*[55]

Based on the result of the interview with the informants above, the researcher concluded that the assessment system implemented prioritizes CP (Learning Outcomes) as the main benchmarks, emphasizing students' understanding of the taught material. Achievement of CP indicates that students have met assessment criteria based on their capabilities, with daily assessments ensuring initial comprehension milestones are achieved before progressing to the next learning outcome. This method ensures comprehensive coverage and structured daily assessments within the learning process. To maintain question and

[53] Teacher 1 interview at June 14th, 2024.
[54] Teacher 2 interview at June 14th, 2024.
[55] Teacher 3 interview at June 15th, 2024.

learning material quality aligned with TP (Learning Objectives), teachers frequently engage in discussions with KKG (Teacher Working Group) colleagues, curriculum representatives, and other stakeholders. These discussions are crucial for gathering insights, understanding, and consensus on formulating appropriate TP and relevant achievement indicators. Collaboration across these groups ensures all components of the learning process adhere to standards, supporting optimal student achievement of expected learning outcomes. Assessment fundamentally serves to gauge the attainment of learning objectives (TP), underscoring the necessity for accurate TP formulation to align with student achievement indicators. Misalignment between prepared questions/materials and TP can impede student learning. Therefore, teachers must meticulously align their questions and materials with TP to ensure effective assessment as a tool for measuring student achievement against established learning objectives.

b. Teachers obstacles in designing assessment to measure students based on learning objectives

Teachers provide their explanations in the following sections according to the results of the interview below:

> *"The obstacle I face is that I often forget to enter the grade because there are many CP that are assessed. If for the assessment in the CP, we can assess the process every day."*[56]

[56] Teacher 1 interview at June 14th, 2024.

> *"As long as we carry out the process, there must be problems and it is normal that every process has problems, but we can overcome these problems by discussing with fellow peers."*[57]
>
> *"difficulties in composing texts, because the hardest thing in English is composing texts. the first is due to unfamiliarity, the second is aligning the content with the level requested by the curriculum, the third is the latest which is difficult. I never make text questions that students are familiar with, they must be new and updated information. Because language changes, science changes according to the purpose of English to support knowledge and other subjects. if I have to teach texts related to geography then I have to understand geology first. then I dare to create texts that support students' knowledge. I have to be as good a teacher as I can be, the variation is what is stressful because of limited time and abilities."*[58]

Based on the result of the interview with the informants above, the researcher concluded that One of the frequent challenges encountered in grading is the large number of Learning Outcomes (CP) that need to be evaluated daily. Maintaining consistency and timeliness in entering these assessments can be daunting. Nevertheless, continuous efforts are made to enhance assessment systems and routines to effectively manage this obstacle. Providing students with accurate and timely feedback on their progress in achieving learning objectives remains a priority. Throughout any endeavor, encountering challenges is inevitable, yet each problem presents an opportunity for growth. Collaborating with peers to discuss experiences, perspectives, and ideas

[57] Teacher 2 interview at June 14th, 2024.
[58] Teacher 3 interview at June 15th, 2024.

facilitates finding effective solutions. This collaborative approach not only broadens perspectives but also strengthens teamwork, ensuring that challenges are tackled effectively. Composing texts in English poses a significant challenge in the teaching profession, as creating engaging and relevant materials that keep pace with language and knowledge advancements is crucial. The demand for diverse learning approaches adds complexity, given the constraints of time and personal capacity. Nevertheless, striving to meet these challenges head-on is essential in supporting optimal knowledge development among students.

c. Strategies used by teachers in overcoming the incompatibility between what is taught and what is assessed

Teachers provide their explanations in the following sections according to the results of the interview below:

> *"every time I enter the class, I usually study first what treatment will be shown, so that I don't make mistakes, today's target is that all students must read one text and I will assess reading from all aspects. before entering the class I make an assessment format for example pronunciation, vocabulary and comprehension. so I have to make it so that it is not wrong when applying in class."*[59]
>
> *"by asking students directly what they think about the material I have taught whether it can be understood or not. sometimes we feel that what is taught is easy but it turns out that in the test students cannot answer easily. so my estimate is to make the questions as minimal as possible according to my perception they will all get 100 points, but in reality they don't. again we still need to learn a lot about how to use learning methods that are fun and they like. it*

[59] Teacher 1 interview at June 14th, 2024.

> *cannot be denied that students also have their own learning characters, not all learning styles are visual, not all are also audio and there are times when kinesthetic in harmonizing that we need to learn a lot."*[60]
>
> *"rarely what is assessed is not taught because before the final exam I issue TO questions in advance. I make tryout questions that resemble the left-side questions of the school exam or final exam. I make sure that what I teach is what I test. if there is an error I do not teach, then it is not aimed at, meaning that only the student's formative grades are taken."*[61]

Based on the result of the interview with the informants above, the researcher concluded that before beginning each lesson, teachers thorough preparation is crucial for ensuring smooth execution. This involves studying the day's plan and determining the instructional approach to be used. Setting a goal for all students to read a specific text assesses their reading abilities comprehensively using a predefined assessment format. This preparation is essential for teachers to avoid errors during lesson delivery and to ensure fair evaluation for all students. Collecting direct feedback from students is necessary to gauge their understanding of the taught material. Despite material seeming easy, students may struggle during assessments, teachers highlighting the need to continually adapt and refine learning methods to align with student preferences and enhance engagement. Recognizing that each student has a unique learning

[60] Teacher 2 interview at June 14th, 2024.
[61] Teacher 3 interview at June 15th, 2024.

style undergrades the importance of employing varied approaches and understanding individual learning characteristics for effective teaching and optimal student outcomes. Assessments are meticulously designed to reflect the material taught, ensuring that only relevant content is tested. Preparing try-out questions akin to those in actual school exams helps identify and rectify any teaching deficiencies before formal assessments, thereby enhancing the validity and usefulness of formative evaluations.

4. The obstacles in implementing Project based learning and innovative assessment used by teachers in the mereka curriculum

In implementing project-based learning and utilizing innovative assessment methods within the Merdeka Curriculum, educators face significant challenges. Project-based learning requires a departure from traditional teaching methods, emphasizing hands-on, collaborative projects that can be time-consuming to plan and execute effectively. Moreover, incorporating innovative assessment approaches, such as competency-based assessments and authentic tasks, demands a shift in mindset and skill development among teachers. The Merdeka Curriculum's focus on student-centered learning and real-world applications adds complexity, requiring educators to navigate new pedagogical approaches while ensuring alignment with curriculum goals and standards. Overcoming these obstacles

necessitates ongoing professional development, collaborative planning with peers, and a commitment to adapting teaching practices to foster meaningful learning experiences for students.

a. Teachers explanation on how to choose specific assessments for project based learning

Teachers provide their explanations in the following sections according to the results of the interview below:

> *"There are some materials that I use to make projects. usually in language learning it covers everything that happens, for example newspapers. I want students to find an opinion in a newspaper or magazine. if the child can find it accurately, the grade will be different from his other friends."*[62]
>
> *"incidentally, there is no project yet, what there is is a performance. like in the month of Ramadan yesterday, in the form of student presentations in making food recipes. how they presented in English and the results were delivered to my house. so that is a form of application of the performance."*[63]
>
> *"In my class, the most time-consuming project is writing, because in the writing project, you can see the steps. If speaking, students are given orders to do it immediately. In writing, they make a framework first, then write it down, revise it, rewrite it again, and make a report on the results of the writing, so writing takes more time."*[64]

Based on the result of the interview with the informants above, the researcher concluded that in Mrs CA class in language learning, utilizing diverse materials such as newspapers for projects challenges students to engage their reading, analysis, and interpretation skills. Assigning different grades based on the

[62] Teacher 1 interview at June 14th, 2024.
[63] Teacher 2 interview at June 14th, 2024.
[64] Teacher 3 interview at June 15th, 2024.

accuracy of opinions found encourages critical thinking and enhances language comprehension in practical contexts. While in Mrs. YA class there are currently no ongoing projects, performance activities like presenting food recipes in English demonstrate students' ability to apply language skills in real-life scenarios. This approach not only solidifies theoretical knowledge but also cultivates practical communication abilities.

Among various projects, in Mrs. VG class writing projects are the most time-consuming due to their gradual development process involving detailed steps in drafting and refining written work. In contrast, speaking projects generally require less preparation but still promote effective communication skills. This highlights that writing projects are essential for comprehensive skill development, fostering students' ability to articulate ideas effectively through written expression. Thus, incorporating varied project types enriches language learning by addressing different skill sets and enhancing overall proficiency in both written and spoken communication.

b. Teachers explanation on how to ensure that assessment in project-based learning is innovative and complex

Teachers provide their explanations in the following sections according to the results of the interview below:

"For the assessment, the link has been determined, usually for large projects in the merdeka curriculum there

are five grades and more varied. for large projects it is according to descriptions such as not yet developing, developing, developing, developing as expected, very developing."[65]

"Different from before, maybe we are still exploring what kind of methods are fun for students."[66]

"I can't be sure but in the form of complexes, yes. the form of the questions must first be HOTS, I never ask questions without giving stimulus to students. the level of questions is indeed middle to high, not given in the exam and only given during PBM. what is asked is indeed the middle level of questions, for the low level of questions there are no questions in my exam. for formative assessment of students' daily understanding, you can use low level questions. but I only focus on HOTS questions in preparation for UTBK later. the questions I make are if my students don't read they can't answer. they have to understand first by scanning or skimming."[67]

Based on the result of the interview with the informants above, the researcher concluded that the assessment system in use employs a comprehensive five-point scale, allowing for detailed evaluation across various dimensions. This approach facilitates a thorough assessment of student development, ranging from fundamental skills to advanced proficiency levels aligned with curriculum standards. It not only measures the outcomes of substantial projects but also provides a clear indication of student progress towards achieving learning objectives. Currently, there is a shift towards exploring more engaging and student-centered learning methods compared to traditional approaches. This

[65] Teacher 1 interview at June 14th, 2024.
[66] Teacher 2 interview at June 14th, 2024.
[67] Teacher 3 interview at June 15th, 2024.

adaptation aims to enhance student enjoyment and effectiveness in learning. Emphasizing the creation of complex questions, particularly those that stimulate higher-order thinking skills (HOTS), is crucial. These questions serve to challenge students to engage in critical thinking beyond basic understanding, essential for both daily formative assessments and preparation for higher education entrance exams like the Computer-Based Written Examination (UTBK). Students are encouraged to employ scanning and skimming techniques to comprehend and respond effectively to such questions. This approach not only prepares students academically but also equips them with valuable analytical and problem-solving skills necessary for future academic and professional endeavors. By embracing these innovative assessment strategies and evolving teaching methods, educators can foster a more engaging and intellectually stimulating learning environment conducive to student growth and success.

5. Conclusion

   a. The most significant obstacles faced by teachers in the implementing assessment in merdeka curriculum

      Teachers provide their explanations in the following sections according to the results of the interview below:

      "the obstacle is that I rarely group grades, I also sometimes forget to make concrete grades from each CP. so I can only assess universally, which makes it difficult for me to

determine which CP are not mastered and which TP has not been taught, there is the most significant difficulty."[68]

"because there are demands that students must be considered complete, while the ability of their diagnostic tests is still far from expectations, in the curriculum they must be declared competent to advance to the next level. I am constrained in harmonizing the fact that students' grades are still 20 60, while I have to give them a grade of 78. their attendance is also harmonized because the highest grade is in the formative assessment. so it feels strange if the summative grade is high while the formative is not."[69]

"there are formative and summative assessments of the merdeka curriculum. the obstacle in formative assessment is organizing the grades, with a lot of assignments. then observations are made, sometimes there are children who are "like this" the grades are not immediately entered. for example, there are students who participate in answering questions, there should be an assessment. Because of time constraints and the demands of the material to be completed on that day, the process of recording the grade is not as optimal as expected. this observation is difficult, because there are 36 students with 12 classes that must be assessed. especially if the students are new, in the first month I am constrained to remember their names. will get used to a month later and until they move up to the upper class if they still meet with me."[70]

Based on the result of the interview with the informants above, the researcher concluded that in the learning assessment process, there are several obstacles that need to be overcome to ensure the effectiveness and accuracy of student evaluation. One of the main issues is the difficulty in categorizing grades and sometimes forgetting to make concrete assessments for each assessed learning objective. This becomes a significant challenge in the assessment

[68] Teacher 1 interview at June 14th, 2024.
[69] Teacher 2 interview at June 14th, 2024.
[70] Teacher 3 interview at June 15th, 2024.

process as the determination of areas for improvement is limited. In this situation, it becomes a big challenge because there is an expectation that all students should achieve a sufficient level of skills to advance to the next level, even if their diagnostic test results have not met expectations. Student attendance should be one of the considerations in the summative assessment process as their highest grades should be reflected in this evaluation.

Furthermore, there are obstacles in organizing grades with many assignments and observations that sometimes do not directly result in grading. When there are students who actively participate in class, their grades are not always recorded immediately due to time constraints and pressure to complete the material on that day. These observations were further complicated by the large number of students, covering 36 students in 12 classes that had to be assessed. Another obstacle also arises when remembering the names of new students within the first month of the learning process, but this becomes easier with time and experience, especially when they move up to the next grade and meet the same teacher.

b. Strategies and supporting systems that best to help teachers in overcoming obstacles in implementing assessment in merdeka curriculum

Teachers provide their explanations in the following sections according to the results of the interview below:

> *"the way I overcome it is by looking back at the CP and TP that have been derived at the beginning of the semester. if I forget, I usually ask again with teachers in the KKG to remind each other. for example, making a list of which CP and TP have been taught and which have not because the merdeka curriculum is flexible. flexible here means that the center only provides TP to be summarized by the KKG teachers themselves in determining the material to the text. if all teachers want to be uniform, then the CP is made together."*[71]
>
> *"we need to learn more and discuss more"*[72]
>
> *"using media such as google from or google classroom to prevent assignments that are mis. when the grades should be recapitulated directly but the teacher is late in recapitulating or the students are late in collecting them. so usually for formative assessment I use online excercise, live book sheet. when students have finished doing the activity they do the exercise, the results are screencapped and entered into google from or google classroom so that I have plenty of time to make corrections to the tasks that have been done by students."*[73]

Based on the result of the interview with the informants above, the researcher concluded that to overcome the obstacles in assessment and teaching, techers adopts several strategies. Teachers regularly reviews the learning outcomes and objectives set at the beginning of the semester. The collaborating with fellow teachers in the Teachers' Working Group (KKG) helps ensure a uniform approach, leveraging the flexibility of the merdeka curriculum. Continuous to professional development and intensive discussions among educators enhance their understanding of effective teaching methods and strategies. This

[71] Teacher 1 interview at June 14th, 2024.
[72] Teacher 2 interview at June 14th, 2024.
[73] Teacher 3 interview at June 15th, 2024.

collaboration allows teachers to share experiences, identify common challenges, and develop innovative solutions, ultimately improving the learning experience for students. To streamline the formative assessment process, teachers utilizes digital tools like Google Forms and Google Classroom. This approach addresses issues like late submission of assignments and delays in grading. Online exercises and the use of live book sheets uploaded to these platforms allow for efficient correction and timely feedback, ensuring a smooth and effective assessment process.

c. Teachers perspectives and recommendations regarding the implementation assessment in the merdeka curriculum

Teachers provide their explanations in the following sections according to the results of the interview below:

> *"the assessment in the merdeka curriculum is good but maybe not all of it has been socialized. it should be socialized again because there are still many misconceptions between descriptive or interval assessments. the rest of the teachers still use their own KKM. the merdeka curriculum is flexible, maybe it can be specified again for cognitive assessment and assessment."*[74]
>
> *"We expect the assessment to be tailored to the characteristics of the students, it is already there but when the assessment is not described. if the student is visually inclined then assess it visually, if audio of course the assessment is also audio and if kinesthetic then the assessment is summative. but can it be done with a school with a large number of students? it is returned to the teacher."*[75]
>
> *"in this merdeka curriculum, the assessment is not too heavy and difficult as long as the teacher does objectively*

[74] Teacher 1 interview at June 14th, 2024.
[75] Teacher 2 interview at June 14th, 2024.

> *assess the students. everything that is done by the students must have a grade. to declare that students are not able to be in class is a bit difficult if I don't carry out the process. as long as I carry out the process, there must be an assessment carried out. the assessment in this merdeka curriculum is indeed the assessment that we should do, the grade of students is not only a sheet of paper in the UH. because emotionally when students are faced with the word test or test, the mentanl can be unprepared. i always say at the beginning for me your assessment is not just a piece of paper but the process. As long as you join my class, make exercises, take exams, I don't care what your grade is for me, your activity is important. all this time I as a student also felt that when I couldn't answer the teacher's questions then I was stupid, not so. so it really humanizes humans, I have a different perspective from other teachers, not all children have to be English teachers with a grade of 100. If they sit and listen and cooperate with me, they already have a minimum grade that they must get according to the KKTP. a piece of paper is not a determinant for me except for assignments, if they don't submit the assignment it is indeed a determinant in the formative assessment, but for summative it has no effect. the summative is good, the grade is used, if not, the formative grade will be used."*[76]

Based on the result of the interview with the informants above, the researcher concluded that to despite the flexibility offered by the merdeka curriculum, there is a need for further socialization to improve teachers' understanding of assessment methods, as confusion persists regarding whether to use descriptive or interval assessments. Some teachers still rely on their own minimum completeness criteria (KKM), resulting in significant variations in assessment. Enhanced socialization is crucial for clarifying the implementation of assessments, particularly in cognitive aspects and student evaluation.

[76] Teacher 3 interview at June 15th, 2024.

Adjusting assessment methods to students' learning characteristics is important but challenging, especially in schools with many students. Consistent implementation requires commitment and active participation from all teachers. Emphasizing objective assessments in all activities, not just exams, is essential. A student's grade on paper does not fully reflect their potential; engagement and cooperation in class are equally important. Formative assessments should be viewed as tools for development, focusing on students' active participation and response to the learning process, rather than merely determining graduation.

B. Disscussion

The discussion is an explanation of data analysis based on the study of research problems. The purpose of this research is to find out the obstacles of English teachers at SMA N 1 Ampek Angkek practicing assessment in their classes. In this section researcher provide interpretation and discussion after researcher collect data from observations, interviews and documentation with phase E teachers at SMA N 1 Ampek Angkek. Based on the research results, it can be concluded that SMA N 1 Ampek Angkek has implemented and followed the direction of the circular letter of the ministry of education and culture regarding the implementation of learning using the merdeka curriculum and the assessment process carried out by English teachers in phase E has proven to be quite well implemented.

Schools and teachers make every effort so that the learning process can continue to run well and learning objectives can be achieved without having to make students feel difficult in the process. However, the implementation of the assessment process at SMA N 1 Ampek Angkek certainly has several obstacles in the assessment process. Therefore, in accordance with the results of this study, the researcher explains more deeply as follows:

1. Lack of training and socialization

   Based on the results of interviews, researcher found that merdeka curriculum training has started in schools every month to make it easier for teachers to learn various important aspects, especially those related to assessment and reducing learning objectives (TP) to learning outcomes (CP). However, the impact is still lacking because the merdeka curriculum is still new and many things need to be learned and adjusted by teachers. The Merdeka Curriculum uses four types of assessment: description, rubric, scale, and interval. This school uses the interval assessment method with the condition that if students can complete the Learning Outcome (CP) in each Learning Objectives (TP) with the lower limit interval grade, they are considered to have passed even with the standard grade.

   The Merdeka Curriculum no longer uses the Minimum Completness Criteria (KKM) but is replaced by the Learning Objective Completness Criteria (KKTP) which is more in line with the new

approach. Training on assessment methods in the Merdeka curriculum is carried out with the aim of introducing and explaining the types of assessments used. However, this training is still not optimal because there is no specific training provided for teachers on the implementation of assessment in the Merdeka curriculum. Related to the Shadri et.al stated that problems in assessment is the lack of socialization and trining provided to teachers[77]. Hasibuan and Kardena also stated the teachers found it difficult to effectively implement the curriculum due to inadequate training, limited resources and infrastructure, and the challenges of adapting to a student-centered approach[78]. Training that is not sustainable and not specific to teachers' needs tends to be less effective in improving their skills and knowledge. The lack of adequate training in the Merdeka Curriculum reflects the lack of implementation of this theory, so teachers feel less prepared to conduct assessments in accordance with the new curriculum.

Training in schools shows variations in frequency and focus as well as differences in the number of trainings. There are different opinions among teachers that in one semester training may occur once every three months, depending on the topic and the person invited as a

[77] Shadri, R., Hermita, N., Deswarni, D., Purnamasari S, A., Lingga, L.J., & Wijoyo, H. (2022). Assessment In The Merdeka Curriculum: How Are The Teachers' Perspectives On It?. Jurnal PAJAR (Pendidikan dan Pengajaran), 7(1), 202-209.

[78] Hasibuan, A., & Kardena, A. (2024). English Teachers' Challenges in Implementing Merdeka Curriculum. 602 PESHUM: Jurnal Pendidikan, Sosial dan Humaniora, 3(4).

resource. Trainings are more general and cover various aspects of the curriculum without a specific focus on assessment. The implementation of assessment in the merdeka curriculum at SMAN 1 Ampek Angkek still faces various obstacles, including the lack of specific training for teachers on the implementation of assessment, variations in the frequency and focus of training and differences of opinion needed among teachers about the training provided.

2. Time constraints with large classes

Based on the results of observations and interviews, researcher found that the Merdeka Curriculum emphasizes the importance of feedback and reflection, engaging teachers and students to ensure effective learning and aligning teaching methods with student needs. Teachers now act as mentors who help students find the best way to learn, encouraging a student-centric approach where students actively participate in their learning process. By integrating various learning methods such as visual, auditory, and discussion, teachers can address students' various learning needs, promoting differentiation and personalization in the large classes that are a problem. Related to the Shadri et.al stated the obstacles teachers encounter in applying assessments the overwhelming number of students to be evaluated[79]. Perwiti added diverse student knowledge base and limited space cause

[79] Shadri, R., Hermita, N., Deswarni, D., Purnamasari S, A., Lingga, L.J., & Wijoyo, H. (2022). Assessment In The Merdeka Curriculum: How Are The Teachers' Perspectives On It?. Jurnal PAJAR (Pendidikan dan Pengajaran), 7(1), 202-209.

teacher could not delivered learning material to the fullest[80]. Differentiated instruction emphasizes the importance of adjusting teaching and assessment methods to suit the needs of individual students. In large classes, teachers struggle to implement varied and in-depth assessments, due to time and resource constraints.

Time management in Merdeka curriculum is hampered by excessive administrative tasks, prioritizing administrative subtleties over student character development. Teachers feel overwhelmed by daily administrative tasks, which contradicts the original goal of minimal administration set by the Minister of Education. Teachers spend time on learning, curriculum development and independently seeking external training to improve teaching quality. They use online platforms, seminars and training sessions to continuously improve their professional skills. School training, YouTube, and the merdeka teaching platform (PMM) are used to overcome obstacles in understanding assessment and feedback in the Merdeka curriculum, encouraging self-learning habits, especially in creating exam materials that match the curriculum objectives and relevant materials. The implementation of Merdeka curriculum still faces various challenges, including time management deficiencies due to excessive administrative tasks, which affect the quality of teaching. According to

[80] Wahyu Indah Pertiwi (2020). Teacher Difficulties and Strategies in Managing A Large Class in Teaching and Learning English. Edupedia Journal Muhammadiyah University of Ponorogo, 4(2), 150-154.

Shadri et.al, the difficulties in applying the assessment experienced by teachers in the limited time to carry out evaluation[81]. The time management strategy to adapt with change in curriculum used by the teacher includes, following the school calendar in managing teaching time, setting goals and working to achieve them, prioritizing important tasks to avoid running out of teaching time and managing time effectively, creating a daily classroom schedule to address time constraints, based on guidelines set by the school, making a list of activities to help manage classroom time, setting time limits for student assignments to ensure teaching time is not compromised, efficiently using transition time by avoiding delays, sticking to the lesson plan, and reinforcing student understanding through assignments.[82] However, with various efforts made by teachers to improve professional skills and integrate various learning methods, the Merdeka curriculum can achieve its goal of ensuring effective learning and linking teaching methods with student needs.

3. Alignment of assessment determaining with leraning objectives and project-based learning

Based on the results of observations and interviews, researcher found that the assessment system implemented prioritizes Learning

[81] Shadri, R., Hermita, N., Deswarni, D., Purnamasari S, A., Lingga, L.J., & Wijoyo, H. (2022). Assessment In The Merdeka Curriculum: How Are The Teachers' Perspectives On It?. Jurnal PAJAR (Pendidikan dan Pengajaran), 7(1), 202-209.

[82] Martaliana, L., Syahrul, S., & Safitri, L. (2021). The seven time managing strategies of English teachers to adapt with the change in curriculum. Elsya: Journal of English Language Studies, 3(1), 45-49.

Outcome (CP) as the main benchmark, emphasizing students' understanding of the material taught. Teachers often collaborate with colleagues, curriculum representatives, and others to maintain the quality of questions and learning materials in line with the TP (Learning Objectives). Frequent challenges include the management of multiple learning outcome (CP) assessments, as well as challenging English text composition. The challanges of aligning assessment with learning objectives often arises because assessment methods used do not reflect the actual skills and knowledge to be measured. With using authentic assessment can helps the overcome this challange by assesing studets abilities in realistic and meaningful contexts. According to Alaniz, authentic assessment as approach that engages students in meaningful real-world tasks that mirror the challanges they will face in outside classroom[83]. Teachers also make meticulous preparations before each lesson, setting objectives for students and using predetermined assessment formats to comprehensively evaluate their abilities.

Diversified learning materials are used to test students' abilities and develop their skills in a real context. The grading system used utilizes a five-point scale to evaluate student progress across multiple dimensions. There is a shift towards more engaging and student-centric learning methods to increase the fun and effectiveness of

[83] Alaniz, K., & Cerling, K. (2023). Authentic Assessment in Action: An Everyday Guide for Bringing Learning to Life. Rowman & Littlefield Publishers.

learning. The implementation of the assessment system in the Merdeka curriculum still faces various challenges, including the management of multiple learning outcome (CP) assessments and challenging text composition in English. However, with various efforts made by teachers to maintain the quality of learning questions and materials, as well as using a variety of interesting learning methods, the Merdeka curriculum can achieve its goal of ensuring effective learning and linking teaching methods with student needs.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter shows the research conclusion and suggestion to answer the research question regarding English teachers' obstacles in implementing assessment in Merdeka curriculum at SMA N 1 Ampek Angkek. The main findings show that the lack of adequate training and socialization on assessment in the Merdeka curriculum is a significant obstacle. Although training has begun to be socialized in schools, the impact is still not optimal because this curriculum is still new and many teachers are still using the assessment methods from the 2013 curriculum. Teachers face various obstacles in managing time and handling the large number of students. The merdeka curriculum requires individual attention for each student which is difficult to achieve in large classes. In addition, administrative demands and daily workloads reduce the time available for teachers to optimally explore every aspect of assessment.

To overcome these obstacles, teachers developed various strategies such as speeding up group discussions, attending trainings and conducting self-studies. However, obstacles in aligning assessment with learning objectives and assessment design to measure student achievement in line with learning objectives remain a major challenge. Overall, despite efforts and good intentions to implement assessment in the merdeka curriculum according to the expected standards, time constraints and large student numbers often prevent effective and thorough implementation.

B. Suggestions

There are some suggestions for the school, english teacher, and the next researcher:

1. The School

   The school should prepare some training and socialization to improve techers understanding towards the implementation assessment in merdeka curriculum. School should design learning and assessment of English subjects different from other subjects.

2. English Teacher

   Teachers need to continue honing their pedagogical skills in implementing merdeka curriculum. Conducting training and self-development whether though workshops, seminars or online courses can help teachers gain new insights and skills needed to implement the merdeka curriculum more effectively. Teachers can collaborate with each other in designing and implementing merdeka curriculum keeping regular meetings or disscussion group between teachers can be a platform for sharing experiences, ideas, and strategies that are successful in overcoming obstacles that arise.

3. The Next Researchers

   The next researchers are expected to be able to explore the role of technology in the merdeka curriculum. Reserchers can see more about how the use of educational technology can support the implementation of the merdeka curriculum. The next researcher are expected to find out more

about the paradigm shift needed by teachers in implementing merdeka curriculum focus on changing mindsets or teaching approaches.

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APPENDICES

1. RESEARCH GUIDELINE

Variable	Indicator	Sub-Indicator	Descriptor	Instrument
Obstacle in Assessment in Merdeka Curriculum	Lack of Training	Training activities were not evenly distributed to all teachers	Teachers may not be adequately prepared to implement the new curriculum, leading to a lack of understanding of the assessment methods and tools, which can result in ineffective assessment practices.	**Observation and Interview**
		Training material presented did not focus on discussing assessment	The training provided may not provide sufficient guidance on assessment strategies, making it challenging for teachers to develop effective assessments that align with the learning objectives	
	The overwhelming number of students and the limited time for evaluation	Large class size	Large class sizes can make it difficult for teachers to provide individualized feedback and assessment, leading to a lack of personalization and potential inaccuracies in assessment results.	
		Limited time	Teachers may not have sufficient time to develop and administer assessments, grade assignments, and provide feedback, which can lead to rushed or incomplete assessments	
	The form of assessment	Align with learning objective	Assessments may not be aligned with the learning	

		(Summative)	objectives, resulting in a mismatch between what is taught and what is assessed, which can lead to inaccurate measures of student learning.	
		Assessment in project-based learning (Formative)	Project-based learning often requires innovative and complex assessments, which can be challenging to design and implement, especially if teachers lack experience with this type of assessment	

II. Observation Sheet Teacher 1

Indicator	Sub-Indicator	Descriptor	Checklist		Notes
			Yes	No	
The overwhelming number of students and the limited time for evaluation	Large Classes	1. The class size manageable for individualized feedback and assessment		V	- because in this class there are 36 students.
	Limited Time	2. The teacher has sufficient time to develop and administer assessments, grade assignments, and provide feedback		V	- two hours lesson were used up for doing excercise
The Form of Assessment	Align with learning objectives (summative)	3. The assessments aligned with the learning objectives	V		
		4. The assessments designed to measure the intended learning outcomes	V		
	Assessment in Project-Based Learning (Formative)	5. The teacher conduct formative assessment in project based learning	V		
		6. The assessments innovative and complex, as required in project-based learning	V		

III. Observation Sheet Teacher 2

Indicator	Sub-Indicator	Descriptor	Checklist		Notes
			Yes	No	
The overwhelming number of students and the limited time for evaluation	Large Classes	1. The class size manageable for individualized feedback and assessment		V	- because in this class there are 36 students.
	Limited Time	2. The teacher has sufficient time to develop and administer assessments, grade assignments, and provide feedback		V	- two hours lesson were used up for doing excercise
The Form of Assessment	Align with learning objectives (summative)	3. The assessments aligned with the learning objectives	V		
		4. The assessments designed to measure the intended learning outcomes	V		
	Assessment in Project-Based Learning (Formative)	5. The teacher conduct formative assessment in project based learning	V		
		6. The assessments innovative and complex, as required in project-based learning	V		

IV. Observation Sheet Teacher 3

Indicator	Sub-Indicator	Descriptor	Checklist		Notes
			Yes	No	
The overwhelming number of students and the limited time for evaluation	Large Classes	1. The class size manageable for individualized feedback and assessment		V	- because in this class there are 36 students.
	Limited Time	2. The teacher has sufficient time to develop and administer assessments, grade assignments, and provide feedback		V	- two hours lesson were used up for doing excercise
The Form of Assessment	Align with learning objectives (summative)	3. The assessments aligned with the learning objectives	V		
		4. The assessments designed to measure the intended learning outcomes	V		
	Assessment in Project-Based Learning (Formative)	5. The teacher conduct formative assessment in project based learning	V		
		6. The assessments innovative and complex, as required in project-based learning	V		

V. Daftar Pertanyaan Wawancara

1. Apakah Ibu mendapatkan pelatihan yang memadai mengenai metode penilaian Kurikulum Merdeka? Bisakah Ibu menceritakan pengalaman Ibu secara singkat?
2. Selama menjadi peserta pelatihan, apakah pelatih pernah fokus pada penilaian dalam Kurikulum Merdeka? Bisakah Ibu menjelaskannya lebih lanjut?
3. Berapa kali Ibu mendapatkan pelatihan mengenai Kurikulum Merdeka?
4. Bagaimana Ibu bisa memberikan umpan balik dan penilaian individual di kelas besar?
5. Strategi apa yang telah Ibu kembangkan untuk memprioritaskan waktu Ibu dan memastikan bahwa Ibu dapat melaksanakan penilaian dan memberikan umpan balik secara efektif?
6. Apakah ada kendala khusus yang Ibu hadapi dalam hal manajemen waktu, dan bagaimana cara mengatasinya?
7. Bagaimana Ibu memastikan penilaian Ibu selaras dengan tujuan pembelajaran dalam Kurikulum Merdeka?
8. Pernahkah Ibu menemui kesulitan dalam merancang penilaian yang mengukur pembelajaran siswa secara akurat berdasarkan tujuan pembelajaran?
9. Strategi apa yang pernah Ibu gunakan untuk mengatasi ketidaksesuaian antara apa yang diajarkan dan apa yang dinilai?
10. Bagaimana Ibu memilih bentuk penilaian khususnya untuk pembelajaran berbasis proyek di kelas Ibu?
11. Bagaimana Ibu memastikan bahwa penilaian tersebut inovatif dan kompleks, seperti yang disyaratkan dalam pembelajaran berbasis proyek?
12. Menurut Ibu kendala apa yang paling signifikan dalam menilai pembelajaran siswa dalam Kurikulum Merdeka?
13. Strategi atau sistem pendukung apa yang menurut Ibu paling membantu dalam mengatasi hambatan-hambatan ini?
14. Apakah ada pemikiran atau rekomendasi akhir yang ingin Ibu sampaikan mengenai penilaian pembelajaran siswa dalam Kurikulum Merdeka?

VI. Transkrip Wawancara dengan Mrs. CA

1. RPU : Apakah Ibu mendapatkan pelatihan yang memadai mengenai metode penilaian Kurikulum Merdeka? Bisakah Ibu menceritakan pengalaman Ibu secara singkat?
   Mrs. CA: Untuk pelatihannya sudah mulai disosialisasikan dari sekolah dan biasanya setiap bulan itu sekolah memfasilitasi guru-guru untuk belajar tentang kurikulum merdeka. Baik dari assesmnent cara memurunkan tp menjadi atp kemudian cp itu sudah. Tapi mungkin belum terlalu memadai karna guru-gru masih terfokus untuk secara penialain masih menggunakan kurikulum dua ribu tiga belas, karna secara mungkin karna kurikulum merdeka itu baru, jadi untuk pelaksanaannya itu masih keteteran, misalnya yang dulunya itu silabus, sekarang itu menjadi tp. Penurunan-penurunannya itu masih banyak yang diragukan dan untuk pelatihannya itu sudah ada dari sekolah, dan guru guru itu sudah sedikit banyaknya mendapat pelatihan, mungkin kurang, masih kurang memadai gitu karna untuk penerapannya dalam pembuatan modul itu masih belum seragam masih, banyak masih ada kekurangan.
2. RPU: Selama menjadi peserta pelatihan, apakah pelatih pernah fokus pada penilaian dalam Kurikulum Merdeka? Bisakah Ibu menjelaskannya lebih lanjut?
   Mrs. CA: Iya baru kemaren, itu pelatihan tentang asessment penilaian yang digunakan dikurikulum merdeka, kalau misalnya dikurikulum tiga belas kita berpatokan pada angka, kalau dikurikulum merdeka ada 4 jenis penialan yang digunakan, bisanya itu deskripsi, rubik, skala dan interval, jadi untuk disekolah kami itu biasanya menggunakan interval. Jadi ada ada di kktp itu ada interval batas bawah dan ada interval batas atas. Jadi misalnya, kalau siswa bisa mencapai cp dalam setiap tp itu baik dia itu nilainya mencapai interval batas bawah, dia bisa dikatakan lulus cp gitu waluapun itu nilainya standar. Jadi kita menggunakan interval tidak mau lagi menggunakan angka yang berpatokan pada kkm seperti itu. Kalau sekarang namanya kktp (keriteria kelulusan tujuan pembelajaran).
3. RPU: Berapa kali Ibu mendapatkan pelatihan mengenai Kurikulum Merdeka?
   Mrs. CA: Sejauh ini yang pernah dilakukan disekolah itu sudah 4 sampai 5 kali per semester dan itu biasanya yang memberikan, narasumbernya itu dari dinas langsung dan juga dari guru-guru, narasumber nasional dari dinas pendidikan.
4. RPU: Bagaimana Ibu bisa memberikan umpan balik dan penilaian individual di kelas besar?
   Mrs. CA: Biasanya kalau untuk kurikulum merdeka itu, didalam modul itu disebutkan umpan balik itu atau refleksi, itu biasanya dikurikulum merdeka itu dicantumkan yang direfleksi itu guru dan siswa. Biasanya umpan balik itu disampaikan setelah pembelajaran, misalnya ditanyakan dulu apa yang mereka dapatkan hari itu dan apa kekurangan dari gurunya sendiri dan kemudian apa arah proyeksi kita kedepan dan siswa maunya sepeti apa, kalau setelah itu kembali kan lagi kepada siswa, siswa maunya belajar seperti apa? Karna dimodul itu biasanya dicantumkan, guru hanya sebagai fasilitator dan kita diberikan wakru 10 menit untuk menjelaskna selebihnya siswa yang berperan aktif explore sendiri materi yang akan mereka peajari baik itu diskusi. Dan itu berdarkan cara belajar mereka sendiri, kalau misalnya cara belajarnya visual mereka akan menggunakan cara belajar mereka sendiri, kalau misalnya mereka sedang diskusi mereka berdiskusi, kalau misalnya mereka lebih suka mendengarkan, jadi mereka diberi kebebasan itu dinamanya pembelajaran secara berdiferensiasi itu yang akan nantinya yang akan direfleksi di nantinya akhir.
5. RPU: Strategi apa yang telah Ibu kembangkan untuk memprioritaskan waktu Ibu dan memastikan bahwa Ibu dapat melaksanakan penilaian dan memberikan umpan balik secara efektif?

Mrs. CA: Itu tergantung materi yang diberikan pada hari itu tergantung biasanya kemaren materinya hartatori hartatori itukan endingnya anak-anak akan writting atau menulis jadi yang pertama saya berikan itu, memperkenalkan teks, setelah memperkenalkan teks, diawal masuk pembelajaran saya lakukan tes diagnostik, setelah mereka mengetahui, saya jelaskan tentang materi misalnya tentang teks ini apa? Dan apa fungsinya? Seperti itu. Kemudian saya akan memimnta mereka untuk explore sendiri dan cari sendiri apa itu teks harttaori? Kemudian mereka lihat kembali dari jawaban tes diagnostiknya, apakah sudah sesuai atu tidak, saya suruh mereka untuk belajar sendiri. Kemudia saya pernah memberikan teks disusun untuk mereka menyusun teks, kemudia mereka yang memberi penilaian terhadap kerja kelompolnya sendiri. Biasanya saya berikan tugas kelompok terus mereka yang menilai kelompok dengan teman sejawat. Saya berikan teksnya biasanya kalau enam kelompok saya sediankan 6 teks, nanti mereka yang explore sendiri dan saya berikan pertanyaan-pertanyaan juga disana. Nanti mereka yang mempresentasikan setiap keompok itu teks nya berbeda tapi dengan jenis teks yang sama. Makaudnya teks ratatori semua tapi isinya berbeda.

6. RPU: Apakah ada kendala khusus yang Ibu hadapi dalam hal manajemen waktu, dan bagaimana cara mengatasinya?
   Mrs. CA: Kendala keterbatasan waktu dalam berdiskusi misalnya, saya targetkan untuk hari itu harus selesai diskusi kelompok, ternyata ada beberapa kelompok yang molor, tidak cukup waktunya jadi harus ulang lagi minggu depannya. Padahal minggu depannya sudah beda lagi harusnya, misalnya kalau hari ini reading, nanti besoknya mereka menganalisa, misal kalau hari ini listening besok nya mereka reading jadi kalau seperti itu. Cara saya nengatasainya jadi saya comot saja siapa kira-kira anak yang bisa langsung tampil, seperti itu kelompok yang tampil gitu.
7. RPU: Bagaimana Ibu memastikan penilaian Ibu selaras dengan tujuan pembelajaran dalam Kurikulum Merdeka?
   Mrs. CA: Kalau untuk penilaian, kan kita ada cp, cp itukan nantik akan diturunkan, jadi untuk penilaiannya saya akan lihat semuanya, kalau dari sumatifnya itu cp yang pertama itu mereka bisa memahami, kalau anak sudah bisa memahami, berarti sudah memenuhi kriteria penilaian gitu. Jadi misalnya setiap hari itu harus ada nilainya semua anak. Misalnya gini, saya berikan hari ini siswa harus bisa memahami apa itu teks hartatori misalnya, kalau mereka semua bisa memahami, berarti nilaianya hari itu ada semuanya, begitu jadi cara saya untuk menilaianya. Jadi besoknya saya lihat lagi "oh ini nilainya sudah selesai berarti cp ini sudah tercapai" maksudnya minggu depannya masuk ke cp selanjutnya gitu.
8. RPU: Pernahkah Ibu menemui kesulitan dalam merancang penilaian yang mengukur pembelajaran siswa secara akurat berdasarkan tujuan pembelajaran?
   Mrs. CA: Untuk kendala yang dihadapi mungkin saya sering itu lupa memasukan nilainya, misalnya hari itu nialainya ini, itu mungkin. Tapi kalau untuk penilaiannya sebernarnya di cp itu sudah bisa kita dinilai setip hati prosesnya.
9. RPU: Strategi apa yang pernah Ibu gunakan untuk mengatasi ketidaksesuaian antara apa yang diajarkan dan apa yang dinilai?
   Mrs. CA: Misalnya kita karna setiap masuk ke kelas biasanya saya belajar dulu, misalnya belajar hari ini, treatman apa yang mau ditampilkan. Jadi biar tidak salah-salah jadi saya patokan, misalnya hari ini target saya semua siswa wajib reading satu teks dan saya akan menilai readingnya dari semuanya, jadi saya bisa sebelum masuk itu sudah buat formatnya, misalnya yang mau dinilai hari ini itu pronunciation, vocabulary, sama comprehensionnya, seperti itu. Jadi saya sudah buat biar saya tidak

salah pas penerapan didalam kelas gitu. Misalnya hari itu saya mau speaking jadi saya harus speaking seperti itu.

10. RPU: Bagaimana Ibu memilih bentuk penilaian khususnya untuk pembelajaran berbasis proyek di kelas Ibu?
    Mrs. CA: Ya ada beberapa materi yang digunakan yang saya gunakan untuk membuat projek biasanya kalau pembelajaran bahasa, itu lebih ke semua yang terjadi misalnya surat kabar misalnya, opini misalnya meraka bisa mencarinya diluar gitu, jadi saya l. Penilaian khusus ada misalnya saya ingin anak itu mencari sebuah opini, opini tapi didalam surat kabar atau majalah jadi kalau penilaian khusunya itu, kalau mislakan anak bisa menemukannya secara akurat dan itu nilaianya akan berbeda dari teman temannya yang lain.
11. RPU: Bagaimana Ibu memastikan bahwa penilaian tersebut inovatif dan kompleks, seperti yang disyaratkan dalam pembelajaran berbasis proyek?
    Mrs. CA: Kalau untuk penilainnya itu sudah ditentukan linknya, misalnya biasanya untuk proyek besar dikurikulum merdeka itu biasanya nilai itu ada 5 elemen dan itu lebih berfariasi. Biasanya yang untuk proyek itu berkembang, sedang berkembang, berkembang sesuai harapan, sangat berkembang, penilannya sesuai deskripsi kalau proyeknya besar.
12. RPU: Menurut Ibu kendala apa yang paling signifikan dalam menilai pembelajaran siswa dalam Kurikulum Merdeka?
    Mrs. CA: Kendala itu mungkin karena kita jarang mengelompokkan, biasanya ada juga sih kadang saya lupa ya membuatkan menbuatkan setiap cp itu penilaian kongkritnya. Jadi saya menilainya itu secara universal, itu yang membuat saya kesulitan, “eh ini cp mana yang tidak dikuasai dan tp mana yang belum diajarkan” nah itu, itu mungkin ke signifikanannya.
13. RPU: Strategi atau sistem pendukung apa yang menurut Ibu paling membantu dalam mengatasi hambatan-hambatan ini?
    Mrs. CA: Mungkin cara mengatasinya dilihat kembali cp, tp yang sudah diturunkan menjadi cp yang sisudsn pertama kali diawal semester biasanya seperti itu. Kemudian kalau saya lupa saya biasanya bertanya lagi dengan guru se kkg bisa saling mengingatkan, misalnya hari ini dibuat list cp mana dan tp mana yang sudah diajarkan dan mana yang belum, karna dikurikulum merdeka lebih flexibel. Flexibel maksudunya itu pokoknya dari pusat itu cuma diberikn tp, tp nya ini jadi kita rangkum sendiri mau materinya apa, teksnya apa jadi itu ditentukan oleh kkg. Jadi kalau misalanya harus maunya sama-sama jadi dibuatkan bersama gitu untuk cp menurunkannya.
14. RPU: Apakah ada pemikiran atau rekomendasi akhir yang ingin Ibu sampaikan mengenai penilaian pembelajaran siswa dalam Kurikulum Merdeka?
    Mrs. CA: Sarannya sebenarnya untuk kurikulum merdeka itu sudah bagus ya peniliannya, tapi mungkin belum tersosialisasi semuanya. Sebaiknya disosialisasikan lagi, karna masih ada miss konsepsi antara penilaian itu deskripsi atau interval gitu, mungkin disana. Sisanya para guru masih di kkmnya harus seperti ini, seperti ini. Sebenarnya dalam kurikulum merdeka ini flexible, mungkin dispesifikasikan lagi untuk penialaian atau assesment kognitifnya.

VII. Transkrip Wawancara Mrs. YA

1. RPU : Apakah Ibu mendapatkan pelatihan yang memadai mengenai metode penilaian Kurikulum Merdeka? Bisakah Ibu menceritakan pengalaman Ibu secara singkat?
   Mrs. YA: Kurikulum merdeka itu ada pelatihannya yaitu, pelatihannya diadakan disekolah. Didatangkan oleh kepala sekolah narasumber untuk menjelaskan tentang bagaimana cara mengaplikasikan kurikulum merdeka dan sekarang juga sedang berlangsung kegiatan itu. Jadi dalam kurikulum merdeka ini kita tidak seperti kurikulum kita sebelumnya, karna kalau dalam persepri kita awal, kurikulum merdeka adalah anak merdeka, bukan begitu mestinya. Tapi bagaimana kita bisa melihat, membuat motede pembelajaran itu sesuai dengan kebutuhan siswa, itu yang disebut dengan kurikulum merdeka. Dikurikulum merdeka pusatnya pada siswa, kalau kurikulum tiga belas berpusat masih pada guru yang dominan. Kalau kurikulum merdeka guru hanya sebagai fasilitator dan murid yang belajar dari berbagai media. Kemudian pada kumer siswa juga mengambil jurusan sesuai dengan jurusan apa yang akan mereka ambil nanti diperguruan tinggi. Jadi disesuaikan dengan jurusan apa yang akan mereka ambil, ada tesnya dari sekolah. Itu biasanya dilakukan dikelas 10 pertengahan, saat mereka sudah melalukannya.
2. RPU: Selama menjadi peserta pelatihan, apakah pelatih pernah fokus pada penilaian dalam Kurikulum Merdeka? Bisakah Ibu menjelaskannya lebih lanjut?
   Mrs. YA: Pelatihan itu mungkin hampir setiap tahun dilakukan. Karna disekolah ini masih boleh dikatakan baru 2 tahun, masih masa pancaroba, artinya kita masih meraha raba. Sebelum itu, kita tetap menggali ilmu dari berbagai sumber, tidak hanya dari pelatihan tapi juga dari pnm yang disediakan oleh pemerintah. Saat pelatihan tidak ada kendala, tapi dilapangan ada kendala.
3. RPU: Berapa kali Ibu mendapatkan pelatihan mengenai Kurikulum Merdeka?
   Mrs. YA: Tergantung topiknya berbeda-beda, kadang-kadang tidak. Dalam satu senester bisa saja itu terjadi satu kali tiga bulan tergantung itu narasumber yang didatangkan oleh sekolah, didatangankan dari dinas pendidikan.
4. RPU: Bagaimana Ibu bisa memberikan umpan balik dan penilaian individual di kelas besar?
   Mrs. YA: Caranya itu adalah pertama mengadakan tes lisan kepada siswa dari sana nanti kita melihat bahwa siswa itu kemampuannya sejauh mana. Ada kalanya anak itu tidak bisa sama sekali menjawab, artinya mugkin saja mereka gugup jadi kita harus menggali lagi, mungkin saja mereka gugup atau tidak tau sama sekali.
5. RPU: Strategi apa yang telah Ibu kembangkan untuk memprioritaskan waktu Ibu dan memastikan bahwa Ibu dapat melaksanakan penilaian dan memberikan umpan balik secara efektif?
   Mrs. Tentunya dengan melakukan namanya pelatihan yang diadakan oleh sekolah kemudian banyak belajar dari youtube dan pnm juga.
6. RPU: Apakah ada kendala khusus yang Ibu hadapi dalam hal manajemen waktu, dan bagaimana cara mengatasinya?
   Mrs. YA: Kalau manajemen waktu kayaknya yang dirasakan kurikulum merdeka ini terlalu banyak administrasinya ya, maksudnya tidak lagi terfokus pada karakter siswa tapi bagaimana administrasi itu bisa lancar dan bisa dilakukan dengan optimal. Karna banyak sekali tuntutan yang harus dipenuhi oleh guru ketika kurikulum merdeka ini diadakan, itu yang dirasakan selama ini. Jadi banyak para guru itu yang merasa ingin pensiun cepat karna terlalu banyak administrasi yang harus dipenuhi. Padahal dari awal dulu menurut mentri pendidikan, justru kurikulum merdeka ini sedikit administrasinya. Ternyata dilapangan kenyataannya justru penuh dengan itu. Apalagi

saat ini tuntutan dari pmn adalah guru mengirisi e-kinierja setiap waktu, itu juga akan sedikit banyaknya menyita konsentrasi guru untuk mempersiapkan yang lebih baik untuk siswanya.

7. RPU: Bagaimana Ibu memastikan penilaian Ibu selaras dengan tujuan pembelajaran dalam Kurikulum Merdeka?
   Mrs. YA: Itukan ada diskusi dengan guru-guru kkg kemudian juga dengan wakil ketua kurikulum dan pihak-pihak yang terkait.
8. RPU: Pernahkah Ibu menemui kesulitan dalam merancang penilaian yang mengukur pembelajaran siswa secara akurat berdasarkan tujuan pembelajaran?
   Mrs. YA: Dari awal yang namanya masalah selama kita melakukan proses pasti ada itu lumrah, setiap ada proses pasti ada masalah. Tapi masalah itu bisa kita atasi dengan cara berdiskusi dengan teman sejawat.
9. RPU: Strategi apa yang pernah Ibu gunakan untuk mengatasi ketidaksesuaian antara apa yang diajarkan dan apa yang dinilai?
   Mrs. YA: Yang dilakukan yaitu mungkin bertanya langsung kepada siswa bagimana pendapat mereka tentang materi yang sudah diajarkan apakah bisa mereka pahami atau tidak?. Kadang-kadang kita merasa apa yang kita ajarkan itu sudah mudah, tapi ternyata tiba diujian mereka tidak bisa menjawab dengan mudah. Jadi perkiraan kita membuat soal itu seminimal mungkin yang menurut persepsi kita mereka akan dapat 100 semua, tapi kenyataannya tidak. Itu kembali lagi mungkin kita perlu banyak belajar bagaimana metode pembelajaran itu bisa menyenangkan dan mereka suka. Dan tidak bisa dipungkiri setiap siswa itu punya karakter belajar sendiri-sendiri, tidak semua siswa itu karakternya visual dan tidak semua juga audio dan adakalanya kinestetik. Mungkin untuk menyelaraskan itu kita bisa banyak belajar.
10. RPU: Bagaimana Ibu memilih bentuk penilaian khususnya untuk pembelajaran berbasis proyek di kelas Ibu?
    Mrs. YA: Kebetulan proyek itu belum ada, yang ada itu adalah unjuk kerja. Unjuk kerja itu seperti pada bulan suci ramadhan kemaren, itu berupa hasil dari presentasi siswa membuat resep makanan. Kemudian bagaimana mereka mempresentasikannya dalam bahasa inggris, kemudia hasilnya mereka antarkan kerumah, jadi itu aplikasi dari unjuk kerja.
11. RPU: Bagaimana Ibu memastikan bahwa penilaian tersebut inovatif dan kompleks, seperti yang disyaratkan dalam pembelajaran berbasis proyek?
    Mrs. YA: Berbeda dari sebelumnya mungkin kita masih penjajahan metode yang menyenangkan bagi siswa.
12. RPU: Menurut Ibu kendala apa yang paling signifikan dalam menilai pembelajaran siswa dalam Kurikulum Merdeka?
    Mrs. YA: Ya karna ada tuntutan itu, bahwa siswa itu harus dianggap tuntas, sementara kemampuan mereka dari tes diagnostik yang kita adakan mereka masih jauh mungkin dari yang kita harapkan. Sementara dalam kurikulum mereka harus dinyatakan tuntas untuk naik ke tingkat berikutnya. Itu mungkin menyelaraskan itu, jadi dalam kenyataannya itu mungkin nilai mereka itu masih 20, 60 sementara kita harus memberikan mereka nilai 78. Kehadiran diselaraskan mereka, kenapa diselaraskan karna nilai yang tertinggi itu justru diformatif. Formatif itu artinya nilai yang harian, jadi aneh rasanya kalau sumatifnya tinggi, sementara formatifnya tidak, jadi tidak selaras.
13. RPU: Strategi atau sistem pendukung apa yang menurut Ibu paling membantu dalam mengatasi hambatan-hambatan ini?
    Mrs. YA: Kita yang perlu banyak belajar perlu banyak diskusi.

14. RPU: Apakah ada pemikiran atau rekomendasi akhir yang ingin Ibu sampaikan mengenai penilaian pembelajaran siswa dalam Kurikulum Merdeka?
    Mrs. YA: Mungkin rekomendasinya, seharusnya disekolah itu ada, sebenarnya sudah ada tapi pas nilian tidak digambarkan, kita berharap bahwa penilaian itu disesuaikanlah dengan karakteristik siswa. Artinya seandainya anak itu cendrungnya adalah visual, maka kita akan menilainya secara visual. Kalau seandainya anak itu adalah kecendrungannya audio, tentu penilaiannya penilailan audio. Dan kalau anak kinestetik baru yang sumatif tadi. Tapi apakah itu dapat terlaksana dengan sekolah besar? Itu dikembalikan pada guru.

VII. Transkrip Wawancara dengan Ms. VG

1. RPU : Apakah Ibu mendapatkan pelatihan yang memadai mengenai metode penilaian Kurikulum Merdeka? Bisakah Ibu menceritakan pengalaman Ibu secara singkat?
   Mrs. VG: Tidak, jadi kami lebih banyak belajarnya mandirilah, sendiri, kalau untuk pelatihan yang diberikan untuk asessment tidak ada.
2. RPU: Selama menjadi peserta pelatihan, apakah pelatih pernah fokus pada penilaian dalam Kurikulum Merdeka? Bisakah Ibu menjelaskannya lebih lanjut?
   Mrs. VG: Kalau yang fokus ke penilaian kayaknya belum, tapi biasanya mereka ambil secara umum dulu, artinya semuanya dibahas termasuk kemaren, seperti kemaren, tapi yang fokus untuk penilaian tidak ada ya, lebih banyak nyari sendiri itu.
3. RPU: Berapa kali Ibu mendapatkan pelatihan mengenai Kurikulum Merdeka?
   Mrs. VG: Paling banyak tiga kali kalau dari sekolah, tapi itu tidak fokus ke penilaian, secara umum, semester ini sekalilah, kalau semster kemaren juga sekali, pokoknya selama kurikulum merdeka sejak dari tahun sekarangkan sudah masuk anak ke 3 nih jadi kelas sepuluh berarti sudah 2 tahun yang full itu paling bantar pelatihannya 3 atau 4 kalilah.
4. RPU: Bagaimana Ibu bisa memberikan umpan balik dan penilaian individual di kelas besar?
   Mrs. VG: Umpan balik kalau saya biasanya dalam bentuk ini reward, yang secara pribadi, misalnya setiap orang yang nantik akan memberikan kontribusi didalam kelas, biasanya ada poinnya, kemudian siswa yang sudah melakukan tugas, mereka nantik tampil pertama itu pasti ada rewardnya, artinya dalam bentuk penambahan penilian, kemudian ya bahasa bahasa verbal yang bisa diberikan ke siswa misalnya, selama dipbm hari ini anda sangat baik dalam dan selamat, thankyou for joining my class itu salah satu. Yang kalau umpan baliknya jarang yang dalam bentuk tertulis biasanya.
5. RPU: Strategi apa yang telah Ibu kembangkan untuk memprioritaskan waktu Ibu dan memastikan bahwa Ibu dapat melaksanakan penilaian dan memberikan umpan balik secara efektif?
   Mrs. VG: Kalau saya pribadi lebih banyak belajar mandiri untuk mempelajari tentang penilaian kurikulum, kemudian pembuatan soal itu dilakukan sesuai dengan kisi-kisi yang diminta itu menang seluruh materi soal, karena bahasa inggris itukan teks, untuk memastikan soal ini sesuai dengan cakupan yang diminta kurikulum saya membuat soal texs sendiri, artinya tidak ada ngambil dari bulu teks, i try to created by my self i try to compose the text by my self, itu yang saya lakukan supaya memastikan soal saya ini memang sesuai dengan cakupan kurikulumnya, jadi harus sesuai dengan cpnya, dari target sejauh apa sedalam apa yang diminta dan itu harus sampai.
6. RPU: Apakah ada kendala khusus yang Ibu hadapi dalam hal manajemen waktu, dan bagaimana cara mengatasinya?
   Mrs. VG: Kalau manajemen waktu pasti, karena mengajar itu kalau saya mengajar itu 30 jam dari pagi sampai sore, automatically i do really tired with my job, bagaimana ininya mensiasati, for me my self i told this is my job, so i should have a time for my self to improve, akhirnya saya kalau pagi itu start hari itu jam 4.30, solat setengah jam untuk solat dan lain-lain, jam 4 itu pasti untuk perbaikan kondisi saya sebagai guru. Apakah saya akan belajar mandiri disitu? apakah saya harus mecari materi? apakah saya harus composing soal? karna kebetulan saya ini tim penulis soal kabupaten di mgmp. Kemudian saya pribadi berusaha untuk mencari pelatihan diluar, dimana secara mandiri jadi tanpa dari sekolah pun, kalau ada pelatihan yang saya rasa cukup membantu saya sebagai seorang guru, i will take the chance, seminar ada, kemudian

pelatihan pelatihan yang dilakukan dengan altissia saya pernah ikut, kemudian untuk juli dan desember besok saya harus ikut pelatihan dengan kedutaan amerika. So i'll take the chance for it. Jadi, saya tidak nunggu pelatihan dari sekolah, saya lebih banyak belajarnya otodidak dan belajar sendiri, kemudian belajar dengan platform pembelajarana juga, dari pelatihan-pelatihn online yang diadakan, tidak cuman seminar, yang lain juga ada lebih bentuknya nantik ke training.

7. RPU: Bagaimana Ibu memastikan penilaian Ibu selaras dengan tujuan pembelajaran dalam Kurikulum Merdeka?
   Mrs. VG: Iya, karna memang tujuan melaksanakan penilaain itukan untuk melihat, apakah TP itu tercapai atau tidak. Karna bikin TP harus sesuai dengan dindikatornya, indikatornya harus nanti mendukung ke indikator siswa, kalau soal saya kemana materi saya kemana, kemudian TPnya kemana, otomatis anaknya nanti yang itu aja. semua guru harus memastikan kalau soalnya itu tergantung pada TP nya.
8. RPU: Pernahkah Ibu menemui kesulitan dalam merancang penilaian yang mengukur pembelajaran siswa secara akurat berdasarkan tujuan pembelajaran?
   Mrs. VG: kesulitannya tadi composing texsnya, karena kalau bahasa inggris kan yang paling berat membuat teks, bikin teks itu agak sedikit berat, yang pertama mungkin karna ketidak biasaan, yang kedua menyelaraskan isi materinya dengan tinggkat yang diminta oleh kurikulum. kemudian up to datenya ini yang susah, saya tidak pernah bikin soal yang teksnya nya itu yang sudah terbisa dikenal oleh anak, artinya it must be something new for the student the update informationnya harus ada. jadi ketika bikin soal saya tidak pernah memberikan soal yang pernah ada, harus itu, harus itu yang update itu harus, karna bahasa itu berubah, ilmu pengetahuan berubah, karna bahasa inggriskan tujuannya untuk mendukung pengetahuan dan mata pelajaran lain, jadi kalau saya harus mengajarkan sesuatu yang berhubungan dengan geografi, maka saya harus faham geografinya dulu, baru saya berani membuatkan teksnya, karna memang materi ajar yang diisyaratkan oleh kurikulum, itukan berbagai jenis teks untuk mendukung pengetahuan siswa, untuk mendukung pengetahuannya ini yang menjadi masalah, jadi saya harus jadi guru yang serba bisa. masuk ke report text, saya harus jadi guru biologi, saya harus masuk nanti ke materi geografi, sampai nanti ke deskriptive, saya harus mampu jadi siapa saja. Kemudian masuk nantik ke jenis teks naratif, saya harus mampus nantik membuat siswa saya ini bisa memahami sampai ke novel misalnya, jadi variasi itu yang agak memberatkan, karna yang pertama keterbatasan waktu dan kemampuan.
9. RPU: Strategi apa yang pernah Ibu gunakan untuk mengatasi ketidaksesuaian antara apa yang diajarkan dan apa yang dinilai?
   Mrs. VG: Jarang ya, yang diajarkan tidak dinilai atau yang dinilai tidak diajarkan. Saya gini, sebelum saya melakukan ujian akhir, saya selalu mengeluarkan soal TO dulu, jadi saya bikinkan soal tryout yang menang menyerupai bentuknya sesuai dengan kisi-kisi soal ujian sekolah, atau ujian akhir, sesuai dengan bentuknya dengan soal akhir yang akan saya berikan, artinya gini saya memastikan kalau yang saya ajarkan memang yang akan saya ujikan. Jadi memang tidak pernah yang tidak saya ajarakan yang tidak pernah saya ujikan, bagaimanapun juga kalau terjadi kesalahan, saya tidak mengajarkan itu, tidak diujikan, berarti saya hanya mengambil nilai formatif siswa.
10. RPU: Bagaimana Ibu memilih bentuk penilaian khususnya untuk pembelajaran berbasis proyek di kelas Ibu?
    Mrs. VG: Kalau project dikami paling banyak jatohnya ke writting, kalau untuk yang lain ke speaking, tapi project yang paling banyak waktunya itu memang ke writting. kenapa project diwritting? karna project di writting itu kelihatan stepnya, kalau ke

speaking, mereka disuruh perintah langusng mereka kerjakan. kalau diwritting nantik ada masanya mereka bikin kerangkanya, kemudian mereka tulis dulu, kemudian revisi ulang, baru ke rewrite nya lagi, jadi memang lebih banyak ke penulisan itu yang paling banyak. dan bikin laporan haril penulisan biasanya dalam bentuk review sebuah novel biasanya tentu ada.

11. RPU: Bagaimana Ibu memastikan bahwa penilaian tersebut inovatif dan kompleks, seperti yang disyaratkan dalam pembelajaran berbasis proyek?
    Mrs. VG: Kalau mematiskan mungkin tidak bisa dipastikan, yang jelas kalau dalam bentuk complex iya, karna yg pertama bentuk soal itu yg pertama harus hots, karna saya tidak pernah mananyakan ke siswa tanpa memberikan mereka stimulus, jadi memang level soal itu memang level soal hots, itu menengah ke atas. artinya tidak ada soal hots yang diberikan dalam ujin, hots itu hanya diberikan ketika saya dalam proses pbm. memang yang diminta itu minimal yang middle, yang low itu tidak ketemu disoal saya untuk yg ujian. tapi kalau untuk yang pemahaman keseharian siswa dalam bentuk formatif, mungkin kita mau yang ambil yang low, tapi tetap saya hanya memforkuskan bentuknya didalam soal hots. karna persiapan mereka untuk ujian utbk nantik masalahnya, makanya saya mencari teks itu tidak pernah yang, makanya kalau siswa saya tidak membaca teks, mereka tidak bisa menebak isinya. jadi menang mereka harus faham dulu pertanyaan. artinya membaca bukan dalam bentuk mereka reading comprehension, tidak, mereka bisa melakukan scanning atau skimming didalam ininya, dalam memahami tesknya. tapi yang pasti tanpa mereka pahami soal dan tanpa mereka melihat textnya mereka tidak akan bisa menebak isi.
12. RPU: Menurut Ibu kendala apa yang paling signifikan dalam menilai pembelajaran siswa dalam Kurikulum Merdeka?
    Mrs. VG: Kurikulum merdeka kan bentuk bentuk penilaiannya kan ada formatif dan sumatif. terkadang yang jadi kendala pada formatif itu adalah pengorganisasian nilai, maksudnya, kan tugasnya banyak, kemudian ada observasi yang dilakukan oleh guru, ada pengamatan. pengamanatan ini anak yang “begini” terkadang, kita saat itu tidak langsung memasukan nilainya, itu yang jadi masalah dalam kegiatan formatif. misalnya anak ikut menjawab pertanyaan, harusnyakan sudah ada penilaiannya tu. Tapi, terkadang kita itu terkendala dengan wktu, karna ini tuntutan materi harus selesai ini, jadi terkadang recording penilaiannya itu tidak oprimal, tidak maksimal seperti yang kita harapkan. pengamatan itu yang susah, tapi misalkan, ada tugas yang dikumpulkan, itu bisa dinilai, tapi yang pengamatan didalam kelas, “oh si ini aktif loh hari ini”, kemudian “apa saja ya pertanyaan tadi yang dia jawab?” posponnya sekian itu agak berat, karna memang fokus siswanya 36 orang. Kelas besar, mengajar 12 kelas dengan 36 siswa dikali 12 kelas, segitu siswa yang harus kita inikan. Terkadang kalau anak baru, saya terkendalanya menginggat nama orang, jadi menginggat nama orang untuk satu bulan pertama itu agak susah, jadi ditanya dulu “tadi nama kamu siapa ya?”, baru dicatat. jadi kendalanya itu, tapi biasanya, setelah satu bukan itu sudah mulai terbiasa dengan kehadiran mereka, tapi kalau seandainya naik menuju ke kelas yang lebih lanjut, karna pernah saya ikuti sebelumnya, itu gampang, udah hafal, jadi “oo si ini ni jadi begini ni karakternya”, udah tau, “oo si ini tadi menjawabnya sekian kali”, itu udah terbayang, tapi untuk yang baru masuk itu kendalanya.
13. RPU: Strategi atau sistem pendukung apa yang menurut Ibu paling membantu dalam mengatasi hambatan-hambatan ini?
    Mrs. VG: Mungkin penggunaan media misalnya digoogle from atau misalnya di google classroom, jadikan terkadang ada tugas-tugas yang miss, yang waktunya harus kita recording langsung, ternyata nanti kita terlambat melakukan recordingnya, atau mengumpulkanya. dikendala nantik saya untuk penilaian yang formatif biasanya

menggunakan online excercise, kemudian live book sheet, jadi mereka nanti, selesai mereka malakukan kegiatan, mereka melakukan latihan, nanti discreenshot hasilnya, dimasukan ke google from atau google clasroom, sehingga saya punya waktu yang lebih panjang untuk melakukan koreksi terhadap latihan yang dilakukan oleh anak.

14. RPU: Apakah ada pemikiran atau rekomendasi akhir yang ingin Ibu sampaikan mengenai penilaian pembelajaran siswa dalam Kurikulum Merdeka?
    Mrs. VG: Sebenarnya kurikulum merdeka ini penilaiannya tidak terlalu berat, tidak terlalu susah sepanjang guru memang melakukan penialian secara objektif terhadap siswa, artinya gini setiap yang dilakukan oleh siswa pasti ada nilainya, jadi untuk menyatakan siswa tidak sanggup dikelas kita itu agak berat, kecuali ibuk tidak melakukan proses, selama saya melakukan proses pasti ada penilaian yang dilakukan, jadi memang penilaian yang dilakukan oleh kurikulum merdeka ini penialaian yang seharus nya kita lakukan. nilai anak jangan hanya karna kertas selembar di Uhnya. karna secara emosional siswa yang dihadapkan dengan kata ujian atau ulangan itu, bisa mentalnya tidak siap, jadi kalau saya pribadi selalu diawal-awal bilang sama anak-anak, bagi saya penialaian anda itu bukan hanya kertas selembar, prosesnya, artinya anda ikut kelas saya, anda masuk kedalam kelas anda lakukan latihannya, anda ikuti ujian saya, saya tidak peduli nilai anda berapa, karna bagi saya keaktifan anda yang penting. jadi memang benar-benar memanusiakan anak. Karna selama inikan saya sebgai siswa juga ngerasa kalau saya tidak bisa jawab pertanyaan guru saya, maka saya bodoh, tidak gitu. mungkin saya memiliki pola kandang yang berbeda dengan guru yang lain, jadi bagi saya tidak semua anak harus jadi guru bahasa inggris dengan nilai 100, tapi ketika mereka sudah duduk, mau mendengarkan dan ikut bekerja sama dengan saya, itu pun nilainya sudah sampai pada titik dimana mereka mendapatkan nilai minimal yang harus mereka dapatkan, itu biasanya dikkmnya, kalau sekarang namanya kan KKTP. tapi biasanya disaya kertas selembar itu bukan penentu, kecuali tugas, kalau mereka tidak mengumpulkan tugas, itu memang penentu untuk penilian, karna tugasnya kan diformatif, kalau disummatifnya, tidak pengaruh umumnya. boleh ditutup mata kalau seandainya bagus, kita pakai, kalau tidak bagus mari kita lupakan saja, scopenya itu formatiflah.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II : Jalan Gurun Aur Kubang Putih Kab.Agam - Sumatera Barat - Telepon / Fax : (0752) 22875
Website : www.ftik.iainbukittinggi.ac.id | e-mail : ftik@iainbukittinggi.ac.id

19 Januari 2022

Nomor : B-014/In.26.1/PBI/PP.00.9/1/2022
Lamp. : 1 (Satu) exp. Proposal Skripsi
Hal : **Surat Penunjukan Pembimbing**

Kepada Yang Terhormat :
Bapak/ Ibu

di-
Tempat

Assalamu'alaikum wr. wb.
Dengan hormat, sesuai dengan usulan pembimbing yang diajukan oleh mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAIN Bukittinggi, maka dengan ini diminta kesediaannya sebagai pembimbing skripsi mahasiswa atas nama :

Nama	:	**Resha Putri Utami**
NIM	:	2317.112
Judul Skripsi	:	An Analysis of Spelling Errors made by Students' in Writing Recount Text on The 8th of SMAN 2 Padang Panjang
Pembimbing	:	Dr. Veni Roza, M.Pd

Demikian surat ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum wr. wb.

Ketua Program Studi PBI

Loli Safitri,M.Pd
NIP. 198805282015032003

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI
Nomor : B-0734/Un.26.1/HK.00.5/05/2024

TENTANG

PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PRODI PENDIDIKAN BAHASA INGGRIS FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI

Membaca : Permohonan Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Syekh M. Djammil Djambek Bukittinggi an. **Resha Putri Utami NIM. 2317112** tanggal 11 Juni 2024 perihal permohonan penerbitan SK Pembimbing Skripsi;

Menimbang : a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Universitas Islam Negeri (UIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing;

: b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing Skripsi;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859);
3. Peraturan Presiden Nomor 85 Tahun 2022 tentang Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;
4. Peraturan Menteri Agama Nomor 76 tahun 2022 Tentang Organisasi dan Tata Kerja Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;

MEMUTUSKAN:

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan: ***" An Analysis of English Teacher's Obstacles in Impelmenting Assessment in Merdeka Curriculum at SMAN 1 Ampek Angkek"***

KEDUA : Menunjuk Saudara :

Nama	**: Dr. Veni Roza SS, M.Pd**
NIP	**: 198401052009122003**
Pangkat/Gol.Ruang	: Pembina/IV/a
Jabatan	: Lektor Kepala
Bidang Keahlian Pokok	: Pendidikan Bahasa Inggris
Sebagai Dosen	: PEMBIMBING

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

Ditetapkan di Bukittinggi,
Pada tanggal : 11 Juni 2024

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Dr. ISWANTIR M, M. Ag
NIP.197605192006041001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II: Jl. Gurun Aur Kubang Putih - Kabupaten Agam - Sumatera Barat – Telepon/ Fax: (0752) 22875
Website: http://ftik.uinbukittinggi.ac.id | email: ftik@uinbukittinggi.ac.id

Nomor : B-0671/Un.26.1/PP.07/06/2024 Bukittinggi, 11 Juni 2024
Lamp : 1 (Satu) rangkap
Hal : Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu .....

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini:

Nama	:	**RESHA PUTRI UTAMI**
NIM	:	**2317112**
Semester	:	14
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***An Analysis Of English Teacher's Obstacles in Implementing Assessment in Merdeka Curriculum at SMAN 1 Ampek Angkek***
Lokasi Penelitian	:	SMAN 1 Ampek Angkek
Waktu	:	Juni 2024 s.d selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN,

DR. ISWANTIR M., M.Ag
NIP 197605192006041001

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Dr. Absharini Kardena, M. Pd

Jabatan : Dosen Bahasa Inggris

Dengan ini menyatakan bahwa mahasiswa yang bernama **Resha Putri Utami** dengan NIM **2317112** dengan judul **"Teachers Obstacles In Implementing Assessment In Merdeka Curriculum At SMAN 1 Ampek Angkek"** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 12 Juni 2024

Validator

Dr. Absharini Kardena, M.Pd

LEMBAR VALIDASI INSTRUMEN OBSERVASI

"AN ANALYSIS OF TEACHERS OBSTACLES IN IMPLEMENTING ASSESSMENT IN MERDEKA CURRICULUM AT SMAN 1 AMPEK ANGKEK"

Nama : Resha Putri Utami /2317.112

Judul Penelitian :**"An Analysis Of Teachers Obstacles In Implementing Assessment In Merdeka Curriculum At SMAN 1 Ampek Angkek"**

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

Untuk memberikan penilaian terhadap instrument "Teachers Obstacles In Implementing Assessment In Merdeka Curriculum At SMAN 1 Ampek Angkek"

1. Bapak/ Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   - 1 : Tidak Valid
   - 2 : Kurang Valid
   - 3 : Cukup Valid
   - 4 : Valid
   - 5 : Sangat Valid
3. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
   - A : Dapat digunakan tanpa revisi
   - B : Dapat digunakan dengan sedikit revisi
   - C : Dapat digunakan dengan revisi sedang
   - D : Dapat digunakan dengan banyak revisi
   - E : Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas				✓		
	b. Indikator yang diamati pengamat mudah diamati				✓		
	c. Masing-masing indikator dapat dibedakan dengan jelas					✓	
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek					✓	
	b. Kebenaran isi instrument			✓			
3	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				✓		
	b. Menggunakan kalimat yang mudah dipahami				✓		

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument "Teachers Obstacles In Implementing Assessment In Merdeka Curriculum At SMAN 1 Ampek Angkek"		✓			

C. KOMENTAR/ SARAN

1. Observation checklist belum ada strukturnya. Gar indicator. tambahkan!
2. Pertanyaan interview indikator 1 & 2 revisi semuanya.
   6 revisi 2 bh pertanyaan.

Note: Janji perbaikan instrumen. dikirim via WA.
jika tidak, hasil validasi ini tidak berlaku!

Bukittinggi, 13 Juni 2024

Validator

Dr. Alchanim Kade.

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Vilentina Rosa, M.Pd

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama **Resha Putri Utami** dengan NIM **2317112** dengan judul **"Teachers Obstacles In Implementing Assessment In Merdeka Curriculum At SMAN 1 Ampek Angkek"** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 12 Juni 2024

Validator

Vilentina Rosa, M.Pd

LEMBAR VALIDASI INSTRUMEN OBSERVASI

"AN ANALYSIS OF TEACHERS OBSTACLES IN IMPLEMENTING ASSESSMENT IN MERDEKA CURRICULUM AT SMAN 1 AMPEK ANGKEK"

Nama : Resha Putri Utami /2317.112

Judul Penelitian :**"An Analysis Of Teachers Obstacles In Implementing Assessment In Merdeka Curriculum At SMAN 1 Ampek Angkek"**

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

Untuk memberikan penilaian terhadap instrument "Teachers Obstacles In Implementing Assessment In Merdeka Curriculum At SMAN 1 Ampek Angkek"

1. Bapak/ Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:

   1 : Tidak Valid

   2 : Kurang Valid

   3 : Cukup Valid

   4 : Valid

   5 : Sangat Valid

3. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:

   A : Dapat digunakan tanpa revisi

   B : Dapat digunakan dengan sedikit revisi

   C : Dapat digunakan dengan revisi sedang

   D : Dapat digunakan dengan banyak revisi

   E : Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas					✓	
	b. Indikator yang diamati pengamat mudah diamati					✓	
	c. Masing-masing indikator dapat dibedakan dengan jelas					✓	
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek					✓	
	b. Kebenaran isi instrument					✓	
3	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				✓		
	b. Menggunakan kalimat yang mudah dipahami				✓		

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument "Teachers Obstacles In Implementing Assessment In Merdeka Curriculum At SMAN 1 Ampek Angkek"		✓			

C. KOMENTAR/ SARAN

Tlong revisi kalimat dan petunjuk observasinya
bahasanya kurang bagus
Kalimatnya tolong di perhatikan tenses nya
juga tentang possesive pronoun dlm kalimat

Bukittinggi, Juni 2024

Validator

Vilentina Pasa

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Yanti Yunefa S. Pd

Jabatan : Guru Bahasa Inggris

Dengan ini menyatakan bahwa mahasiswa yang bernama **Resha Putri Utami** dengan NIM **2317112** dengan judul **"Teachers Obstacles In Implementing Assessment In Merdeka Curriculum At SMAN 1 Ampek Angkek"** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 12 Juni 2024

Validator

Yanti Yunefa

NIP 197402222005012003

LEMBAR VALIDASI INSTRUMEN OBSERVASI

"AN ANALYSIS OF TEACHERS OBSTACLES IN IMPLEMENTING ASSESSMENT IN MERDEKA CURRICULUM AT SMAN 1 AMPEK ANGKEK"

Nama : Resha Putri Utami /2317.112

Judul Penelitian :**"An Analysis Of Teachers Obstacles In Implementing Assessment In Merdeka Curriculum At SMAN 1 Ampek Angkek"**

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

Untuk memberikan penilaian terhadap instrument "Teachers Obstacles In Implementing Assessment In Merdeka Curriculum At SMAN 1 Ampek Angkek"

1. Bapak/ Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
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   - 2 : Kurang Valid
   - 3 : Cukup Valid
   - 4 : Valid
   - 5 : Sangat Valid
3. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
   - A : Dapat digunakan tanpa revisi
   - B : Dapat digunakan dengan sedikit revisi
   - C : Dapat digunakan dengan revisi sedang
   - D : Dapat digunakan dengan banyak revisi
   - E : Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas					✓	
	b. Indikator yang diamati pengamat mudah diamati					✓	
	c. Masing-masing indikator dapat dibedakan dengan jelas					✓	
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek					✓	
	b. Kebenaran isi instrument					✓	
3	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar					✓	
	b. Menggunakan kalimat yang mudah dipahami					✓	

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument "Teachers Obstacles In Implementing Assessment In Merdeka Curriculum At SMAN 1 Ampek Angkek"	✓				

C. KOMENTAR/ SARAN

Kalau bisa wawancaranya dalam bentuk bahasa Indonesia agar jawaban dari Narasumber lebih rendah.

Bukittinggi, Juni 2024

Validator

Yanti Yunefa

Hlp. 197402220050120003

DOKUMENTATION

1. OBSERVATION













2. WAWANCARA







BLANGKO NILAI P1 SEMESTER 2 TP 2023/2024

MATA PELAJARAN : SEJARAH INDONESIA

NO	NAMA	KELAS	KEHADIRAN (KALI)	KEHADIRAN (PERSENTASE)	20% KEHADIRAN	1	2	RATA-RATA proses TP 1	20% formatif	Sumatif 1	60% Sumatif 1	tp 1 dan 2
1	AGIS RIDWANUL YAKIN	E 7	6	75,0	15,0	0	0	0,0	0,0	75	45,0	60,0
2	Alya Ramadhani	E 7	8	100,0	20,0	85	85	85,0	18,9	75	45,0	83,9
3	Aqsha Afiya Zhafira	E 7	8	100,0	20,0	90	90	90,0	20,0	79	47,4	87,4
4	AULIATUN NISA	E 7	8	100,0	20,0	88	88	88,0	19,6	75	45,0	84,6
5	CAHAYA KAMILA	E 7	8	100,0	20,0	99	90	94,5	21,0	75	45,0	86,0
6	Dhini Zaskia Putri	E 7	8	100,0	20,0	90	90	90,0	20,0	75	45,0	85,0
7	ELSY TRI WAHYUNI	E 7	8	100,0	20,0	78	78	78,0	17,3	75	45,0	82,3
8	Feline Febriani Putri	E 7	7	87,5	17,5	0	0	0,0	0,0	75	45,0	62,5
9	Gifou Dirga Aprialdo	E 7	8	100,0	20,0	85	85	85,0	18,9	75	45,0	83,9
10	HAJJIRNI	E 7	7	87,5	17,5	90	90	90,0	20,0	75	45,0	82,5
11	HILMA FITRI YANI	E 7	8	100,0	20,0	85	85	85,0	18,9	90	54,0	92,9
12	Khairil Al Hadid	E 7	8	100,0	20,0	78	88	83,0	18,4	75	45,0	83,4
13	M. Fahri Ramadhan	E 7	8	100,0	20,0	0	0	0,0	0,0	75	45,0	65,0
14	Maulana Nabiel	E 7	8	100,0	20,0	0	0	0,0	0,0	75	45,0	65,0
15	Miftahurrahmah	E 7	8	100,0	20,0	85	85	85,0	18,9	75	45,0	83,9
16	Muhammad Dimas Arya Zaky	E 7	8	100,0	20,0	90	90	90,0	20,0	81	48,6	88,6
17	MUHAMMAD KHADAFI ADHITIA	E 7	8	100,0	20,0	90	90	90,0	20,0	75	45,0	85,0

18	MUHAMMAD YASER ALFARIS	E 7	8	100,0	20,0	90	90	90,0	20,0	75	45,0	85,0
19	Nabila Maulidina	E 7	8	100,0	20,0	90	90	90,0	20,0	75	45,0	85,0
20	Naisilatul Fadila	E 7	8	100,0	20,0	0	0	0,0	0,0	75	45,0	65,0
21	NAUFAL HILMI	E 7	8	100,0	20,0	78	78	78,0	17,3	79	47,4	84,7
22	NOFITRIA AMITA	E 7	8	100,0	20,0	85	85	85,0	18,9	78	46,8	85,7
23	Nurul Fauziah	E 7	8	100,0	20,0	85	85	85,0	18,9	75	45,0	83,9
24	Rafi Ramadhan	E 7	7	87,5	17,5	0	0	0,0	0,0	75	45,0	62,5
25	Raihan Akbar	E 7	8	100,0	20,0	85	85	85,0	18,9	94	56,4	95,3
26	Reffila Haifa Widdianfi	E 7	8	100,0	20,0	90	90	90,0	20,0	75	45,0	85,0
27	Reza Nur Afizah	E 7	6	75,0	15,0	90	90	90,0	20,0	75	45,0	80,0
28	Salma Nidaul Firda	E 7	8	100,0	20,0	85	85	85,0	18,9	75	45,0	83,9
29	Salsabila Ramadhani	E 7	8	100,0	20,0	90	90	90,0	20,0	75	45,0	85,0
30	Shifa Lofita	E 7	8	100,0	20,0	85	85	85,0	18,9	78	46,8	85,7
31	SULTHAN AGUNG	E 7	8	100,0	20,0	85	85	85,0	18,9	91	54,6	93,5
32	Vanessa Salsabila	E 7	8	100,0	20,0	90	90	90,0	20,0	75	45,0	85,0
33	Zahra	E 7	8	100,0	20,0	90	90	90,0	20,0	75	45,0	85,0
34	ZHAHWA NADHIRA PUTRI	E 7	8	100,0	20,0	85	85	85,0	18,9	78	46,8	85,7
34	ZIANDIKA CRYSTAL AZKAL FATA	E 7	7	87,5	17,5							

BLANGKO NILAI P1 SEMESTER 1 TP 2021/2022

MATA PELAJARAN : SEJARAH INDONESIA

NO	NAMA	KELAS	KEHADIRAN (KALI)	KEHADIRAN (PERSENTASE)	20% KEHADIRAN	TGS 1	TGS 2	RATA-RATA TUGAS	20% TUGAS	UH 2	60% UH	TP 3
1	AGIS RIDWANUL YAKIN	E 7	4	57,1	11,4	78	78	78,0	17,3	0	0,0	28,8
2	Alya Ramadhani	E 7	6	85,7	17,1	85	85	85,0	18,9	85	51,0	87,0
3	Aqsha Afiya Zhafira	E 7	7	100,0	20,0	85	85	85,0	18,9	85	51,0	89,9
4	AULIATUN NISA	E 7	6	85,7	17,1	85	85	85,0	18,9	83	49,8	85,8
5	CAHAYA KAMILA	E 7	7	100,0	20,0	90	90	90,0	20,0	85	51,0	91,0
6	Dhini Zaskia Putri	E 7	6	85,7	17,1	78	78	78,0	17,3	83	49,8	84,3
7	ELSY TRI WAHYUNI	E 7	6	85,7	17,1	78	78	78,0	17,3	86	51,6	86,1
8	Feline Febriani Putri	E 7	7	100,0	20,0	0	0	0,0	0,0	86	51,6	71,6
9	Gifou Dirga Aprialdo	E 7	6	85,7	17,1	85	85	85,0	18,9	0	0,0	36,0
10	HAJJIRNI	E 7	7	100,0	20,0	90	90	90,0	20,0	83	49,8	89,8
11	HILMA FITRI YANI	E 7	6	85,7	17,1	85	85	85,0	18,9	83	49,8	85,8
12	Khairil Al Hadid	E 7	7	100,0	20,0	78	78	78,0	17,3	0	0,0	37,3
13	M. Fahri Ramadhan	E 7	6	85,7	17,1	0	0	0,0	0,0	0	0,0	17,1
14	Maulana Nabiel	E 7	7	100,0	20,0	0	0	0,0	0,0	0	0,0	20,0
15	Miftahurrahmah	E 7	7	100,0	20,0	85	85	85,0	18,9	85	51,0	89,9
16	Muhammad Dimas Arya Zaky	E 7	6	85,7	17,1	90	90	90,0	20,0	0	0,0	37,1
17	MUHAMMAD KHADAFI ADHITIA	E 7	7	100,0	20,0	90	90	90,0	20,0	0	0,0	40,0
18	MUHAMMAD YASER ALFARIS	E 7	7	100,0	20,0	90	90	90,0	20,0	0	0,0	40,0

19	Nabila Maulidina	E 7	7	100,0	20,0	90	90	90,0	20,0	0	0,0	40,0
20	Naisilatul Fadila	E 7	5	71,4	14,3	0	0	0,0	0,0	0	0,0	14,3
21	NAUFAL HILMI	E 7	7	100,0	20,0	78	78	78,0	17,3	85	51,0	88,3
22	NOFITRIA AMITA	E 7	7	100,0	20,0	85	85	85,0	18,9	83	49,8	88,7
23	Nurul Fauziah	E 7	7	100,0	20,0	85	85	85,0	18,9	0	0,0	38,9
24	Rafi Ramadhan	E 7	6	85,7	17,1	0	0	0,0	0,0	0	0,0	17,1
25	Raihan Akbar	E 7	5	71,4	14,3	0	0	0,0	0,0	0	0,0	14,3
26	Reffila Haifa Widdianfi	E 7	7	100,0	20,0	0	0	0,0	0,0	0	0,0	20,0
27	Reza Nur Afizah	E 7	7	100,0	20,0	90	90	90,0	20,0	0	0,0	40,0
28	Salma Nidaul Firda	E 7	7	100,0	20,0	85	85	85,0	18,9	85	51,0	89,9
29	Salsabila Ramadhani	E 7	7	100,0	20,0	90	90	90,0	20,0	85	51,0	91,0
30	Shifa Lofita	E 7	6	85,7	17,1	0	0	0,0	0,0	0	0,0	17,1
31	SULTHAN AGUNG	E 7	7	100,0	20,0	0	0	0,0	0,0	0	0,0	20,0
32	Vanessa Salsabila	E 7	7	100,0	20,0	90	90	90,0	20,0	85	51,0	91,0
33	Zahra	E 7	5	71,4	14,3	0	0	0,0	0,0	0	0,0	14,3
34	ZHAHWA NADHIRA PUTRI	E 7	7	100,0	20,0	85	85	85,0	18,9	85	51,0	89,9
35	ZIANDIKA CRYSTAL AZKAL FATA	E 7	7	100,0	20,0	0	0	0,0	0,0	0	0,0	20,0

NO	Nama	Kelas	TP 1	TP 2	US	RAPOR	sm 2	sem 1	renking	
1	AGIS RIDWANUL YAKIN	E 7	60	29	50	47	78	75	1	25
2	Alya Ramadhani	E 7	84	87	44	65	81	78	2	2
3	Aqsha Afiya Zhafira	E 7	87	90	64	76	82	79	3	13
4	AULIATUN NISA	E 7	85	86	46	66	83	80	4	53
5	CAHAYA KAMILA	E 7	86	91	50	69	84	81	5	7
6	Dhini Zaskia Putri	E 7	85	84	50	67	81	78	6	21
7	ELSY TRI WAHYUNI	E 7	82	86	56	70	83	80	7	31
8	Feline Febriani Putri	E 7	63	72	56	62	80	77	8	23
9	Gifou Dirga Aprialdo	E 7	84	36	62	61	84	81	9	15
10	HAJJIRNI	E 7	83	90	54	70	83	80	10	4
11	HILMA FITRI YANI	E 7	93	86	68	79	86	83	11	30
12	Khairil Al Hadid	E 7	83	37	42	51	80	77	12	20
13	M. Fahri Ramadhan	E 7	65	17	54	48	73	70	13	9
14	Maulana Nabiel	E 7	65	20	56	49	82	79	14	28
15	Miftahurrahmah	E 7	84	90	62	74	81	78	15	3
16	Muhammad Dimas Arya Zaky	E 7	89	37	54	58	81	78	16	34
17	MUHAMMAD KHADAFI ADHITIA	E 7	85	40	64	63	82	79	17	33
18	MUHAMMAD YASER ALFARIS	E 7	85	40	68	65	83	80	18	26
19	Nabila Maulidina	E 7	85	40	30	46	79	76	19	27
20	Naisilatul Fadila	E 7	65	14	58	49	83	80	20	32
21	NAUFAL HILMI	E 7	85	88	80	83	85	82	21	11
22	NOFITRIA AMITA	E 7	86	89	64	76	83	81	22	18
23	Nurul Fauziah	E 7	84	39	36	49	78	75	23	19
24	Rafi Ramadhan	E 7	63	17	54	47	73	70	24	17
25	Raihan Akbar	E 7	95	14	52	53	86	83	25	14

26	Reffila Haifa Widdianfi	E 7	85	20	52	52	82	78	26	29
27	Reza Nur Afizah	E 7	80	40	60	60	79	76	27	16
28	Salma Nidaul Firda	E 7	84	90	64	75	83	80	28	1
29	Salsabila Ramadhani	E 7	85	91	54	71	82	79	29	36
30	Shifa Lofita	E 7	86	17	52	52	82	79	30	12
31	SULTHAN AGUNG	E 7	93	20	82	69	86	83	31	22
32	Vanessa Salsabila	E 7	85	91	60	74	79	76	32	24
33	Zahra	E 7	85	14	76	63	82	79	33	10
34	ZHAHWA NADHIRA PUTRI	E 7	86	90	62	75	83	81	34	8
35	ZIANDIKA CRYSTAL AZKAL FATA	E 7	0	20	54	32	82	79	35	

Ampek Angkek,
September 2023
Guru

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