

Learning Assessment in the Independent Curriculum

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Abstract:

An expansion of the 2013 Curriculum, the tailored curriculum is designed to maximize learning outcomes according to student needs. Utilize the assessment findings to inform the design of the lessons at the start, middle, and conclusion of the learning process. An overview of assessments that are often utilized in stand-alone courses is what this research attempts to give. Utilizing a qualitative descriptive approach, research materials are recorded, processed, and library data is gathered. According to research, self-paced courses utilize three different kinds of evaluations: formative, summative, and initial or diagnostic learning assessments. Cognitive diagnostic assessment and non-cognitive diagnostic evaluation are the two categories of diagnostic evaluation.

Key words: Diagnostic assessment, formative assessment, summative assessment, independent curriculum

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INTRODUCTION

To improve Indonesia's education standards, the Ministry of Culture and Education launched an independent learning program. According to the International School Achievement Survey, Indonesian education is still considered to be of poor quality (PISA). According to the PISA assessment, the Indonesian education system performed very well in terms of increasing access to education between 2000 and 2018. School enrollment rates increased from 39% in 2000 to 85% in 2018.

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Although another 371 children made improvements in reading, mathematics and science skills according to the 2018 PISA results, these improvements were not supported by increased school participation. From the perspective of the agency for Economic Co-operation and Development (OECD), an international body working in the field of economics and development, these results are often below average. In these three categories, there are still students who do not meet the minimum competency requirements. According to (Nasution, 2022) the results show that 70% of children have difficulty in reading, 71% in mathematics, and 60% in science.

National culture is reflected in the quality of education. The emergence of superior and useful resources to advance the nation's culture is a direct impact of increasingly high educational standards. The establishment of a strong education system will undoubtedly impact the professional development of graduates, enabling them to engage in global competition against other developing countries. The driving school is featured in the seventh episode of the autonomous curriculum, which consists of many phases or episodes. On Monday, February 1 2021, Nadiem Makarim, Minister of Education and Culture (Mendikubud), officially inaugurated the program online in Jakarta.

The Pancasila Student Profile which focuses on creating comprehensive student learning outcomes is implemented by the Independent Curriculum School as a means of advancing Indonesia's educational goals (Ditpsd.kemdikbud, 2021). The Independent School Program encourages the transformation of educational units in line with Pancasila as well as cognitive and non-cognitive development.

This transition is expected to occur in the education sector as well as the formation of an ecosystem that can encourage change and cooperation between stakeholders at the national and local levels. According to (Zamzani, 2022) this goal encourages adaptable and sustainable worker training. Student performance is one of the learning outcomes that our autonomous curriculum aims to maximize. Because student needs must be considered in designing the learning process. You can complete this evaluation at the beginning or end of your studies.

Using initial learning evaluation, the profile of student needs in the autonomous curriculum is completed. The curriculum is unusual in that it uses many evaluation methods for different academic areas. Continuous assessment of student learning uses certain criteria (Nasution, 2022) The purpose of this article is to provide readers with an overview of the types of evaluation that are common in self-directed learning programs.

METHOD

Through processing research materials, reading and taking notes, as well as collecting library data, qualitative descriptive research techniques were used.

RESULTS AND DISCUSSION

Learning assessment activities often use and understand the words measure, test, evaluate, and assess. It makes sense that these phrases are used consistently because there is only one main action involved in these assessments: evaluating student learning outcomes. But these four words are fundamentally different from each other.

The use of the term "measurement" in the educational context is less appropriate when compared to other fields. Instructional activities that involve labeling or marking in numerical units are referred to as "measurement" in educational settings. Formulation of object names (Indrastoeti, J., & Istiyati, 2017) Many numbers define people and things.

It is also important to use proper measuring tools to obtain accurate numerical measurements. To collect information on a part of the school, researchers create concept tests consisting of a series of questions or tasks. (Gronlund, N. E., & Linn, 1990) note that the word "test" is semantically equivalent to "test." A test is a methodical tool or process used to measure a representative sample of behavior. This helps us to realize that a test is a method or instrument for collecting data or attributes about an item.

Students' skills, motivation, interests, and attitudes can be included in this data. Determining the caliber of student learning outcomes is called "assessment" in this context.(Indrastoeti, J., & Istiyati, 2017)) stated that to do this it is necessary to compare the measured findings with established standards. According to certain criteria and considerations, assessment is conceptually described as a process or activity of collecting data methodically and continuously about student learning processes and outcomes to make assessments (Matondang,2019)

Assessment findings are used to determine what students need to do in order to meet certain learning objectives in their learning activities. When evaluating student learning, independent schools comply with independent curriculum assessment requirements. The assessment methodology used in the previous (Kemdikbud, 2022) and our original curriculum differ significantly.

Educators use formative and summative assessments to monitor student learning outcomes and progress in the 2013 curriculum, emphasizing the need for continuous development. Now that formative assessment has been enhanced in our specialized curriculum,

learning is based on student ability levels and assessment results.

Knowledge, skills and attitudes are the three components that are part of the 2013 Curriculum assessment. On the other hand, according to the (Nasution, 2022) and (Susilo, 2022) the Independent Curriculum does not teach knowledge, skills and attitudes independently.

a. Assessment Paradigm New

One of the general terms for learning in an autonomous curriculum is "new paradigm" learning. There are two foundations for this learning design: first, flexible design that adapts to the "developments" of the times. The times we live in are very dynamic, both domestically and internationally. A flexible learning model is needed to respond to changes in the world of education. In carrying out the tasks and possibilities outlined in the sustainable development goals (SDGs), this step is a true effort. Second, the diverse situations in our country present opportunities and challenges for the education sector. Therefore, to ensure educational outcomes are relevant to society's demands, learning designs are needed that consider gaps (Zamzani,2022) Therefore, the term "new paradigm assessment" refers to the use of exams in driving schools that follow an autonomous curriculum.

zHowever, the purpose of evaluating this new paradigm is to collect and analyze data to identify areas that need improvement so that students can achieve their learning goals. Therefore, monitoring learning and using assessment results as learning feedback is one of the goals (Susilo, 2022)

b. Paradigm Assessment

The assessments used in the autonomous curriculum are based on eight different assessment paradigms. The following is the paradigm: (1). embrace a growth mindset. The brilliant hypothesis proposed by Carol S. Dweck of Stanford University, on which this idea is based, asserts that intelligence and genius can be honed through dedication, a need for knowledge, and a willingness to do the necessary work. (2). All at once. Assessment combines competencies in areas of knowledge, attitudes and skills that are interconnected with learning. (3). enough time to decide on an evaluation. Formative assessment occurs continuously throughout the learning process; summative assessment occurs at the end of a learning unit (covering many learning objectives/TP) or immediately after completion; and diagnostic evaluation is the third type of assessment that makes up every curriculum. During the first stage of your studies or when you are actively involved in the topic (4). flexibility in choosing evaluation methods (5). uses many instruments and assessment techniques. Examinations, both written and oral, as well as direct observation, are one form of evaluation that can be carried

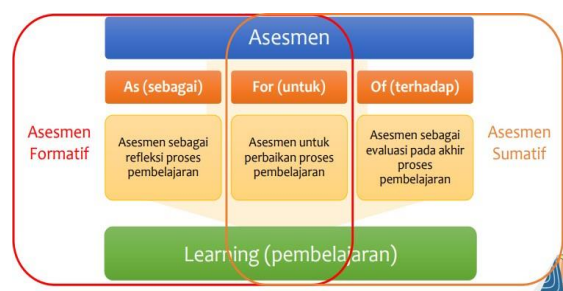
out. In the meantime, you can use resources such as checklists, examples, rubrics, personal comments, and continuous improvement charts for students (6). breadth in selecting standards by which learning objectives must be met. Each lesson may have a unique set of learning outcomes (TP) and a unique set of paths to those outcomes (ATP). As a result, this differentiation allows each educational unit to establish criteria so that various educational units can achieve their learning goals. These criteria are obtained from the characteristics of achieving learning goals, activities and assessments, as well as flexibility in interpreting assessment results (7). Utilizing information from both formative and summative results, processing is carried out. Numbers (quantitative) and narratives (qualitative) are the output of data processing. Referring to the characteristics of the topic, learning objectives, development of learning objectives, and learning activities, each educational unit can process assessment data. (8). freedom in choosing the standard of grade promotion. Class promotion criteria can be determined by the education unit and instructor by reviewing student portfolios, extracurricular activities, attendance records, learning progress reports, and project activity achievement reports to improve the profile of Pancasila (P5) students. Competency unit exams, vocational competency tests, and evaluation of field work experience are the three main types of assessment used in vocational schools (Kurka, 2022).

c. Type, Characteristics And Function Assessment

Different from evaluation in the previous curriculum, assessment in the autonomous curriculum is intended to change its focus. Evaluation is prioritized in the previous curriculum, especially summative evaluation. Completing the student learning outcomes report is based on the results of the summative assessment. In the new paradigm of assessment, education may prioritize the use of formative evaluation over summative evaluation. Further learning improvements can be implemented based on the results of formative assessments (Kurka, 2022)

The types of assessment are divided into three groups based on their function: assessment as learning, assessment for learning, and assessment of learning. The following image illustrates the relationship between these three forms of assessment:

Picture 1. Type Assessment And the dynamics



Source : Learning Committee Briefing Materials , 202 3

Assessment *US learning* "AS" evaluation of the learning process functions as a mirror for the learning itself. This assessment functions as a formative assessment. Self-assessment and peer assessment are two examples of the application of formative evaluation (Sufyadi,2021). Meanwhile, assessment of learning is an evaluation carried out "FOR" the learning process in order to improve learning. This evaluation also functions as a formative evaluation. Teachers can better plan fun, rewarding, and meaningful learning experiences for their students the next day by using formative assessment findings. Learning assessment, or "AT THE END" assessment of learning, is the final evaluation. The purpose of this evaluation is to measure learning. The implementation process often ends learning. Learning assessment functions as a summative evaluation. The end of the semester and the end of the course provide an opportunity for summative review. By comparing student performance on objectives with achievement criteria set by educators, this summative evaluation will determine how well students mastered the material in the allotted time.

Teachers need to be aware of the difference between formative and summative evaluation when carrying out assessments. The following table provides an overview of both characteristics:

Table 1. Characteristics assessment formative And summative

Formatif	Sumatif
<p>a. Terintegrasi dengan proses pembelajaran yang sedang berlangsung, sehingga asesmen formatif dan pembelajaran menjadisatu kesatuan. Demi kian pula perencanaan asesmen formatif dibuat menyatu dengan perencanaan pembelajaran;</p> <p>b. Melibatkan peserta didik dalam pelaksanaannya (misalnya melalui penilaian diri, penilaian antarteman, dan refleksi metakognitif terhadap proses belajarnya);</p> <p>c. Memperhatikan kemajuan penguasaan dalam berbagai ranah, meliputi sikap, pengetahuan, dan keterampilan, motivasi belajar, sikap terhadap pembelajaran, gaya belajar, dan kerjasama dalam proses pembelajaran, sehingga dibutuhkan metode/ strategi</p>	<p>a. Dilakukan setelah pembelajaran berakhir, misalnya satu lingkup materi, akhir semester, atau akhir tahun ajaran;</p> <p>b. Pelaksanaannya bersifat formatif sehingga membutuhkan perancangan instrumen yang tepat sesuai dengan capaian kompetensi yang diharapkan dan proses pelaksanaan yang sesuai dengan prinsip-prinsip asesmen;</p> <p>c. Sebagai bentuk pertanggung jawaban sekolah kepada orang tua dan peserta didik, pemantauan kepada pemangku kepentingan (stakeholder);</p> <p>d. Digunakan pendidik atau sekolah untuk mengevaluasi efektivitas program pembelajaran</p>

Sumber : Panduan Pembelajaran dan Asesmen, Pusat Asesmen dan Pembelajaran 2021

d. Assessment Diagnostic

One aspect of autonomous curriculum evaluation is the inclusion of diagnostic assessments in the two assessments mentioned previously. Diagnostic assessments are assessments conducted with the goal of determining strengths, weaknesses, and competencies, allowing for adjustments to teaching to meet the unique needs of each student (Nasution, 2022) According to (Arifin, S., Kartono, & Hidayah, 2018), diagnostic tests are really used to identify students' strengths and weaknesses in learning activities. Teachers can utilize diagnostic assessment findings as a starting point (entry point) to develop learning activities based on the needs and characteristics of their students. Under certain circumstances, learning motivation, family history, school readiness, and student interests can all be taken into account when creating a teaching plan (Sufyadi, 2021)

Basically there are two types of diagnostic instruments: cognitive and non-cognitive The following are the objectives of cognitive diagnostic tests: (1). Assess student progress towards competency-based learning goals (2). adjust lesson plans to take into account students' overall proficiency level (3). providing additional or remedial education to students whose skills do not meet expectations. From this, it is clear that a thorough

understanding of students' cognitive learning readiness is the goal of cognitive diagnostic tests. So that educators can adapt learning to each student's unique strengths, interests and challenges (Warasini, 2021)

While this is going on, the purpose of non-cognitive diagnostic tests is (1). Gaining knowledge about students' mental and emotional well-being (2). Understand the exercises when studying at home (3). Be aware of family circumstances, (4). Be aware of students' social background, (5). recognize students' personalities, interests and learning styles.

Diagnostic evaluation follows these guidelines: 1. Making choices about a student's or group's progress toward its learning goals is called diagnosis. 2). A thorough and balanced diagnosis is made by considering the variables that contribute to the child's learning challenges, 3). Remedial therapy and diagnosis go hand in hand because a student's understanding of the material determines how well teaching and learning goes. The following table can be viewed to help differentiate between cognitive and non-cognitive diagnostic assessments:

Table 3. Comparison Assessment Diagnostic Cognitive And Non Cognitive

Assessment	Objective	Method	Act Carry on
Cognitive	Identify level mastery or achieve competence participant educate	Ask questions that are relevant to the skills students have learned.	Personalize _learning, provide remediation to participant educate Which lack of mastery and give enrichment to Which mastery exceed
Non Cognitive	to ascertain how students' psychological and social-emotional growth influences their readiness to learn	Ask about homework assignments, expectations from students, or encourage them to express their emotions.	Students are encouraged to talk about their problems to find solutions. Students with special needs can talk to their parents about the types of help that can be offered.

Source : (Base, 2020)

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Steps in diagnosing often include:

1. Checking previous year's report cards, or student learning outcomes reports;
2. Determine the skills that need to be taught,
3. Provides tools to assess student proficiency. Written exam and/or skills (product, practice), Not only that, but this is one of the instruments at your disposal.
4. Based on the needs of the student or school, it may be important to investigate data in areas such as motivation, interests, family history, learning infrastructure and resources, and more.
5. Implementing evaluation into practice and handling the processing of results,
6. The diagnostic findings are used as data or information for learning preparation based on the characteristics and level of student achievement (Sufyadi, 2021)

The following is the process for carrying out a cognitive diagnostic test:

1. Preparation includes organizing the grid and question format, collecting assessment resources, developing an assessment implementation strategy, and creating questions.
2. Execution. can be completed in person or via online learning exams,
3. Diagnosis and aftercare. The teacher completes the following tasks in this activity:
 - a. analyze test data to determine student proficiency levels
 - b. Students will decide their next steps as a group.
 - c. Perform routine diagnostics
 - d. go through the same procedure again until the student reaches the required level of proficiency

The following steps are involved in implementing a non-cognitive diagnostic assessment:

1. Preparation.
 - a. Prepare resources in the form of emoticon photos. Be prepared to ask leading questions, such as: 1. What is your current emotional state? 2. How is home learning going for you?
 - b. Put together a series of related questions about extracurricular activities. Think about some key questions to ask, such as: 1. When you're at home, how often do you study? Second, when you study at home, what do you find most enjoyable and least enjoyable? 3. What are your own principles?
2. Execution. The teacher invites students to retell their activities and share their views on studying at home in this exercise. There are several approaches to the question and answer format, including:
 - a. Make sure the questions are understandable and unambiguous.
 - b. Providing students with information stimuli or references to help solve problems.
 - c. Let the children reflect before answering the questions.
3. Diagnosis and Aftercare. The following things can be done with this activity:
 - a. Find students who are showing negative emotional responses and start a one-on-one conversation with them.

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- b. If necessary, decide on next steps and contact parents and students.
- c. reapplying non-cognitive tests at the beginning of the educational process (Basis, 2020)

CONCLUSION

To make judgments based on certain issues, concerns and criteria, evaluation and assessment are systematic procedures or activities that continuously collect data regarding student learning processes and outcomes. Finding out where a child starts and what their basic abilities are is the goal of the diagnostic portion of an elementary school assessment. One type of diagnostic evaluation is a cognitive evaluation, and another type is a non-cognitive diagnostic assessment. The aim of the Merdeka curriculum is to provide a positive learning environment. The goal is to create a fun environment for parents, children, and teachers. In a self-paced curriculum, assessment is divided into three categories: formative, summative, and initial learning or diagnostic. Neuropsychological tests fall into two broad categories: cognitive and non-cognitive

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