



Formative Assessment in the Merdeka Curriculum Islamic Religious Education Learning at SDN Bumiayu Magelang

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ABSTRACT

The Merdeka curriculum emphasizes the importance of integration with formative assessment, as a learning cycle. Formative assessment has the potential to support the teaching and learning process in the classroom so that the use of assessment for formative purposes is intended to integrate the learning process of students and improve learning outcomes. This study aims to determine the process and preparation of teachers in optimizing especially formative assessments in the Merdeka curriculum in PAI learning at SDN Bumiayu Magelang. This study uses a qualitative approach. The data collection technique, namely literature study, is adapted to the focus of research such as books, journals, the Merdeka curriculum assessment guide from the Ministry of Education and Culture. Collection of interview data for grade 4 PAI teachers who have implemented the Merdeka curriculum in the 2022/2023 odd semester at Bumiayu Magelang Elementary School. The results and discussion in optimizing the formative assessment of Islamic Religious Education subject teachers at SDN Bumiayu Magelang is that the feedback technique has been felt to be very good and has given good results. The teacher must also have many strategies in providing feedback, so that during the learning process students do not feel bored. This assessment is carried out to achieve the quality of student achievement produced, so the teacher must own and understand the scoring made by him.

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1. INTRODUCTION

Optimizing an effort in order to improve the quality of learning both from the understanding of the students themselves and the learning process (Fakhriyana and Riayah, 2021). One of the important roles in learning in the aspect of assessment has strong impacts on teachers and students (Jacoby et al., 2014). Assessment of learning outcomes is carried out by the teacher to monitor the process, progress, and improvement of student learning outcomes. In general, assessments that can be carried out on students are summative assessments and formative assessments. Summative assessments summarize student achievement for one semester, while formative assessments provide feedback to students to support learning. The two assessment objectives are closely intertwined, and apply to most assessment tasks, although to some extent. Here the researcher will focus on the formative assessment. Aspects of formative assessment to obtain information about students is carried out by giving assignments, question and answer in class, and so on. The effectiveness of formative assessment can be adjusted to the characteristics of students, such as cognitive, learning styles, and talents. Because each student has their own way and ability, the teacher can understand and direct each student (Schildkamp et al., 2020).

Educators do not force students to master knowledge, but assist students in setting goals, processes, and learning assessments to develop competence. In the Merdeka curriculum, learning is not just memorizing formulas but reasoning and solving problems, learning is not judged by the size of the numbers but the work produced and meaningful (Susilowati, 2022). In the Merdeka curriculum, gives students the freedom to explore their abilities and interests as well as learning that upholds character values (Rahayu et al., 2022). The curriculum is dynamic, so concepts can change over time. The first was in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006 (KTSP), 2013 and the newest is Kurikulum Merdeka (abbreviated as Kurma). Teacher interaction with students can achieve learning objectives. Thus, the curriculum is very necessary because it is the core part of teaching or education (Nurhasanah et al., 2021). In this regard, Islamic religious education (PAI) teachers are expected to be able to shape the personality of students while increasing the ability to understand Islamic religious teachings and be able to implement them in everyday life (Trinova, 2013). This ensures that the material is delivered in the best way and produces graduates (alumni) who are qualified and globally competitive (Wulandari et al., 2022).

Various previous studies related to formative assessment in the curriculum include research entitled Meaningful Learning Planning and Independent Curriculum Assessment. The results of the study discuss that designing learning assessments taking into account the level of achievement of students in implementing the Merdeka curriculum, things that need to be considered must be in accordance with learning needs, and reflect the characteristics and development of students who have various abilities, so that learning becomes meaningful and fun (Purnawanto, 2022). Next, research entitled Assessment of Independent Learning Curriculum in Elementary Schools. The results of the research discuss that assessment is a systematic and continuous activity to collect information about the learning processes and outcomes of students and the Merdeka curriculum wants to create a happy learning atmosphere (Nasution, 2022). And then, the research entitled Effectiveness of Formative Forms of Assessment Adapted to Learning Media discusses the object of assessment in the perspective of the 2013 curriculum, that in a more structured manner the object of Assessment which includes cognitive, affective, and psychomotor in its application in the 2013 curriculum describes characteristics that begin during the learning process teach with the hope that before understanding a concept, we must remember it first, before

applying we must understand it first, before analyzing, we must apply it first, before we assess it, we must analyze it first (Nurjanah, 2021).

The difference between this research and the previous one is that the researchers discussed how to optimize formative assessments in the Merdeka curriculum in Islamic Religious Education (PAI) learning at Bumiayu Magelang State Elementary School. This study aims to determine the process and preparation of teachers in optimizing especially formative assessments in the teaching and learning process in the Merdeka curriculum in PAI learning at SDN Bumiayu Magelang.

2. METHODS

In this study using descriptive qualitative research type. So, this research will find out and provide complete and accurate information, based on the results of interviews and observations at SDN Bumiayu Magelang regarding the optimization of formative assessments carried out by teachers in the Merdeka curriculum, especially PAI subjects. As for the data collection technique, namely the literature study used in this study, it was adapted to the focus and research objectives, such as books, journals, and the Merdeka curriculum assessment guidebook from the Ministry of Culture, Research and Technology. Data collection by conducting interviews (interviews) with class 4 PAI subject teachers who have applied it in the 2022/2023 odd semester at Bumiayu Magelang Elementary School, observation, and documentation (results of student reflections from the PAI Module and Budi Pekerti page 66 class 4 representative 2 people, both those who reach above and below 75).

3. RESULTS AND DISCUSSION

3.1. Independent Curriculum Formative Assessment

In carrying out formative assessments, teachers are expected to be able to objectively assess students under their guidance. The purpose of the measurement is to see how far the program can be implemented properly (Fitrianti, 2018). These measurements can be in the form of student values or characters which are explained descriptively. The results of these measurements can be realized in quantitative data with a certain value. Even though it is measured by numbers, the assessment must have a comparison. In this case it can be compared with other people or changes before and after implementing the curriculum.

Formative assessment has the potential to support the teaching and learning process in the classroom so that the use of assessment for formative purposes is intended to integrate the learning process of students and improve student learning outcomes. Formative assessment has become a "significant educational policy", so, the author can understand that this formative assessment is widely accepted as supporting the teaching and learning process in the classroom by teachers (Izza et al, 2020). Can see an example measuring achievement for each learning objective with qualitative in the **Table 1**.

Table 1. Measuring Achievement for Each Learning Objective with Qualitative
 DataSource: <https://kurikulum.kemdikbud.go.id/wp-content/uploads/2022/06/Panduan-Pembelajaran-dan-Asesmen.pdf>

Nama Peserta Didik : Didi
Kelas/Fase : 7/C

	1	2	3	4
Ilmu Pengetahuan Alam				
Tujuan Pembelajaran 1			✓	
Tujuan Pembelajaran 2				✓
Tujuan Pembelajaran 3				✓
...				
Bahasa Indonesia				
Tujuan Pembelajaran 1		✓		
Tujuan Pembelajaran 2			✓	
Tujuan Pembelajaran 3				✓
...				
[MataPelajaran Lainnya]				
Tujuan Pembelajaran 1				✓
Tujuan Pembelajaran 2			✓	
Tujuan Pembelajaran 3				✓
...				

Check marks are given according to the rubric of achievement in each learning objective. Assessment of the achievement of student learning outcomes is carried out by comparing the achievement of student learning outcomes with the achievement criteria of learning objectives. This criterion is not in the form of numbers, but sentences that explain the mastery of competence in learning objectives. For example, "Students master all indicators without facing much difficulty". Can see an example formative assesment in the **Figure 1**.

Penilaian Kinerja : "Ayo Ukur Tinggi Badan Temanmu"
 Tujuan pembelajaran : Mengukur tinggi badan dengan menggunakan satuan baku (cm)
 Instrumen : Rubrik penilaian kinerja pengukuran tinggi badan dengan satuan baku

Indikator	Skor			
	1	2	3	4
Melakukan pengukuran	Kesulitan untuk memilih dan menggunakan alat ukur	Dapat memilih alat ukur yang sesuai, namun masih kesulitan dalam menggunakan alat ukur	Dapat memilih alat ukur yang sesuai, namun masih kesulitan dalam mengukur beberapa objek dengan bentuk yang sulit	Dapat memilih dan menggunakan alat ukur secara mandiri
Hasil Pengukuran	Kesulitan mengidentifikasi hasil pengukuran	Hasil pengukuran sebagian besar belum akurat	Hasil pengukuran sebagian kecil belum akurat (untuk objek-objek dengan bentuk yang sulit)	Dapat mengidentifikasi hasil pengukuran secara akurat

Figure 1. Example of Formative Assessment

Source: <https://kurikulum.kemdikbud.go.id/wp-content/uploads/2022/06/Panduan-Pembelajaran-dan-Asesmen.pdf>

Educators use rubrics to measure student achievement. Because this assessment is a formative assessment, this rubric is used to provide feedback to students. Educators can also provide this rubric as a self-assessment and invite students to reflect on the process. Education can provide feedback according to the difficulties observed. Educators can provide recommendations that students need to do to be able to increase their scores. For students who are already trained, they can self-assess and determine more challenging steps. The principles of learning and assessment identify the importance of developing learning strategies according to the stage of learning achievement of students. The Merdeka curriculum emphasizes the importance of integrating learning with assessment, especially formative assessment, as a learning cycle. This learning is done by providing learning materials that vary according to the understanding of students. The purpose of this differentiation is so that each child can achieve the expected learning goals. Thus, competency-oriented learning requires varied and periodic assessments (Ramatni et al., 2022).

Activities used in formative assessment as activities used in class tactics that have the potential to contribute to the achievement of learning objectives (Andrade et al., 2019). The fundamental purpose of formative assessment is to provide feedback that is used to adjust teaching and learning with the aim of increasing student achievement from formative instructional outcomes related to the curriculum in learning (Nurjannah, 2017).

3.2 Restoration of Formative Assessment in Learning Islamic Religious Education in Elementary Schools

From this formative assessment it will provide information about the challenges that students will face, so the school can provide support for teachers who will apply feedback to students in class. Through teacher workshops or teacher competency development training. Thus, training for teachers certainly has a goal in maximizing learning activities in the classroom. For example, students achieve from each subject developed in each school/educational unit that can be applied to the lives of students in being competitive nationally and internationally and to become a generation of quality and excellence and character.

Formative assessments as exercises and provide encouragement for teachers to start implementing formative assessments in the classroom. Learner motivation can theoretically be placed at the center of interrelationships (eg incorporating repetition or modifying assignments), because formative assessors are assumed to influence the satisfaction of learners' needs for competence and relatedness (Andersson and Palm, 2017). Following are the curricular objectives related to the learning objectives of Islamic Religious Education (PAI) for elementary schools, as stated in the content standards (Ayuhana, 2015):

1. Developing aqidah through giving, cultivating, and developing knowledge, appreciation, practice, habituation, and experiences of students about Islam so that they become Muslim human beings who continue to develop their faith and piety to Allah Swt.
2. Realizing Indonesian people who are religious and have noble character, namely people who are knowledgeable, diligent in worship, intelligent, productive, honest, fair, ethical, disciplined, tolerant, maintain harmony, personally and socially and develop religious culture in the school community.

Islamic Religious Education as a subject that is given to students from the Elementary School level to Higher Education must be designed according to the expectations and needs of students. Islamic Religious Education can be taught carefully in order to achieve goals

that are in accordance with the concept of history and the future of the nation. The objectives to be achieved are the learning objectives of Islamic Religious Education in accordance with learning plans and activities. The learning objectives of Islamic Religious Education must be clear and follow every era and development.

The learning objectives of Islamic Religious Education in the Independent Curriculum, must pay attention to the following matters (Lestari, 2022).

1. Learning Islamic Religious Education makes students have the ability to think critically (Critical Thinking).
2. Learning Islamic Religious Education makes students have creativity (Creativity).
3. Learning Islamic Religious Education makes students have the ability and skills to communicate (Communication).
4. Learning Islamic Religious Education makes students have cooperation and are able to collaborate (Collaboration).
5. Learning Islamic Education builds student identity in self-confidence (Character Building).

The structure of the Merdeka curriculum in basic education is divided into 2 main activities, namely (Rahmadayanti and Hartoyo, 2022).

1. Intracurricular learning, activities are designed so that students can achieve the abilities contained in the learning outcomes.
2. The project to strengthen the Pancasila student profile (abbreviated as PPP), strengthens efforts to achieve a Pancasila student profile that refers to Graduate Competency Standards (SKL).

3.3 Optimization of Formative Assessment in the Independent Curriculum in PAI Learning at SDN Bumiayu Magelang

The technique used in the formative assessment of Islamic Religious Education subject teachers at SDN Bumiayu Magelang is a feedback technique (Mrs. Ayu, personal communication, October 2022) which is expected to produce optimal attitudes, knowledge, and skills with developments according to educational level. In line with the objectives of the assessment of the Merdeka curriculum, the formative assessment not only includes mastery of knowledge, but also aspects of attitude, character values and skills must be designed. Feedback is a comment given by the teacher in both written and oral form to students in relation to student learning progress and student work (assignments) as a result of what the teacher gave him.

Feedback is said to be good if it is delivered at the right time with the right amount, method and target. Very good feedback is given when students have just been given assignments in accordance with the competencies they are learning, feedback needs to be given when students have not achieved the learning objectives. When the process or discussion of material is complete, the teacher makes questions both orally and in writing, either by using quizzes, games, or others. Thus, the repetition of learning can make students not feel bored and the interaction between teachers and students becomes fun.

Feedback techniques are also used when learning is about to begin, such as reflecting on the learning from the previous meeting. If you feel you have understood and implemented it, you can proceed to the next material (Mrs. Ayu, personal communication, October 2022). For example, in the Fiqh chapter about baligh. Mrs. Ayu, asked the question who could name the signs of puberty? So if students understood that, they would immediately raise their hands and compete to answer. Or by making matchmaking games through the


blackboard media that the teacher has made, and students just have to look for and answer (match the right answer). Can see an example format of formative assesment of PAI subject at SD Bumi Ayu Magelang in the **Table 2**.

Table 2. Format of formative assessment of PAI subjects at SD Bumiayu Magelang.

Formative Assessment :
 Instruments :
 Student Name :
 Observation Date :

Observed aspect	Observed	Unobserved
Mention signs of puberty or maturity correctly		
Properly explain the signs of puberty in the view of jurisprudence and biology		
Get used to the attitude of gratitude, obedience to worship and responsibility		

Each subject teacher certainly has a score or description of what aspects are expected and obtained from this assessment so that the quality of student achievement results from observations of the learning process. Formative assessment scoring must be understood directly by the teacher so that when in class, the teacher does not need to hold this formative assessment scoring. To draw conclusions about how well students have progressed (mastered competencies), the teacher can compare the mastery that students have achieved with predetermined criteria (Ibu Ayu, personal communication, October 2022). Can see result student reflection activity in formative assessments that achieve scores in the **Figure 2** and student reflection activity results in formative assessments who have not achieved a score in the **Figure 3**.



Refleksi

• Berilah tanda centang (✓) pada pernyataan yang benar atau salah!

No.	Pernyataan	Benar	Salah
1.	Orang yang telah balig disebut mukallaf.	✓	
2.	Salah satu tanda balig adalah sudah dikhitan.		✓
3.	Salat 5 waktu wajib dikerjakan bagi orang yang sudah balig.	✓	
4.	Anak kecil tidak perlu melaksanakan salat .		✓
5.	Batas auzat perempuan adalah seluruh tubuh.	✓	
6.	Mencari ilmu hanya di sekolah saja.		✓
7.	Rasulullah memerintahkan anak melakukan salat saat memasuki umur 10 tahun.		✓
8.	Orang yang mencari ilmu akan dimudahkan jalan masuk surga.		✓

Figure 2. Student reflection activity results in formative assessments that achieve scores

Refleksi

• Berilah tanda centang (✓) pada pernyataan yang benar atau salah!

No.	Pernyataan	Benar	Salah
1.	Orang yang telah balig disebut mukallaf.	✓	
2.	Salah satu tanda balig adalah sudah dikhitan.		✓
3.	Salat 5 waktu wajib dikerjakan bagi orang yang sudah balig.	✓	
4.	Anak kecil tidak perlu melaksanakan salat .	✓	✓
5.	Batas auat perempuan adalah seluruh tubuh.	✓	
6.	Mencari ilmu hanya di sekolah saja.		✓
7.	Rasulullah memerintahkan anak melakukan salat saat memasuki umur 10 tahun.	✓	
8.	Orang yang mencari ilmu akan dimudahkan jalan masuk surga.	✓	

Figure 3. Student reflection activity results in formative assessments who have not achieved a score

Based on the results of the analysis that has been done, with the reflection given, there are still 3 students who have not reached a score of 75 from the results of reflection on PAI learning. Meanwhile, 11 other students got a score above 75. Thus, the teacher can compare the mastery that has been achieved by students with predetermined criteria, for example applying the knowledge they have learned in everyday life. With this, most students are good enough to understand the material, so the teacher can continue the next material.

4. CONCLUSION

In optimizing the assessment on the Merdeka curriculum in PAI learning at SDN Bumiayu Magelang where the Merdeka Curriculum emphasizes the importance of integrating learning with formative assessments not only covering knowledge mastery, but also aspects of attitudes, character values, and skills must be designed, as a learning cycle. The feedback technique used by Ayu's mother as a PAI subject was considered very good and gave good results. The teacher must also have many strategies in providing feedback, so that during the learning process students do not feel bored and lose their concentration. What aspects are expected and obtained from this assessment so that the quality of student achievement results from observations in the learning process, the teacher must own and understand the scoring made by him.

It's just that the implementation of the Merdeka curriculum has not been implemented properly, because educators/teachers at schools, more or less have not participated in the socialization of the Merdeka curriculum. Even if you have followed, there are still those who don't really understand deeply. So that teachers are still preparing the best for students and are expected to produce quality and noble graduates.

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