

CHAPTER I

INTRODUCTION

1.1 Background Of study

The curriculum is an essential component used as the foundation of an education system. This term can also refer to how the learning process will be carried out, what goals will be achieved, what supporting instruments are needed, and how and when the learning evaluation will occur. Many revisions and enhancements have been made to the curriculum implementation in Indonesia. There is a new curriculum available at this time called the Merdeka Curriculum, an approach to education that encourages students to develop their skills in an environment free of stress and pressure. The goals of Merdeka education are individual autonomy and originality. The Ministry of Education and Culture introduced the Driving School (Sekolah Pengerak) program to facilitate independent study. This initiative aims to help every school nurture future generations of students who embody the values of Pancasila (Rahayu, 2022). Regarding curriculum implementation, assessment is a part that should be conducted in learning activities.

Widiastuti et al. (2017); Lan & Fan (2019) explained that assessment is to know the student's competence and comprehension of the learning material taught. Besides, that assessment can reinforce students' learning achievements and motivate them to learn and deepen their grasp of the learning content in new and more profound ways. It can also determine if students have met their

learning objectives or whether more rigorous learning improvement is required. Furthermore, Amua-Sekyi (2016) stated assessment is a process to collect information about a student's progress during the learning process. Thus this information can be a reflection of designing a better learning process. The main objective of the assessment is to enhance student learning. Besides, that assessment should increase student success and determine how much the curricular goals have been met by giving feedback on the learners' achievement.

The assessments included in the Merdeka curriculum are categorized into diagnostic, formative, and summative. According to Maut (2022), a diagnostic assessment is an evaluation carried out to identify or know student learning models' characteristics, competency conditions, strengths, and weaknesses. Learning can be designed according to students' various competencies and conditions. Formative assessment is collecting data on how students' progress in mastering competencies. Formative assessment carries out continuously during the learning process. This assessment aims for the instructor to provide feedback on the student's learning process and determine the student's progress. In the Merdeka curriculum, formative assessment is more often done. In addition, the summative assessment is carried out to assess the achievement of learning objectives. Summative assessment is carried out at the end of the learning process, such as daily tests, midterm tests, and final semester tests (Treve, 2021; Heath et al., 2021 & Menendez et al., 2019).

Assessment is also essential, especially when teaching English as a second language. Tosuncuoglu (2018) stated that assessment in ELT is essential

to determine how many students have met their language learning goals, which students need help with, and the best ways to teach. Since the grading process can affect teachers and students, giving it much thought is essential when teaching a foreign language. Implementing assessment in language teaching is a way to determine how well a student speaks a specific language. It can be either the first or second language. When a teacher evaluates English as a second language, the teacher looks at the skills and parts of the language. Language assessment examines how well a person speaks, listens, reads, and writes. Some parts also examine words and grammar (Islam et al., 2021). Brown and Abeywickrama (2018) say that when a teacher gives a language test, they must consider five principles: practicality, dependability, validity, authenticity, and washback.

Several studies have been done on implementing the Merdeka curriculum in schools. Rahayu et al. (2022), this study investigated driving schools' independent curriculum implementation. This study found that driving schools have optimally implemented the curriculum. However, there are still numerous shortcomings and obstacles. The principal must be able to motivate, lead, and inspire teachers to want to change for the betterment of the school. For the Merdeka curriculum to be implemented best, teachers, school principals, organizations, parents, and other related parties must work together. Ahid & Sufirmansyah (2022) also conducted a study about the Merdeka curriculum's implementation. The study found three specific actions in implementing Merdeka Belajar. The first follows the Ministry of Education and

Culture's directives within each institution's resources as best as possible. The second is the Motivating School initiative. The third is student-centered implementation as effective as possible. Two significant challenges were faced during the implementation of the Merdeka Curriculum in East Java: the instructors' inconsistent comprehension of and readiness to implement the Merdeka Curriculum concept.

Other studies described about the assessment in Merdeka curriculum that conducted by Yulianto (2022) this study explained descriptively through a literature review of the assessment paradigm and assessment model in Merdeka curriculum. According to the results, the assessment paradigm in the Merdeka curriculum is not only used to gauge whether or not the desired learning outcomes have been met but can also improve students' performance in the classroom. Additionally, the Merdeka curriculum can be implemented using diagnostic, formative, and summative assessment techniques. Yunita et al. (2023) and Nasution (2021) found similar results, concluding that the three main types of assessment used in the Merdeka curriculum are diagnostic, formative, and summative.

Furthermore, several studies (Rizki.,et al., 2022; Tricahyati., et al., 2023) showed challenges in implementing the Merdeka curriculum. According to these analyses, inadequate preparation of teachers is a significant barrier to successfully implementing the Merdeka curriculum. Many educators have reported feeling unprepared to implement the new Merdeka curriculum and its associated pedagogical shifts. Cantika, Khaerunnisa, and Yustikarini (2022)

supported this claim by analysing the practical application of the Merdeka curriculum. The study identifies three crucial steps: implementation, assessment, and learning outcomes—in using the Merdeka curriculum. Some of these problems include the ineffective use of books and the lack of consistent assessment of the Pancasila Student Profile's incorporation across all stages of instruction. Jannah et al., (2022) Jannah found a problem in implementing of the Merdeka curriculum, the problem that was found in her research was the design of a teaching module in which the teacher had to include Pancasila student profiles in every learning activity.

Previous research findings have determined that the Merdeka curriculum assessment component comprises diagnostic, formative, and summative assessments. Assessment in the Merdeka curriculum is not only used to increase the students' competence but also to increase the student's abilities. Othman (2018) stated in his study the teachers believed implementing assessment in teaching and learning in a classroom is necessary to give the students feedback. The one essential component of implementing learning in the Merdeka curriculum is assessment. Assessment in the Merdeka curriculum is an ongoing assessment that strengthens students' Pancasila profiles. In addition, assessment is one way to measure the effectiveness of a lesson, including learning in the Merdeka curriculum. In this curriculum, teachers can teach and assess student learning outcomes. Teachers must prepare and implement assessments innovatively and creatively in the Merdeka curriculum. Therefore, this study investigated assessment in teaching English in Merdeka

Curriculum at SMK N 3 Sukawati. Unlike the previous studies only highlighted the implementation Merdeka curriculum in school, the challenges in implementing the Merdeka curriculum, and conducted a literature review about the models of assessment in the Merdeka curriculum, this study focus provided: A deeper analysis of implementing formative and summative assessment in teaching English in the Merdeka curriculum, teachers' challenges in implementing assessment in teaching English in the Merdeka curriculum, teachers' perception of implementing assessment in teaching English in Merdeka curriculum.

The setting of this study at SMK N 3 Sukawati the school was selected because this school is one of the famous arts and performing schools in Gianyar, and the first time this school implemented the Merdeka curriculum. The researcher found cases based on the preliminary interview with the principal and the English teachers about learning activities with this curriculum. Teachers stated they were not familiar and did not have experience implementing this curriculum. Besides that, this school is a performing arts school where students have many activities outside the classroom, thus it very difficult to conduct learning activities in the classroom. Therefore, the researcher was interested in investigating the teaching and learning process, especially regarding implementing assessment in this new curriculum.

1.2 Problem Identification

Every single teaching and learning activity should have an assessment, as it is a crucial component that should be included. The assessment aims to

determine whether or not the student has progressed in learning. Putra and Faridi (2021) state assessment is vital in teaching and learning. In addition, assessment is required when teaching English to know the students' progress in learning English. However, in the absence of a comprehensive assessment, it is impossible to determine whether or not students have learned, whether or not the instruction is effective, or the best approach to address the learning needs of students (Luthfiyyah et al., 2020). Thus, incorporating assessment into the teaching and learning process, particularly the teaching of English, is essential. This is because incorporating assessment allows the instructor to obtain information regarding the development and accomplishments of the student's learning.

It is common knowledge at this point that the curriculum in Indonesia has been through several iterations of modification and revision and that the current curriculum is known as the Merdeka curriculum. Assessment is the one action that stands out as particularly significant concerning incorporating a curriculum into learning activities. Every curriculum has guidelines and procedures for conducting assessments, and every educator has their approach. Assessment in the Merdeka curriculum is broken down into three distinct parts: diagnostic, formative, and summative assessment. In assessment contains strengthening the student's *Pancasila* profile. According to Kembendikbud (2021), Pancasila student profiles act as guides that guide all learning activities, including assessments.

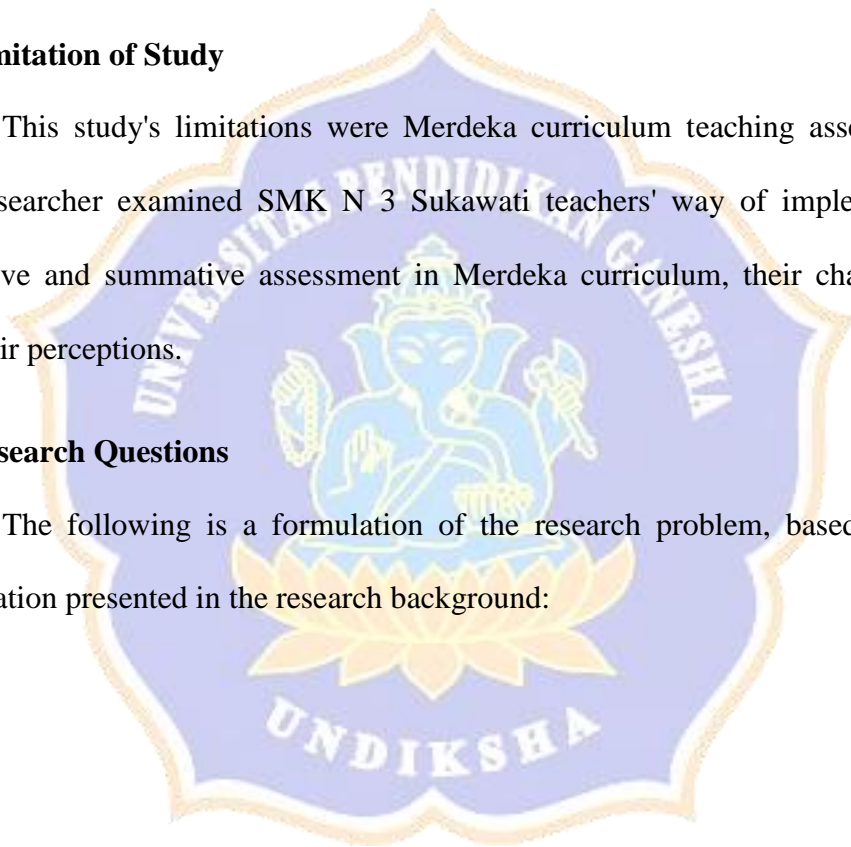
Thus, the researcher wanted to do research on how assessments are used in teaching English in the Merdeka curriculum. This study only looked at how formative and summative assessments are used in the Merdeka curriculum. The researcher also looked into the problems teachers face when implementing assessments into place and how teachers feel about how assessments are used in the Merdeka curriculum.

1.3 Limitation of Study

This study's limitations were Merdeka curriculum teaching assessment. The researcher examined SMK N 3 Sukawati teachers' way of implementing formative and summative assessment in Merdeka curriculum, their challenges, and their perceptions.

1.4 Research Questions

The following is a formulation of the research problem, based on the information presented in the research background:



1.4.1 How do the teachers at SMK N 3 Sukawati implement formative and summative assessment in teaching English as a foreign language in Merdeka curriculum?

1.4.2 What are the challenges faced by the teachers at SMK N 3 Sukawati in implementing the assessments in Merdeka curriculum?

1.4.3 What are the teachers' perceptions about the assessment implementation in teaching in Merdeka curriculum?

1.5 Research Objectives

The following are some of the goals of the research:

1.5.1 To investigate the teachers at SMK N 3 Sukawati implement formative and summative assessment in teaching English as a foreign language in Merdeka curriculum

1.5.2 To investigate the challenges faced by the teachers at SMK N 3 Sukawati in implementing the assessments in Merdeka curriculum

1.5.3 To investigate the teachers' perceptions about the assessment implementation in Merdeka curriculum

1.6 Significances of the Study

This study's findings are intended to be useful to students, teachers, and other researchers. The study's significance can be summarized as follows:

1.6.1 Theoretical Significance

Theoretically, this research can be used as a theoretical reference for more empirical evidence for future research related the implementation of assessment in Merdeka curriculum

1.6.2 Practical Significance

1. Students

For students, the result of this study is expected to give new insights on what to face and do when having assessment in the teaching-learning process, especially in a learning English as foreign language context.

2. Teacher

As for the teachers, the result of this study is expected to give new insights and suggestions on how implementation assessment in learning English as foreign language context especially in Merdeka curriculum

3. Other researcher

The result of this research is expected to give insight and suggestions into assessment implementation in learning English as foreign language context.