

# Classroom-Based Assessment System to Improve the Quality of Learning in Malaysia and Indonesia

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**Abstract.** Malaysia and Indonesia have introduced their educational systems and are developing human resources using learning evaluation systems. Based on the issues raised, this study aims to portray the learning assessment in primary schools in Indonesia and Malaysia in accordance with the educational program utilized in both countries and the impediments experienced in carrying out classroom-based evaluation in schools. This study used the research literature survey technique to gather information on a research topic from news, official government documents, etc. The analysis was conducted using a compilation of data from several references related to the assessment of primary school learning in Merdeka curricula, or other documents relevant to this study. The results of this study revealed that the assessment used in primary schools in Indonesia refers to Minister of Education and Culture Regulation No. 21 of 2022, namely formative assessment and summative assessment. The Merdeka curriculum aims to create a positive, high-quality learning atmosphere in Indonesia. Education system in Malaysia implements the concept of school-based assessment (SBA) in line with the implementation of Lower School Standard Curriculum, known as Primary School Curriculum. The ability to develop classroom-based assessments, the creativity of teachers in designing assessments, and knowledge literacy issues are all barriers to implementing classroom-based assessments in both countries.

**Keywords:** Education System, Indonesia, Learning Assessment, Malaysia

## 1. Introduction

Assessment is a systematic and ongoing process or activity that continuously collects information about processes and results. Moreover, students learn how to make decisions based on certain criteria and considerations. In other words, assessment is an indispensable part of the classroom learning process. Learning assessment or classroom assessment is an ongoing assessment used by teachers during classroom learning to collect, understand, and use assessment data to make decisions regarding the level of understanding, and to know the students' different subjects (Black and William, 2018). The assessment process gives an opportunity to explore the conditions under which learning occurs, especially in the cognitive, affective, and psychomotor domains (Alruwais et al., 2018). Teachers' assessments have an impact on students because they provide feedback on what students have learned and understood. With the feedback provided, students can guide to improve their study methods and skills (Granberg et al., 2021). During the classroom evaluation, Khamis & Selamat (2019) conducted a feedback study. In this study, researchers observed how primary school teachers at the Malacca Cluster of Excellence used feedback in classroom assessments to improve learning.

A good assessment can motivate participants to teach and lead students to learn and obtain maximum learning results by taking advantage of all the potential. According to Yin & Buck (2015), systematic assessment is used to produce information about performance obtained from various sources of evidence and gains better results from the learning process. Changes in the learning paradigm must be accompanied by a change in the assessment paradigm used by educators to become one good learning unit.

Based on research related to changes in new assessment models, problems in implementing classroom assessment occur not only in Indonesia and Malaysia but also in Singapore and Ethiopia, as researched by Pink (2020), and Oli & Olkaba (2020), indicating that teachers lack the knowledge and skills to perform classroom-based assessment. This causes teachers to struggle and want to return to their previous practice before the change. In Ethiopia, the implementation of classroom assessment has not yet been implemented. The results show that class size, lack of time, teacher workload, low student interest, large material or content and lack of participation among teachers are the main factors hindering the implementation of classroom assessment.

Malaysia has established an in-depth education and assessment system. Regarding academic assessment, students are officially assessed through public exams designed and developed by the Examination Federation of the Ministry of Education. Common exams include Primary Education Assessment Grade 6, Secondary Education Assessment Grade 9, and Malaysian Certificate of Education Grade 11. Recent years have seen changes in the assessment of certain aspects of individual student performance at grade level. This will move from assessments based on public examinations to school-based assessments (SBA). The reasons for this policy are: First, proponents of this assessment method believe that students' skills and knowledge should not be tested by a single summative assessment. Instead, it will remain constant throughout the year (John, 2018; Pink, 2020).

The new curriculum for preschool, primary and secondary school children is designed to holistically develop children by developing holistic thinking and attempting to relate it to experience. The new program is Preschool Standards-Based Curriculum and Assessment Materials, which is a core standards-based curriculum that is part of classroom learning and applies to all grade levels of Malaysian education. Teachers in all schools are introduced to classroom assessments to monitor student progress, improve their learning process, and develop students' overall skills. In addition to knowledge and skills, comprehensive assessments include values such as a child's social-emotional learning (SEL). Thus, students can thrive in all aspects of their real lives (Stillman et al., 2018; John, 2018).

SBA was implemented concurrently with changes to integrated elementary programs from School Integrated Curriculum (Integrated Lower School Curriculum) to the new set of secondary school curriculum standards (Lower School Standard Curriculum). This transformation is an effort to restructure and improve the program's current state. Hopefully, through the new program, students will not only gain knowledge. However, the new curriculum also focuses on developing skills and values relevant to children's real lives. It is hoped that students will have strong critical thinking and literacy skills that align with the components of 21st-century learning, including the ability to communicate, collaborate, and be critical and creative. Thus, they can face the challenges of global life. The Malaysian education system applies the concept of SBA aligned with curriculum implementation (Lower School Standard Curriculum). SBA goes beyond comparing students to other students, such as the concept of norm-referenced assessment, comparing one person's score to their group, or using the results of all students in the class as a basis. On the other hand, student learning outcomes are measured based on certain criteria at a level consistent with the learning goals of the learning process. This method maps basic evaluation concepts. At the elementary level, the scores the SBA assigned to students contribute 40% to the final score on the public elementary achievement test (Lower School Achievement Test) completed by sixth grade, while the remaining 60% passed the final UPSR exam (John, 2018).

As in Malaysia, student learning in Indonesia is assessed from many different perspectives and is appropriate for student development or adapted to student learning differences. Furthermore, the assessment of learning outcomes reveals all aspects of field learning, specifically the cognitive, affective, and psychomotor aspects. The results of this assessment become the basis for improving the learning process and the basis for improving the quality of the learning process. Assessment during the learning process is the best effort to ensure that students' skill development takes place in a positive direction, consistent with the goal of developing better quality human resources to face the global challenges of the 21st century. They should not just focus on the final exam and not really focus on developing their skills and

capabilities. The assessment in the field of education will help improve the quality of tomorrow's human resources, capable of critical thinking and creativity to solve real problems.

Indonesia is currently implementing the Merdeka curriculum as an evolution of the 2013 curriculum. There are fundamental differences between the assessment system of the Merdeka curriculum and the 2013 curriculum, especially in the learning assessment system. On the 2013 curriculum, formative and summative assessments are conducted by educators who monitor learning progress and outcomes, and detect the need for continuous improvement student learning outcomes. Summative assessment in the Merdeka study program is carried out as a basis to ensure the achievement of overall learning goals. At the same time, within the independent research program, the consolidation of diagnostic assessments, both knowledge and non-knowledge diagnostic assessments as well as formative assessments, as well as the use of assessment results Price for designing learning activities based on stages of increased student achievement. Meanwhile, the three categories of the 2013 program evaluation are attitude, knowledge, and skill assessments. In the Merdeka curriculum program, there are no separate assessments of attitudes, knowledge, and skills (Susilo & Sihite, 2022; Minister of Education and Culture Regulation No. 21 of 2022).

### 1.1. Problem Statement

Problems arising during the implementation of classroom-based assessments make it difficult to implement the system as a whole. The emphasis on the school curriculum is in accordance with the needs of the community environment (Madjapuni & Harun, 2019). The process of implementing the assessment has not been able to comprehensively develop students' potential in terms of physical, emotional, spiritual, and intellectual aspects. The implementation of the assessment process does not reflect the knowledge and skills and explore the potential of students. On the other hand, most assessments are only to confirm learning (Graham, 2019; Da Wan et al., 2018). In Indonesia, there are also issues with the implementation of classroom-based assessment in the Merdeka curriculum, such as the habit of teachers conducting final evaluations that only measure low levels of ability through written tests. While the assessment does not yet measure high-level thinking ability, it does measure low-level thinking ability.

The described issues with classroom-based assessment are influenced by teachers' lack of knowledge and skills in developing assessment tools that measure students' critical thinking skills and three areas of knowledge. The area is not yet comprehensively covered. Another reason is classroom management skills and the ability to use technology to conduct classroom-based assessments. This study was conducted to obtain data on the root causes of teachers' problems when implementing classroom-based assessments to achieve learning objectives consistent with curriculum content.

### 1.2. Related Research

This is different from previous research which mostly discussed the education system in general in Indonesia and Malaysia. This research only looks at the form of learning assessment in elementary schools in Malaysia and Indonesia which is described as being in accordance with the curriculum implemented by the two countries. Apart from that, the various challenges faced by teaching staff when conducting assessments are also an important factor in this research. These two aspects will be the basis for determining a class-based assessment system model to improve the quality of learning in Indonesia and Malaysia. Some related studies are presented in Table 1.

**Table 1.** Difference with Previous Studies

The Study	Author	Year	Novelty of this study
Education System in Malaysia and Indonesia for Human Resource Development. European Journal of Social Sciences Education and Research.	Othman, I	2016	This study only looked at the form of learning assessment in Primary Schools in

The Study	Author	Year	Novelty of this study
Classroom Assessment Practices in Malaysian Primary Schools: A Meta-Analysis	Rosli et al.	2022	Malaysia and Indonesia, which is described according to the curriculum carried out by the two countries. In addition, the various challenges that teaching staff encounter when conducting assessments are also important factors in this study. These two aspects will serve as the basis for determining the model of a classroom-based assessment system to improve learning quality in Indonesia and Malaysia.
Implementing Classroom Assessment in Malaysia: An Investigation	Narinasamy & Nordin	2018	
Autonomy in Classroom Assessment: Teachers' Perceptions on the Abolition of Level 1 Biennials Examinations in Malaysian National Schools	Isa et al.	2022	
Implementation of performance assessment in STEM-based science learning to improve students' habits of mind	Yakob et al.	2021	
Performance-Based Assessment in the English Learning Process: Washback and Barriers	Salma & Prastikawati	2021	
The Importance Performance Assessment and Its Impact on Improving Performance of Public Service Organizations in South Tangerang City	Salam	2021	

### 1.3. Research Objectives

Based on the background of the problems described above, the aim of this study is to describe the learning assessment in primary schools in Indonesia and Malaysia in accordance with the curricula used in both countries and the obstacles encountered in carrying out classroom-based assessment in schools. Through the aim of this study, it is hoped that it will provide an overview of the policies for implementing classroom-based assessments from the two countries with the hope of providing comparison material in determining corrective steps in overcoming the challenges of implementing classroom-based assessments.

## 2. Theoretical Framework

### 2.1. Classroom-based Assessment

Classroom-based assessment (CBA) is a process of collecting, reporting, and using information about student learning outcomes by applying the principles of continuous, authentic, accurate, and consistent assessment in learning activities under the authority of the teacher in the classroom (Black and Wiliam, 2018; Pink, 2020). CBA identifies the achievement of competencies and learning outcomes expressed through a clear statement of the standards that must be and have been achieved accompanied by a map of student learning progress and reporting (Hilaliyah, 2018; Lan & Fan, 2019). According to Mohd Pilus (2019), CBA can be seen as a method of discovery, a more widespread approach to improving the quality of learning and teaching. Therefore, the only way to change the paradigm of effective assessment is to replace summative tests with a more objective system. CBA is a form of assessment that can engage students.

CBA identifies the achievement of competencies and learning outcomes expressed through a clear statement of the standards that must be and have been achieved with student

learning progress maps and reporting (Nurhayati, 2016). The objectives of the classroom-based assessment are:

1. Knowing the level of achievement of student competencies,
2. Measuring student learning growth and development,
3. Diagnosing student learning difficulties,
4. Knowing the results of learning,
5. Knowing the achievement of the curriculum,
6. Motivating students to learn,
7. Motivating teachers to do better teaching activities.

## 2.2. Merdeka Curriculum

In Indonesia, the use of educational modules has experienced various changes and improvements, specifically in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (modification of the 1994 Educational modules), 2004, 2006, 2013, and currently the free educational modules. Educational programs (Instruction Unit Level Educational modules), and in 2013, the government changed it back to the 2013 educational programs (2013 curriculum). Additionally, in 2018, there was amendment of the changes to the 2013 curriculum (Barlian & Iriantara, 2021). The unused educational modules executed are a free educational program characterized by the improvement of delicate aptitudes and character, which are suitable on fundamental fabric and are adaptable. This educational program is outlined to form imagination and adaptability for instructors, adjusting to the conditions of the instructive unit.

Merdeka Educational programs differ greatly from past educational modules in that they are less difficult and more profound, give the instructive unit "freedom" in creating it, and present a more comprehensive learning framework. A free educational program could be a learning plan that allows understudies to ponder in a calm, loose, pleasant, stress-free, and pressure-free way in order to show their common abilities. Through educational modules, understudies have the autonomy to memorize basic and inventive abilities. Past educational programs utilized on a national scale were incapable of supplying adaptability to instructors, especially in terms of the required lesson hours per week. In the future, the course of this educational module will give flexibility for instructors with respect to lesson hours since it is focused on being satisfied within one year, not each week. Through Merdeka curriculum, it is hoped that students can develop according to their potential and abilities in a quality, expressive, applicable, varied, and progressive manner. Implementation of these new curriculum changes requires cooperation from all sides, strong commitment, seriousness, and practical implementation to instill the Pancasila student profile in our students (Sari et al., 2020). The Merdeka curriculum is also a curriculum that realizes a variety of in-school learning by optimizing the content. Teachers can choose from an array of learning resources and materials to meet the students' learning needs and interests. Projects to strengthen the achievement of the Pancasila learner profile are developed based on themes that are unrelated to subject material (Santoso et al., 2023). The following are some of the concepts offered in the Merdeka learning program:

1. Different places and times. Learning is not only limited spatially, such as only in the classroom, but also outside the classroom, where a more conducive environment can be created.
2. Free choice. Students are expected to continuously improve their skills and can practice their preferred learning style
3. Personalized learning. Teachers can customize students' understanding of the material and solve the answer based on the student's ability, much like a game. If he can complete the challenge, he will quickly rise to the point where he no longer uses the average student's ability.
4. Project-based. In project-based learning, learners are given space to apply their skills from various sources and situations. The learners will reflect on the experience and apply it in their lives.
5. Field experience. Fit and connection are critical in the workplace. The materials currently available to students have nothing to do with their working life. Therefore, field experience can help students perform more effectively in the workplace.

6. Data interpretation. Students gather a lot of information. The quantity of information received is expected to solve the need and analyze problems.

### **2.3. Merdeka Curriculum Assessment**

Assessment is a necessary component of the learning process and cannot be separated from it. In general, assessment can be interpreted as the process of obtaining all forms of information used as a basis for making decisions about students, both in terms of curriculum, study programs, school climate, and school policies. Evaluation is carried out to look for evidence and fundamental considerations to achieve learning objectives (Sadat et al., 2022). Efforts to improve the quality of education can be achieved by improving the quality of learning and the quality of assessment systems. In other words, a good learning system also leads to good quality. Assessment is the process of collecting and processing information to measure student learning. Merdeka curriculum gives educators the freedom to decide on the type of instrument, technique, format, and timing of assessment based on the characteristics of the learning objectives. Educators are also free to decide strategies for handling assessment results according to their needs. In the Merdeka curriculum, the following two evaluations are carried out in the evaluation process as follows:

#### **2.3.1. Formative Assessment**

Formative assessment is an assessment for learning because the target audience is formative. The assessment is teacher and student, while summative assessment is an assessment of learning that provides the latest information to stakeholders about the appearance of teachers and students. Formative assessment or assessment aims to monitor and improve the learning process and evaluate the achievement of learning objectives. This assessment is conducted to identify learners' learning needs, obstacles, or difficulties, and to obtain information on their development. The information is feedback for both learners and educators (Gezer et al., 2021; Ismail et al. (2022)). Formative assessment refers to frequent, interactive assessments of student's development and understanding to recognize their needs and adjust teaching appropriately. Formative assessment helps students gain an understanding of the assessment process and provides them with feedback on how to refine their efforts for improvement. In general terms, formative assessment is concerned with helping students to develop their learning

#### **2.3.2. Summative Assessment**

Summative evaluation is an appraisal carried out after a learning unit. These appraisals aim to assess understudy learning by comparing execution to benchmarks, and give an aggregate picture for assessing understudy learning (Broadbent et al., 2018). Summative evaluation of essential and auxiliary instruction points to evaluate the accomplishment of foreordained learning destinations or learning results, which are the premise for deciding review advancement and/or graduation. Appraisal of the accomplishments of understudy learning results is carried out by comparing the accomplishments of understudy learning results with the criteria for accomplishing learning goals (Black & Wiliam, 2018). It has assessment results poured into the list of student grades during the learning process to support the directed assessment process and achieve the desired goals of the learning process. The value obtained by students is the output of the learning process managed in the score list.

## **3. Method**

### **3.1. Research Design**

The research design used is a descriptive survey using qualitative and quantitative data. This study focuses on the use of survey techniques and library research. Literary research is a technique for collecting various information about a study topic through news, official government documents, etc. (Amini & Fitria, 2019). The purpose of a literature review is to present theories and ideas relevant to empirical research, and review the sources gathered during the discussion (Sujarweni, 2014). In this study, researchers pay attention to several important aspects, namely: (1) dealing with explicit data, manuscripts, etc., not just direct insight obtained from the domain, (2) sources from various sources, libraries can be used directly without having to direct research. Data collection can be carried out by means of

observation based on findings from various sources, for example, books, articles, journals, and relevant archives (both in electronic and printed form).

### 3.2. Respondent

Respondents were teachers at public primary schools in Putrajaya, Malaysia and Laweyan, Surakarta. The total number of teachers who were used as respondents was 40 primary school teachers who taught first and sixth grade, consisting of 30 female students and 10 male students.

### 3.3. Data Collection

The data collection method used in this study is to analyze documents in the form of curricula used by the two countries and articles related to classroom-based assessment. The instrument used is an observation sheet referring to points regarding the curriculum document and the implementation of classroom-based assessment. This analysis refers to a compilation of data from several references related to primary school learning assessment in the Merdeka curriculum, or other documents relevant to this study. The steps of this investigation are: Identifying relevant documents, assessing document quality, collecting documents, organizing documents, analyzing documents, and drawing conclusions.

Survey research requires asking questions to a sample to describe, compare, and relate (Koh et al., 2000). The data collection instrument used was an e-survey form created by Google Form to find out the obstacles faced in carrying out classroom-based assessments in the classroom. Researchers made the survey form simple, where respondents simply ticked the appropriate options and wrote down simple information. The instrument is divided into three sections: (1) competency in designing classroom-based assessments; (2) teacher creativity in assessment design; and (3) knowledge and competence in using school-based assessments. Surveys are used to obtain data related to obstacles to implementing classroom-based assessments.

### 3.4. Data Analysis

Data analysis was performed using the technique of content analysis (content analysis). Content analysis is a scientific technique that uses documents and texts to conclude the phenomena under study (Bengtsson, 2016). Content analysis is the process of selecting, comparing, combining, and classifying data relevant to research. Materials will be procured from books and articles. The results of the questionnaire distribution will also be interpreted using the following scale (see table 2).

**Tabel 2.** Category Conversion Based on Percentage

Percentage	Category
0% - 25%	Very Low
26% - 50%	Low
51% - 75%	High
76% - 100%	Very High

### 3.5. Validity and Reliability

Data validation uses triangulation techniques to compare data with other data. collection technology. Technical triangulation and basic triangulation were used in triangulating the validity of the research material. The analytical technique uses interactive analysis consisting of data reduction, presentation, and conclusion drawing. Triangulation is a technique to check the validity of data that utilizes something else. Beyond that data for Yuliani et al., the purpose of checking or as a comparison of the data (Kusumastuti & Khoiron, 2019).

The results of the validity test of the instrument showed that the 15 items of the questionnaire instrument were valid with a t-hit value, greater than the t tab, 0.2876, as well as the reliability of the instrument was declared reliable with a Cronbach alpha of 0.924, so that the instrument used to collect data related to the implementation and obstacles in implementing the assessment was based on class can be used.

#### **4. Findings**

Based on the results of data processing and content analysis performed, the results are as follows:

##### **4.1. School-based assessment (SBA) in Malaysia School**

School-based appraisal, a shortened form for SBA, is not something modern within the 21st-century time, which may be a vision of 21st century instruction. SBA has been implemented by a few nations including Malaysia and Indonesia for a few times. SBA could be a framework for accomplishing nonstop learning results. In the interim for instructors, their part in SBA is to watch, analyze, and implement in various ways so that understudies can accomplish the greatest about and open openings for understudies to attain learning results. SBA could be an instrument to degree the viability of the instructing and learning 'process' so that understudies can make strides in the method of accomplishing learning competency.

The instructional framework in Malaysia employs a standard rudimentary school educational module, which is truncated as Lower School Standard Curriculum, and the appraisal framework executes employments the concept of classroom-based appraisal. The appraisal components within the SBA will be combined into a national exam; specifically, the Essential School Accomplishment Test, or Lower School Accomplishment Examination (UPSR in its Malay acronym), which is obtained after the 6th year of essential instruction. The SBA was actualized at the same time with changes to the educational programs, from the Coordinates Essential School Educational programs (Integrated Lower School Curriculum or Kurikulum Bersepadu Sekolah Bawah or KBSR within the Malay acronym) to the modern Essential School Curriculum Standards (Lower School Standard Curriculum or Kurikulum Standard Sekolah Bawah or KSSR within the Malay acronym). SBA within the Malaysian instruction framework is characterized as covering every frame of evaluation that measures different perspectives of understudy advancement and accomplishment, such as cognitive, full of feeling, and psychomotor aptitudes, which incorporate perspectives of mental, otherworldly, and physical objectives emphasized within the goals. Holistic evaluation can describe students' overall competency achievement, which includes cognitive, emotional, and psychomotor perspectives. The use of SBA in primary schools emphasized in the Education in Malaysia (Lower School Standard Curriculum) module requires subject instructors to organize, plan and carry out evaluations and report the results of these evaluations to authorized partners.

SBA in Malaysian primary schools has a clear focus on summative and formative assessment. It is designed to help subject teachers identify areas of learning needed to improve student learning. Therefore, creativity is required to design comprehensive assessments using a variety of assessment tools and authentic tasks. At the end of each semester, students' performance is thoroughly evaluated by an internal summative exam before taking the national exam. At SBA, student assessment includes academic and non-academic components in appropriate components with the Curriculum Including English Curriculum (Lower School Standard Curriculum). The system is designed to help teachers focus more on developing the 21st-century competencies and skills their students need to compete in real-world situations around the world.

The Malaysian government has released the Malaysian Education Blueprint 2013-2025 to guide education implementation. The main goal is to ensure that students are well prepared to compete in her 21st century global economy and social economy and to be able to meet the world's challenges. There are her six key traits that every student needs to compete in the world.



It is a national identity aligned with knowledge, thinking skills, leadership skills, authority, ethics and spirituality, and the educational ideals of the nation.

The new Elementary School Curriculum Evaluation Document (Integrated Lower School Curriculum) includes an appendix with objective components, assessment activities, formal and informal assessment steps, steps for determining student progress and achievement levels, and assessment examples. It contains the New Secondary School Curriculum (Integrated Lower School Curriculum) or New Primary School Curriculum is the first national curriculum published by the Ministry of Education since independence in 1983.

In Malaysia, where compulsory education is mandatory in multilingual open schools, a child begins compulsory education at the age of seven and stays for six years. They must sit for their essential school accomplishment test to qualify to think about assistance. For auxiliary instruction, it is partitioned into two stages. Understudies compose their lower certificate of instruction during the first three years of common instruction. They then spend two years in either the expressions or the science streams.

#### **4.2. Assessment of Merdeka Curriculum Learning in Indonesia**

Currently, Indonesia uses the 2013 Program and the Merdeka Program. The purpose of Merdeka learning is to create a fun atmosphere for teachers, students, and parents. To have the freedom to learn, it is necessary to create a comfortable environment in the educational process that makes teachers, students, parents, and everyone happy (Saleh, 2020). Freedom to learn means freedom to think, work, respect, and respond to changes as they occur. Next year, the instruction system will also change from a differentiated presence in the classroom to an extracurricular instruction system. When implementing self-directed curriculum learning, it is known that there are two terms for evaluation: summative evaluation and formative evaluation. This is based on Article 9, Paragraph 1, Item 21 of the 2020 Regulations of the Minister of Education, Culture, Sports, Science and Technology regarding evaluation standards for early childhood education, primary education, and secondary education.

The Merdeka Curriculum Learning Concept has a framework for continuous learning development, includes mapping competency standards, independent learning, and minimum competency assessment. In this case, it guarantees more free space for educators to formulate learning and assessment designs according to the characteristics and needs of learners. According to the Merdeka Curriculum, the Pancasila Student Profile plays a role as guide that guides all policies and updates in the system of Indonesian education, including learning and assessment. The Merdeka curriculum is also a diverse extracurricular learning curriculum. In connection with classroom-based assessment in the Merdeka curriculum, the assessment standards for the Merdeka curriculum are different from the previous curriculum. The Merdeka curriculum aims to ensure that learning takes place based on students' talents and interests, or in other words, paying attention to learning differentiation. Students are free to choose any subject they want to study according to their interests. In an Merdeka curriculum, teachers are creative in designing and choosing learning tools that suit students' learning needs and interests. Assessment requirements or assessment standards are also set in the 2013 Curriculum, known as Daily Assessment, Mid-Semester Assessment, and Final Semester Assessment. This also applies to the Merdeka curriculum. Merdeka curriculum assessment standards are in the Ministry of Education, Culture, Research, and Technology regulation number 21 of 2022 concerning educational assessment standards in early childhood education, basic education charts, and secondary education charts.

Measuring student evaluation results in self-directed curriculum is done in a fair, objective, and educational manner based on evaluation goals set in advance by educators. The aim is to create a high-quality generation capable of addressing global challenges - a generation with the ability to communicate, collaborate and think critically and creatively to solve global problems. Merdeka Curriculum Assessment Standards include the following steps for assessing student achievement:

1. Definition of appraisal targets
2. Selection and/or development of Assessment instruments.

3. Conducting assessment.
4. Preparing or processing of assessment results.
5. Reporting on the results of the assessment.

Developmental evaluation is an appraisal carried out to get data about understudies who encounter learning impediments or troubles and around understudy advances (Permendikbud No. 21 of 2022). In actualizing learning that employs autonomous educational programs, it is known that there are two terms in evaluation, specifically summative evaluation, and developmental appraisal, typically in agreement with the Control of the Serve of Instruction, Culture, investigation, and Innovation concerning Benchmarks Appraisal of early childhood instruction, essential instruction, and auxiliary instruction, Article 9 (1) No. 21 of 2022 states that evaluation of understudy learning results is carried out concurring to the methods expressed in Article 3-8 as takes after: a). Developmental appraisal and b). Summative Appraisal. Developmental appraisals are carried out in early childhood instruction, up to auxiliary instruction. This movement points to binding together and progressing the learning handle and survey the accomplishment of learning targets. Summative appraisals are carried out at essential and auxiliary instruction levels. This action is being taken to survey students' learning objectives as a foundation for reviewing advancement and graduation from the Instruction Unit. Autonomous educational program evaluation emphasizes strengthening formative evaluations and utilizing appraisal outcomes. In arranging to learn, it is balanced to the level of understudy advancement and reinforces the usage of bona fide appraisals, particularly as a portion of the venture to fortify the Pancasila understudy profile.

Formative assessment in the Indonesian Merdeka curriculum can take the form of assessment at the beginning of learning and assessment during learning. The evaluation carried out at the beginning of learning encourages learning through differentiated learning, allowing learning content to be obtained based on the learning needs of students. Formative assessment during learning provides a basis for reflecting on overall learning and can be used to reference lesson plans and revisions as needed. A summative assessment is an assessment conducted to ensure that the overall learning objectives have been achieved. Therefore, this assessment is often done at the end of the learning process, the end of the school year, and the end of the educational level.

Summative assessment in a separate curriculum serves as a foundation to ensure achievement of overall learning objectives. Summative assessments can occur at the end of a lesson or can be done simultaneously for two or more learning objectives, depending on the unit guidelines and the trainer's considerations. At the primary and secondary school level, the purpose of summative assessment is to assess the achievement of a student's learning objectives or outcomes as a basis for advancement to a degree or completion of an instructional unit by comparing achievement of learning outcomes to performance standards. That's it. learning goals. Unlike summative assessments in early childhood education, this serves as information about a student's developmental achievement rather than as the result of an assessment or report used to determine promotion or graduation.

In the Merdeka curriculum, there is a assessment, namely the implementation of the National Based School Examination (National Standard School Examination), taking place with exams organized by the school. In the evaluation process, schools can use written or oral tests, or written papers or portfolios, providing opportunities for schools to compile guidelines and become an authority that naturally supports children's knowledge. One form of Merdeka curriculum-based curriculum is Outcome Based Education (OBE), which is an educational process aimed at achieving certain results (knowledge, skills, and, behavioral attitude directed at results.

In general, learning assessments in Malaysia and Indonesia provide a student diagnostic for ongoing learning direction, development, and remediation to generate quality education. The educational quality reflects a country's civilization. The birthplace of lighter quality and tough resources to create civilization a nation is the quality or quality of good education. Table 3 shows the similarities curriculum between Malaysia and Indonesia in terms of students' learning assessment.

**Table 3.** The Similarities Curriculum Between Malaysia And Indonesia in Terms of Students' Learning Assessment

Aspect	Indonesia	Malaysia
Progress	<ul style="list-style-type: none"> <li>- Energetic and proceeds to involvement development over time.</li> <li>- Latest is Merdeka curriculum, developed from curriculum 2013</li> </ul>	<ul style="list-style-type: none"> <li>- Energetic and proceeds to involvement development over time Current is the Standard Educational programs 2011.</li> </ul>
Underlying curriculum	Based on the philosophy of Pancasila and the 1945 constitution	National Education Policies in education system.
Content of curriculum	<ul style="list-style-type: none"> <li>- Knowledge, values and skills (cognitive, affective and psychomotor)</li> <li>- Competence in general, vocational, religious and local based curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge, values and skills (cognitive, affective and psychomotor)</li> <li>- Academic, technical and religious.</li> </ul>
Continuity	<ul style="list-style-type: none"> <li>- The curriculum is implemented continuously beginning with preschool education, primary, secondary education to higher education.</li> </ul>	<ul style="list-style-type: none"> <li>- The curriculum continues from preschool, primary school and middle school.</li> <li>- Practicing the concept of life long education</li> </ul>
Assessment type	<ul style="list-style-type: none"> <li>- Developmental to supply data of criticism to instructors and understudies in arrange to move forward the learning handle. Summative, appraisal is carried out to guarantee that the in general learning targets are accomplished.</li> <li>- Assessment of school is at a ratio of 60 % of the overall assessment for National Examination.</li> </ul>	School-based Assessment <ul style="list-style-type: none"> <li>- Formative</li> <li>- Summative</li> <li>- The SBA contribution of 40 percent to the achievement of the results of the State</li> <li>- Basic School Accomplishment last exam (UPSR being its acronym in Malay) which is taken at the conclusion of Review 6, whereas the other 60 percent of the ultimate exam from UPSR.</li> </ul>

#### 4.3. Constraints in Carrying Out Classroom-Based Assessments

Based on the results of a survey conducted on a number of teachers, teacher knowledge is the biggest factor in the challenges faced in implementing classroom-based assessments, especially formative assessments. The lack of involving students in self-assessment and providing feedback is not implemented. Learning activities and assessments are heavily influenced by a test-oriented culture that goes against the principles of formative assessment. The teacher's assessment is less consistent and irregular. The large number of students in a large class makes it more difficult for the teacher to apply formative assessment as a classroom-based assessment, because the teacher must give thorough attention. Teachers need to spend more time and attention on providing feedback. Since providing feedback on the number of students in a large class is difficult, the assessment's implementation is ineffective and inefficient. Some teachers are also reluctant to carry out self-assessments or other forms of class assessment, such as peer assessments. Implementing various forms of classroom-based assessment will take time, so teachers are likely to refocus on the use of tests. The results of the survey analysis are presented in Table 4.

**Table 4.** Constraints in Carrying Out Classroom-Based Assessments

No	Aspect	Indicator	%	Criteria
1	Competence in designing classroom-based assessments	Formulate the purpose of the assessment/evaluative	40.17 %	Low
		Determine the aspects to be assessed (cognitive affective psychomotor)	42.14 %	Low
		Determine the items	63.5 %	High
2	The creativity of teacher in designing assessment	Using a variety of assessments	72.8 %	High
		Designing rubrics	58.3 %	High
		Give Feedback	52.5 %	High
3	Knowledge and competence on the use of School-based assessment.	Understand the concept of competency-based assessment	49.20 %	Low
		Determine the type of assessment	78.4 %	Very high
		Analyze the results of the assessment	76.2 %	Very high

An obstacle for teachers in conducting classroom-based assessment of the top three dimensions was determining the form of assessment according to the knowledge dimension, or learning goal. In other words, 78.4% of teachers had problems determining the form of assessment used in the classroom. This was followed by the analysis of the next indicator - the evaluation results. 76.2% of teachers had problems. There are also significant barriers to teacher creativity in designing different assessments. The average survey results revealed that 61.2% of teachers had problems designing various assessments, defining assessment rubrics, and providing feedback. On the other hand, the least disability-related aspects of performing classroom-based assessments were the indicators that determine the purpose of the assessment, 40.17%, and the indicators that determine the aspects of the assessment (cognitive, emotional, psychomotor), or 42.14%. Knowledge aspects related to competency-based assessment are also almost unrestricted, with 49.20% having difficulty understanding the concept of classroom-based assessment.

## 5. Discussion

Based on the investigation of discoveries with respect to School-Based Appraisal over, it shows up that the SBA's objective is to move to a more comprehensive evaluation that focuses on nonstop appraisal in order to progress understudy learning results through the educating hone of regulating high-stakes tests (Chen Pink. (2020). The basis for executing SBA incorporates:

(1) Realizing the beliefs of the National Instruction Logic in creating students' physical, enthusiastic, otherworldly, and mental capacities; (2) diminishing test-oriented learning for understudies; (3) assessing understudy learning advance; and (4) expanding educator astuteness in evaluating, recording, and detailing understudy learning (Lim & Cheng, 2019). On the other hand, School Based Appraisal in Malaysia is described as a coordinated appraisal carried out comprehensively so that it can degree understudy advancement and accomplishment more comprehensively, which includes cognitive angles, values, and abilities. This can be fortified by Stillman et al. (2018) who state that comprehensive evaluation does not as it were incorporate information and aptitudes, but values that incorporate children's social enthusiastic learning (SEL). Comprehensive evaluation moreover makes a difference in planning the sort of course appraisal and learning handled and is valuable for finding out different perspectives that understudies are not great at. In line with Shepard (2019), course appraisal is an appraisal that allows instructors and understudies to move forward the quality of learning within the classroom. In addition, lesson evaluation is characterized as developmental and summative assessment. In the meantime, summative evaluation is utilized to survey or approve understudy accomplishment carried out at the end of a program (Magdalena et al., 2021).

This is certainly different from Indonesia, which uses the Merdeka curriculum, which provides contrasting changes. Curriculum changes also affect the assessment process (Amini & Fitria, 2019). The 2013 program focuses more on improving students' understanding, knowledge, skills, and personality development comprehensively. Reports and report cards identify insights, skills, and characteristics to determine whether a student can advance or remain in class (Munandar, 2018). Meanwhile, the Merdeka program applies more diversity in internal learning models and establishes an open and conditional learning program. This inevitably gives every school a choice. The presence of the Merdeka program in Indonesian education aims to perfect the implementation of the K-13 curriculum. This is supported by Puspitaningtyas et al. (2020), stating that teachers experience obstacles in implementing K-13 in preparing learning event units, how to carry out learning rationally, and evaluating and reporting learning outcomes. In addition, another review explains the complexity of implementing K-13 by applying it to teachers and students (Maladerita et al., 2021). Summative assessment in the Merdeka Belajar curriculum is also aimed at ensuring that learning objectives have been achieved. Therefore, this assessment is often carried out at the end of the learning process, at the end of the school year, at the end of the education level, and is carried out thoroughly (Mujiburrahman et al., 2023). Kemendikbudristek (2022) also states that summative assessment assesses the achievement of student learning outcomes through teaching support and completion of the education unit.

Though the overview comes about concerning impediments to actualizing classroom-based evaluation, it turns out that instructor information in planning evaluation and compiling rubrics based on pointers is the greatest challenge. Instructors do not include understudies sufficient, for the case through appraisal cells or peer appraisal within the evaluation handle. This is often because learning exercises are unequivocally affected by culture and previous propensities, so, there is a need for educator development and inventiveness. This can be opposed to the standards of developmental evaluation. The fact that "teaching understudies how to learn" is the most objective of developmental appraisal, instructors are moreover required to "teach to the test" or help understudies accomplish greatest competency, to guarantee tall understudy accomplishments in summative evaluations (Shepard, L. A., 2019; Granberg, et al., 2021).

In fact, the four studies that did not address teacher training needs also faced challenges from three levels of contextual factors and two weaknesses associated with classroom-based assessment. Implementing classroom-based assessments is not easy for teachers in Asia. According to Lim, Chap & Chew, and Cheng Meng (2019), the habit makes teacher assessments inconsistent and disorganized. This implements assessments ineffective and inefficient, as providing feedback on a large number of students in a large class becomes difficult (Black and Wiliam, 2018). In a study conducted by Ratnam-Lim et al. (2015), teachers implemented formative assessments in lessons emphasized skill tests. This will hinder teachers in carrying out formative assessments that aim at improving the learning process. The survey results presented in Table 3 are in line with the view that teachers have problems interpreting evaluation results and reporting evaluation results in the final report (Nabilah et al., 2021; Sani, 2016). Ananda and Fadhilaturrehmi (2018) stated that teachers' grids are of poor quality because many aspects hinder teachers' grids. Teachers have difficulty matching the competencies they measure, so they cannot accurately meet materials and develop lesson-based assessment tools.

## 6. Conclusion

Indonesia and Malaysia continue to strive to improve the education system through curriculum innovation and learning assessment innovations in order to improve the quality of education and human resources. This is to address the growing global challenges in the educational world. Malaysia and Indonesia are committed to strategizing their education systems for the development of their human resources. Each country implements its education system in accordance with the characteristics of their respective countries. Even though there are some differences in implementing the curriculum and learning assessment, there are things that have similarities. The implementation of each country's curriculum can provide educational directions for students and prepare them to face global challenges and think critically and

creatively in dealing with global problems. The impediments experienced in actualizing classroom-based evaluations within the two nations are related to angles of competence in planning classroom-based evaluations, the inventiveness of the educator in planning evaluations and information and competence on the utilization of school-based evaluations. The implication of this study is to find out the similarities and differences in the grade-based assessment system in primary school curriculum in Indonesia and Malaysia, as well as the challenges encountered during implementation.

### Limitation

The limitation of this study was only carried out in primary schools at the Putrajaya Presint 16 Malaysia national school so that the data obtained was limited. Besides that, data collection techniques were carried out using survey and interview methods.

### Recommendation

The results of this study are expected to be a reference for other researchers to do more in-depth research relating to education in primary schools and specifically related to the assessment and evaluation of learning at all levels of education.

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### Conflict of Interest

There are no elements in the study or publication of articles that indicate a conflict of interest.

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