



Murhum : Jurnal Pendidikan Anak Usia Dini

e-ISSN: 2723-6390, hal. 1076-1085

Vol. 5, No. 2, Desember 2024

DOI: 10.37985/murhum.v5i2.751

Learning Assessment Practices in Kurikulum Merdeka in Early Childhood Education

Mahyumi Rantina¹, Sofia Hartati², dan Fasli Jalal³

^{1,2,3} Doctoral Early Childhood Education Program, Postgraduate, Universitas Negeri Jakarta

ABSTRAK. Tujuan dari penelitian ini untuk mendeskripsikan secara mendalam praktik asesmen pembelajaran pada kurikulum Merdeka di pendidikan anak usia dini. Penelitian dilakukan pada empat lembaga PAUD di Kota Palembang. Jenis penelitian menggunakan metode kualitatif dengan melakukan pengumpulan data melalui observasi, interview dan dokumentasi. Interview dilakukan dengan kepala sekolah dan pendidik sejumlah empat orang. Hasil penelitian menunjukkan bahwa bentuk penilaian yang digunakan pendidik berupa lembar pengamatan ceklist, penilaian portofolio dan penilaian hasil karya, dalam menyusun penilaian ditemukan menggunakan format pada kurikulum 2013, terdapat dokumen penilaian yang dilakukan pendidik dengan menggunakan foto berseri yang mengacu pada kurikulum Merdeka tapi belum maksimal, kesulitan dalam merumuskan alur tujuan pembelajaran dan mengintegrasikan dengan bentuk penilaian, pada pelaksanaan penilaian pendidik masih terfokus ke indikator STPPA sehingga dalam menggunakan lembar pengamatan belum merujuk pada profil pelajar Pancasila, hasil penilaian dan pelaporan penilaian perkembangan anak belum terdokumentasi dengan baik. Implikasi hasil temuan ini bahwa pendidik dapat meningkatkan kualitas dan mengembangkan profesionalnya dengan mengikuti berbagai pelatihan, dan pendampingan baik secara mandiri maupun dengan cara berkolaborasi khususnya dalam mendalami penilaian dalam kurikulum Merdeka.

Kata Kunci : Asesmen; Kurikulum Merdeka; Pendidikan Anak Usia Dini

ABSTRACT. The purpose of this study is to describe in depth the practice of learning assessment in the Merdeka curriculum in early childhood education. The study was conducted at four PAUD institutions in Palembang City. The type of research uses a qualitative method by collecting data through observation, interviews and documentation. Interviews were conducted with four principals and educators. The results of the study indicate that the form of assessment used by educators is in the form of checklist observation sheets, portfolio assessments and assessments of work results, in compiling the assessments found using the format in the 2013 curriculum, there are assessment documents carried out by educators using series of photos that refer to the Merdeka curriculum but are not optimal, difficulties in formulating the flow of learning objectives and integrating with the form of assessment, in the implementation of the assessment educators are still focused on the STPPA indicators so that in using observation sheets they do not refer to the Pancasila student profile, the results of the assessment and reporting of child development assessments have not been properly documented. The implications of these findings are that educators can improve their quality and develop their professionalism by participating in various trainings, and mentoring both independently and collaboratively, especially in deepening the assessment in the Merdeka curriculum.

Keyword : Assesment; Kurikulum Merdeka; Early Childhood Education

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✉ Corresponding author : Mahyumi Rantina

Email Address : mahyumi@fkip.unsri.ac.id

Received 12 Juni 2024, Accepted 23 Desember 2024, Published 23 Desember 2024

INTRODUCTION

Assessment is widely used with the term assessment. This term assessment only became popular in the 1980s. One of the sponsors who use this assessment is Norman Gronlund with his various publications on assessment. Before those years, both informal and formal assessments were always interpreted as evaluations [1]. Furthermore, states that "Assessment as the art of placing learners in a context that brings out of clarifies what a learner knows and can do, as well as what a learner may not know or cannot do" can be interpreted that assessment as the art of placing students in a context that clarifies what students know and can do, as well as what students may not know or cannot do [2]. Assessment helps make learning that is invisible to parents come to light. The cool language is "assessment makes learning visible" [3],[4],[5] Assessment makes a child's learning clearly visible.

In education, the assessment process is a form of evaluation technique and is one of the most critical components in the learning process. The assessment results can be used as a benchmark to see whether the learning objectives as specified in the curriculum have been achieved or not. In fact, in this case, the assessment can also be used to measure how far the learning objectives have been completed [6]. Classroom assessment refers to a practice wherein teachers use assessment data from a variety of tools or *products* to document and enhance student learning [7]. Assessment can be conceptualized in two ways: as facilitating the learning process and as summarizing the current state of knowledge in students [8]. Early childhood is a period that requires guidance and guidance for self-development and requires an approach to providing developmental stimulation to find relevant assessments [9].

To understand the form of assessment in practice, educators need to understand the form of assessment, NAEYC and NAECS/SDE [10] list five methods in their definition of assessment: Assessment: A systematic procedure for obtaining information from observation, interviews, portfolios, projects, tests, record review/developmental history, checklists/ rating scales and other sources that can be used to make judgments about children's characteristics [11]. All of the major sets of guidelines call for reliance upon a variety of assessment methods. In part, this point relates to the need for matching assessment purpose to assessment tool; different purposes will require different approaches. More particularly, good assessment will produce evidence about both what children can do and how children think about concepts. Both behaviors and cognitive explanations are valuable sources for the purpose of generating a comprehensive picture [12].

Concerns in early childhood assessment stem from the possibility of a discrepancy between the narrow range of abilities that are measured and the breadth of abilities that children develop and programs must be developed in early childhood. What is measured becomes what is taught, some are afraid; for example in terms of assessment of social emotions and creativity. Apart from that, based on the results of interviews conducted by researchers at 10 PAUD institutions in Palembang City during the visitation, it was found that educators had difficulty in providing assessments that were appropriate to aspects

of child development, this was because there were many indicators and aspects that were measured for each child and in description based on children's achievements, so that assessment practices in the field have not been implemented optimally by educators. Apart from that, of the 10 institutions, 8 of them found it difficult to follow and implement the curriculum in their schools, considering that these schools still use the 2013 curriculum as a reference for compiling tools. learning, starting from semester programs, weekly programs, to daily programs and the forms of assessment used by educators. A similar problem was also found that in practice, there are still PAUD teachers who can carry out assessments but are unable to formulate meaningful information from the results of the assessment. This difficulty arises as a result of the teacher's inability to compile data from the various assessment instruments used and the assessment period. The assessment data seems to be just a collection of facts without meaning. This condition stems from the absence of an assessment plan included in the teacher-made RPPH [13].

As we know, the Independent Curriculum is an idea in the transformation of the Indonesian education sector so that it is able to produce superior future generations [14]. The Merdeka Curriculum really prioritizes the needs and interests of children or students so that they can become lifelong learners [15]. The success of students in preparing for education comes from the results of the assessment to become material for reflection for educators to prepare subsequent learning. Assessment is also regulated in Permendikbudristek number 21 of 2022 [16], where assessment is the process of collecting and processing information to determine learning needs and developmental achievements or learning outcomes of students.

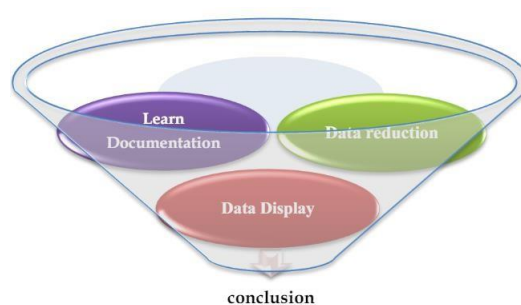
There has been a lot of previous research related to assessments carried out in PAUD institutions, including the assessments carried out in PAUD referring to the 2013 curriculum which are very good [17], then there are studies analyzing developmental assessments in early childhood which focus on the flow of assessments carried out by educators starting from planning to reporting [18], assessments that focus on cognitive aspects and anal social development [19], [20],[21], authentic assessments carried out in early childhood education [22]. Based on this, the researcher hopes that this research will be able to provide a deeper view of Learning Assessment Practices in the Independent Curriculum in Early Childhood Education, as well as explaining the role of teachers and also the preparations carried out by schools. This research aims to examine the practice of learning assessment in the Merdeka curriculum by integrating accurate assessment with the approach taken by teachers and students and in providing reinforcement to the form of assessment used in the Merdeka curriculum. This is something new from previous research.

METHOD

This study uses a qualitative method with case studies in the field, which aims to describe the problem and analyze the issues. According to [22] the primary data sources in qualitative research are words and actions. The rest is additional data such as

documents and others. This method was chosen because it was considered effective in reviewing and collecting the required data related to the research being studied.

The place of research was carried out at PAUD Ceria, TK Harapan bangsa, Palms Kids dan TK Julian. The participants in this study were teachers and principals of early childhood education institutions totaling four people. The data collection technique used by the author was to seek information through observation, interviews, and data collection. Sources of informants were obtained from the principal, four teachers on duty, and three guardians of students. As a source of information reinforcement, the author also goes to the field to see firsthand the assessment process and conduct study documentation, analyze documents related to research, which are then analyzed in the form of reduction (data selection), display data (understand and examine the data obtained) then concluding determining the results of the study [23].



Gambar 1. Research Data Collection

RESULT AND DISCUSSION

This research focuses on the assessment practices carried out by educators in the references used, the forms of assessment used, planning, implementing, carrying out follow-up and reporting on the assessment process which refers to the Merdeka curriculum. Four respondents participated in providing information in this research. Based on the results of an interview with RPS as an educator at Jalian Kindergarten, he said that the planning in the assessments carried out at his school refers to the Merdeka curriculum, but its implementation is often hampered by children's learning achievements. This is similar to what was done in previous research, stating that the assessment of children is carried out directly, and knowing the child's development and knowing what obstacles the child experiences in his development [24]. Furthermore, one of the methods used by educators is to equip children with the use of effective PAUD assessments so that PAUD becomes quality [25][26].

Furthermore, respondent LD said that the curriculum reference used in preparing learning plans is the Merdeka curriculum, using learning tools in the form of teaching modules, in the teaching modules the form of assessment used is listed, in using this assessment there are some who still use the 2013 curriculum and also combine it with the Merdeka curriculum. To determine goals and achieve targets, planning is needed. Planning is the path that will be taken in the learning process which includes determining

targets, policies, products, schedules, members involved, forms of services, tools and materials and places of implementation [26].

The practice of assessing the Independent Curriculum carried out in early childhood education so that it can be maximized must of course be in accordance with all stages of the assessment carried out. Opinion [27] regarding the teaching tools or modules of the Independent Curriculum which states that the preparation of modules or lesson plans in the learning process is very important and must be made. maximally hone the potential of early childhood because the module or RPP is a design that the teacher will carry out during the learning process. By understanding the forms of assessment, educators understand how to assess. Based on the findings, the assessments used by educators are very diverse along with the results of the documentation of assessments carried out by educators.

Form of assessment of children's developmental achievements carried out at Julian Kindergarten

Figure 2. Results of assessing children's developmental achievements Furthermore, the results of children's development in kindergarten create the nation's hopes

Figure 3. Results of assessing children's developmental achievements

PENILAIAN MINGGUAN PESERTA DIDIK

KELOMPOK : A KELAS SAFFA
TKIT CIPTA HARAPAN PALEMBANG
WAWANCARA

SEMESTER : II MINGGU KE : 15
TEMA : Negeraku
SUBTEMA : Presiden dan Wakil Presiden
PENILAIAN DALAM HAL : Aspek Bahasa (menyebutkan Nama presiden dan Wakil)

NO	NO INDUK	NAMA ANAK	KEMAMPUAN YANG DICAPAI			
			BB	MB	BSH	BSB
1	145	Aisyah Ayudia Inara			✓	
2	155	Alfariz Azmi Atallah				✓
3	151	Almeera Nuha Abidah				✓
4	142	Alzhea Adreena Mishalla			✓	
5	143	Farah Diba			✓	
6	156	Hammam Al Farabi F				✓
7	157	Hanif Rafassya			✓	
8	148	Hanna Yuri Humairah				✓
9	150	Kaneila Gesa Saktana			✓	

Figure 3. Results of assessing children's developmental achievements


	<ul style="list-style-type: none"> - Menggantung gambar keranjang buah - Menempelkan keranjang buah - Menggambar gambar buah di dalam keranjang - Mewarnai gambar buah - Ananda sudah bisa menggantung pola dan menempel dengan sangat baik - Ananda sudah bisa menggambar dengan baik serta mewarnainya sudah baik 	<ul style="list-style-type: none"> - 2.4. Memiliki perilaku yang mencerminkan sikap estetis - 3.3. Mengenal anggota - 4.3. Menggunakan anggota tubuh untuk pengembangan motorik kasar dan halus - 3.6. Mengenal benda/benda di sekitarnya (nama, warna, bentuk, ukuran, pola, sifat, suara, tekstur, fungsi, 	BSH
<p>Tanggal : 16 Januari 2024</p>			

Figure 4. Weekly checklist assessment form


PENDIDIKAN ANAK USIA DINI (PAUD) CERIA


Alamat : Jl. H. Sarkowi Sungai Pedado, Kel. Keramasan, Kec. Kertapati, Palembang
 Email : paudceria.nlm@gmail.com Tlpn/HP : 0811799716

**LAPORAN PERKEMBANGAN ANAK
TAHUN AJARAN 2023/2024**


Nama Anak : ADEVA INARA MAFAZA	Usia : 4 Tahun 6 Bulan
NIS/NISN : 2324-01/ 3193113842	Semester : GENAP (II)

Perkembangan Nilai Agama & Moral

Ananda Adeva, anak yang membanggakan. Pada semester ini, capaian Nilai Agama & Moral (NAM) berkembang sesuai harapan dengan sangat baik. Ananda Adeva sudah mampu mengenal Tuhan sebagai penciptanya, nampak terlihat pada saat ia dapat menyebutkan jenis-jenis makhluk ciptaan Tuhan, baik itu manusia, tumbuhan, hewan, alam semesta baik dilangit maupun di bumi. Ananda Adeva juga sudah mampu mengucapkan salam, memberi salam, menyapa ketika berjumpa dengan guru atau temannya. Ananda Adeva juga sudah mampu membaca surah al-fatihah, al-asr, membaca



Figure 5. Form of assessment of work results and description



CATATAN ANEKDOT

Name: Dave Khair Murochman			
Periode: Februari 2024			
Tanggal	Peristiwa/Perilaku	KD & Indikator	Capaian Perkembangan
1 / 02 2024	Pada saat kegiatan belajar mengajar berlangsung Dave sangat bersemangat belajar. Ketika menjawab soal dipapan tulis dia selalu mau yang pertama dipanggil untuk mengerjakan soal.	2.5 memiliki perilaku yang mencerminkan sikap percaya diri	B.B.

Figure 6. Anecdotal note assessment form

From the results of the documentation obtained above, it can be seen that in practice educators use various forms of assessment of student development, starting from checklist assessments, anecdotal notes, weekly checklist assessments, assessment of work results and in the form of documentation. Meanwhile, based on Permendikbudristek number 21 of 2022, assessment at PAUD level takes the form of a summative assessment. Furthermore, as stated by AR, one of the teachers at Kindergarten Harapan Bangsa, that educators have moved towards preparing assessments by referring to the Merdeka curriculum and using other types such as series of photos, but are still not used to and trained in describing the results of the photos that have been documented. So sometimes not all children are observed and documented. So in this case the practice of assessing young children is very important. the practice of assessment is inextricably tied to the practice of teaching. Further, how teachers conceptualize the practice of teaching influences how they view other aspects of teaching, such as what they teach, how they teach, how children learn, and, importantly, how and what they assess. The complementary and reciprocal relationship of teaching and assessment practices means that how teachers view teaching should mirror their view of assessment. Schwandt describes two types of practice. The two types of practice inform our understandings of teaching as well as assessment and evaluation. The types of practice are an instrumental-rational practice and a practice based on practical wisdom [28].

Based on the findings of the research results above, it is very important for educators to design, plan, provide feedback and follow up and report the results of assessments carried out in early childhood education units, as this is related to the results of research from [29] that educators challenged to carry out assessments in accordance with the demands of the curriculum that applies to child development by using strategies that are appropriate to aspects of child development. If the Merdeka curriculum refers to the Pancasila student profile [30] apart from that, educators must be able to implement and know the instruments, methods, techniques, forms -The form and function of appropriate assessment instruments used in the learning process, because if the

recording of the child's development is not complete it will affect the reporting of the child's development which is not complete and holistic [31]. With the assessment, teachers, parents and children receive information regarding the child's development so that further evaluation can be carried out regarding progress and problems encountered. The final results of the assessment can be used as a reference to improve the learning process in the future [32]. Dengan adanya kurikulum Merdeka maka penilaian yang dipilih dalam proses pembelajaran harusnya sesuai dengan alur tujuan pembelajaran, capaian pembelajaran, pelaksanaan kegiatan hingga ke dalam proses asesmen yang dilakukan.

CONCLUSION

In the practice of learning assessment carried out by educators in four PAUD institutions, it was found that there were curriculum references used by PAUD educators, namely the 2013 curriculum and the Merdeka curriculum. Independent, assessment of work results, but based on these findings, it is recommended that educators need to improve their abilities and knowledge in compiling, implementing and providing feedback as well as techniques in providing assessments and reporting to parents, and educators need to develop their professionals through various training activities and other development activities. Because the results of this assessment become a turning point in planning the next activity process. The limitation of this study is the difficulty in identifying the results of the assessments that have been carried out by educators on the students' work that have been taken home and are not documented, so that the researcher only gets from the results documented by educators and school principals.

AWARD

Thank you to the Early Childhood Education Policy Course Lecturer Prof. Dr. Sofia Hartati, M.Si, and Prof. dr. Fasli Jalal, P.hD for guiding in the preparation of this research content, Early childhood educators from PAUD Ceria who have given their time to help collect data and provide information in the research for this article. Do not forget to thank the editor and reviewer of Murhum : Jurnal Pendidikan Anak Usia Dini for providing opportunities so that the journal can be published.

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