



## Merdeka Curriculum Formative Assessment: Analysis of Teaching Modules

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### ABSTRACT

This research attempts to describe how accurate the implementation of formative assessments designed by teachers is through reviewing the learning plans or 'teaching modules' of the Merdeka curriculum. Methodologically, this research uses a descriptive qualitative approach to explain the position and function of formative assessment in a sample of teaching modules as well as reviewing the management and interpretation of formative assessment results. The data in this research is in the form of learning flows in teaching modules as formative assessment content of the learning process. As a research sample, the data source for this research took teaching modules from SMA Negeri 1 Tanjungbalai, SMA Negeri 1 Rowosari, and SMA Negeri 7 Medan. The data was analyzed using an application balance review process using the Merdeka curriculum assessment guidelines. The data is reconstructed if there is a discrepancy between the formative assessment applied by the teacher in the teaching module and the theory and principles of formative assessment. Then, the results of the review and reconstruction of the comparison results in the preparation of formative assessments produce conclusions in the form of a series of learning process flows which are the core of formative assessment in the teaching module. The results showed that the position of formative assessment in the three learning modules had different proportions. The proportion of formative assessment in the first module looks very small, so the reconstruction of the flow of formative assessment is carried out for five learning activities. In the second and third modules, the proportion of formative assessment is already large, so the second module only reconstructs the flow of formative assessment in one learning activity. While in the third module, the formative assessment flow was reconstructed for two learning activities.

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## 1. INTRODUCTION

In early 2022, the world of education was shaken by a new breakthrough in education. Minister of Education, Culture, Research and Technology (Mendikbudristek) Nadiem Makarim launched a new curriculum known generally as the "Merdeka Curriculum". In his presentation, there are several crucial things that must be improved from the education system in Indonesia in previous years. Starting from the causal factors to the advantages offered in the Merdeka curriculum, which is expected to be able to bring Indonesian education to a more advanced change.

Changes in the curriculum system change the standardization of components that govern policies in the curriculum. As is known, the curriculum is a frame of reference used to determine the needs of groups of learners, develop goals or objectives of a program, compile an appropriate syllabus, determine the structure of learning, teaching methods and teaching materials and to conduct an evaluation of a program as a result of the learning process. The curriculum at least contains important components such as objectives, content, processes, and assessments that are used as guidelines in carrying out a learning activity (Sopiansyah & Masrurroh, 2021).

One of the curriculum components mentioned above is assessment standards. In the curriculum, assessment standards act as a tool to monitor progress and find learning difficulties faced by students so that steps can be taken and as feedback for teachers to improve methods, approaches, teaching materials and learning process activities (Cholifah Tur Rosidah et al., 2021) According to Permendikbudristek No. 21 of 2022 concerning the Merdeka Curriculum Assessment Standards, assessment is the process of collecting and processing information to determine the learning needs and developmental achievements or learning outcomes of students. Educational Assessment Standards are minimum criteria regarding the mechanism for assessing student learning outcomes.

The assessment standards in the Merdeka curriculum bring quite clear changes from the previous curriculum. One of the highlighted changes is related to the fundamental assessment system between the old curriculum (Curriculum 2013) and the current Merdeka curriculum. In the 2013 Curriculum, the assessment includes aspects of attitude, knowledge, and skills. Meanwhile, in the Merdeka Curriculum there is an additional strengthening of the Pancasila Student Profile. In addition to these aspects, the Merdeka curriculum packages the assessment with special forms, namely diagnostic, summative and formative.

Formative assessment is an assessment process that collects facts from the learning process of students and modifies the process due to teacher feedback. Formative assessment as a task done by students during the learning process so that students get feedback from the teacher to improve their learning outcomes, regardless of whether the student's work is assessed or not (Robbani et al., 2020). In the Merdeka Curriculum Learning and Assessment Guidebook, it is said that assessment for reflection on the learning process functions as formative assessment. Some techniques that can be used in formative assessment include practices, products, projects, portfolios, and written or oral tests.

One of the characteristics of formative assessment is that it is integrated with the ongoing learning process, so that formative assessment and learning become one unit. Likewise, formative assessment planning is made integrated with learning planning (Potabuga & Yusuf, 2020). So in the context of analyzing the assessment of this teaching module, formative assessment will refer to activities in the learning process. The tasks given during this learning process are the objects that are assessed as the primary substance of formative assessment.

The application of formative assessment in the Merdeka curriculum is reflected in the learning sequence in the teaching module. The teaching module is a document that contains learning objectives, steps, and media, as well as the assessments needed in a unit/topic based on the Flow of Learning Objectives (ATP). The teaching module in short is the Learning Implementation Plan (RPP) of the Merdeka curriculum whose components are more complex than the previously known RPP.

Several research histories in journals examine the application of formative assessment in a Teaching Module or lesson plan including; (Lestari & Setyarsih, 2020), (Ramadhani, 2021), (Fitra, 2022), (Mahardhika & Lubis, 2022), (Adinda et al., 2021), (Wicaksono et al., 2022), (Adawiyah & Haolani, 2021), (Maulidyah & Zainuddin, 2022), and, (Magdalena et al., 2021). A number of these studies tried to reveal the application of formative assessment in the learning process. Various results found, one of which reveals the many shortcomings in terms of the application of formative assessments made by teachers which are then ultimately used as a benchmark for developing better formative assessments. As expected, a tool to measure student success should be prepared as well as possible by referring to applicable principles and guidelines.

A research certainly stems from the background that encourages the necessity of making the research. In this case, the research conducted tries to pay attention to a formative assessment of teaching modules in the context of substance analysis. This research tries to describe how formative assessment is carried out by teachers in a learning design, by taking several samples of Merdeka curriculum teaching modules, in this case taking the example of grade X Indonesian language learning. This research is a form of review in the form of evaluation of the implementation of formative assessment in the implementation of the Merdeka curriculum. Therefore, a study was conducted with the title Merdeka Curriculum Formative Assessment: Analysis of Teaching Modules.

## 2. METHODS

Methodologically, a descriptive qualitative approach was used in this study. According to Sugiyono in (Rusandi & Muhammad Rusli, 2021) the research is research that determines the value of an independent variable, or one or more values (independent) without comparison or combination with other variables. In the context of this research, the variable to be assessed is the formative assessment of a teaching module. This research explains how the position and function of formative assessment in the teaching module sample and reviews the management and interpretation of formative assessment results. This aims to see whether the formative assessment carried out by the teacher is in accordance with the principles of formative assessment that apply in the Merdeka curriculum. Moving on from the results of the analysis carried out, the researcher will reconstruct if there are discrepancies and deficiencies in the formative assessment applied by the teacher in the teaching module.

The data in this study are in the form of a series of learning flows in teaching modules as the content of formative assessment of the learning process. As a research sample, the data source of this study took Indonesian language teaching modules from SMA Negeri 1 Tanjungbalai, SMA Negeri 1 Rowosari, and SMA Negeri 7 Medan. The data was analyzed by the process of reviewing the suitability of the application with the learning and assessment guidelines of the Merdeka curriculum. The three teaching module samples were analyzed and reconstructed according to the theory and principles of formative assessment. Then from the results of the analysis, a conclusion will be obtained from the results of comparisons and

differences in the preparation of formative assessments. The results of the analysis are expected to be a clear benchmark in assessing and developing a formative assessment.

This research takes the stages of data analysis according to Miles & Huberman in (Rufaidah, 2022) which starts from; data collection, data reduction, data presentation to find patterns of formative assessment from the results of the analysis conducted. The results of the analysis of several teaching modules will be drawn conclusions that lead to the standardization of the form of formative assessment according to the rules and principles in the Merdeka curriculum.

### 3. RESULTS AND DISCUSSION

#### A. Position of Formative Assessment

To find out how the position of formative assessment in the Merdeka curriculum assessment, it is necessary to map the flow of assessment in the Merdeka curriculum assessment guidelines. The following shows a chart of the position of the Merdeka curriculum learning assessment.

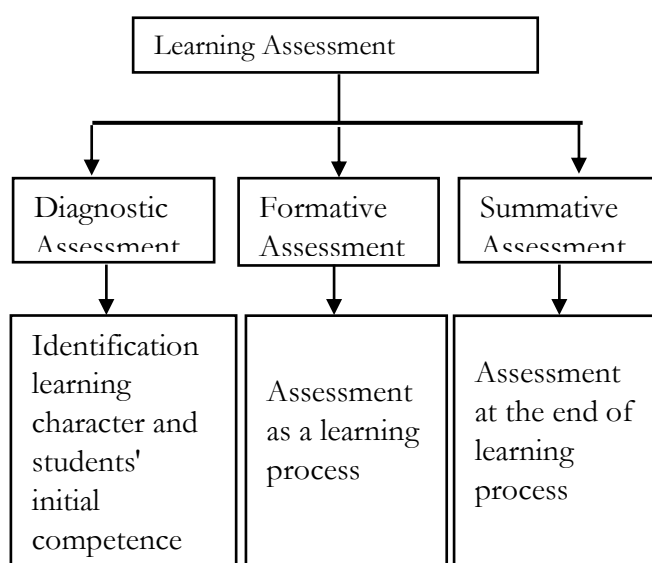


Figure 1. Position of Merdeka Curriculum Assessment.

The position of formative assessment in the Merdeka curriculum assessment is flanked by diagnostic assessments carried out at the beginning and summative assessments at the end of learning. The guidelines issued by the Merdeka curriculum regarding assessment techniques, teachers are expected to give more proportion to the implementation of formative assessment rather than emphasizing summative assessment orientation. This aims to instill the principle that students are not only results-oriented but are more concerned with a process. According to the Merdeka Curriculum Learning and Assessment Guide (Kemendikbudristek, 2021), formative assessment can be carried out in every learning activity or only in one learning activity relevant to the TP. In assessment as learning (formative), students should be involved in formulating procedures, criteria, and assessment rubrics/guidelines so that they know exactly what to do in order to obtain maximum learning achievements (Maulinda, 2022).

To find out how the position of formative assessment in the research sample, the researcher tries to provide an overview of the core learning activities that will be studied how

it is positioned in the teaching module. The following is a display of the learning process of the three anecdote text teaching modules in the flow of core learning activities.

**Table 1.** Flow of Core Activities of Teaching Module 1

Learning Objectives	Core Activities
Processing and presenting ideas, thoughts, views, directions or messages in various forms in a logical, coherent, critical and creative manner with attention to linguistic elements.	1. Learners receive the LKPD and an explanation of what they have to do in this lesson.
	2. Learners are asked to respond to the choice to present the social phenomenon theme they have chosen.
	3. Learners are asked to choose their preferred form of presentation (according to their talents and interests).
	4. Learners are grouped based on their choice to have a discussion about techniques and what are their obstacles.
	5. Learners design their chosen product individually.

In teaching module 1, formative assessment only has one part in the learning process, namely in activity number 5. Learners receive more information and guidance from the teacher as an initial preparation rather than actively carrying out learning activities. So it can be seen that students are not very clear about designing an anecdote text. This means that the learning activities included in the formative assessment are shown in only one learning activity. This shows the weakness of formative assessment in the teaching module. Learners should be able to do the steps of designing an anecdote text to strengthen the formative assessment activities. In this case, the researcher tries to offer alternative activities as a form of reconstruction of formative assessment in the learning process in teaching module 1, to provide a greater proportion of formative assessment activities in learning activities in table 2.

**Table 2.** Alternative Reconstruction of Formative Assessment of Teaching Module 1

Before	After
1. Learners receive the LKPD and an explanation of what they have to do in this lesson.	1. Learners choose a social phenomenon that they will use as a theme in designing an anecdote text.
2. Learners are asked to respond to the choice to present the social phenomenon theme they have chosen.	2. Learners dig up information about the social phenomenon they have chosen and put it in a worksheet given to them.
3. Learners are asked to choose their preferred form of presentation (according to their talents and interests).	3. Learners choose a form of presentation (poster, caricature, comic, piece of paper, stand up comedy) according to their talents and interests. Together have a discussion about presentation techniques.
4. Learners are grouped based on their choice to have a discussion about	4. Learners express ideas in the form of sentences, pictures or adapted to the chosen presentation form.

techniques and what are their obstacles.	
5. Learners design their chosen product individually.	5. Learners present their work in front of the class in turn.
	6. Learners receive feedback from other students and the teacher as a form of comment on their work.
	7. Learners revise and improve their work based on comments and feedback.

**Table 3.** Flow of Core Activities of Teaching Module 2

Learning Objectives	Core Activities
Construct and write various references to information, thoughts, ideas, views, facts to develop cause and effect relationships in an anecdotal text.	1. Learners are motivated or stimulated to focus on examples of anecdotes in the form of monologues/single jokes and stand-up comedy (by watching a video).
	2. Learners in groups collect data to support their ideas, views, and thoughts on social problems that have been determined by the teacher.
	3. Learners collect data from online media such as Youtube, Digital Based Mass Media Website
	4. Learners in groups organize their ideas, views and thoughts in the sentences of opinion facts, rhetoric in an anecdote text writing while paying attention to the structure and language principles.
	5. Learners in each group present the anecdote text they have written.
	6. Learners present a monologue script made with a standup comedy model.
	7. Learners summarize the results of their discussion in the form of an anecdote text about social problems.
	8. Learners listen to the teacher's feedback on their work and the conclusion of the lesson.

In teaching module 2, formative assessment already appears to have a large proportion, seen in activities number 2, 3, 4, 5, 6, and, 7. The learning steps in this teaching module already feature a series of learning activities that actively lead students to produce anecdote texts. However, to strengthen the formative assessment activities in the learning process, the researcher offers an alternative to reconstruct the first activity in a learner-centered manner so that the changes can be seen as table 4.

**Table 4.** Alternative Reconstruction of Formative Assessment of Teaching Module 2

Before	After
1. Learners are motivated or stimulated to focus on examples of anecdotes in the form of monologues/single jokes and stand-up comedy (by watching a video).	1. Learners respond to a monologue/single joke or stand-up comedy performance (by watching a video) shown by the teacher in class.

**Table 5.** Flow of Core Activities of Teaching Module 3

Learning Objectives	Core Activities
Write an anecdote text with accurate information and refer to valid sources of information.	1. Learners are invited to answer essential questions related to the theme given by the teacher
	2. Learners decide on a research topic based on the answers to the essential questions. Students are directed to choose topics that are around their lives.
	3. Learners draft a project plan that contains research objectives, target respondents, questionnaire, data collection techniques, instrument development, and schedule of activities.
	4. Learners collect data using the instrument that has been prepared (questionnaire/interview).
	5. Learners process the data into a report or infographic exposition text.
	6. Learners get feedback on content and technical writing from the teacher.
	7. Learners revise their writing according to the feedback given by the teacher
	8. Learners display their writing on the table so that other students can give feedback or comments.
	9. Learners are given appreciation by the teacher regarding the project that has been done

In teaching module 3, formative assessments are seen in numbers 3, 4, 5, 7, and 8, which means that the proportion of assessments is half of the total number of activities. This is because in the core learning activities, students are not perfectly involved actively in carrying out anecdote text writing activities. There are several activity steps that still need to be reconstructed so that they can support and become part of the formative assessment activities in the learning process. For example, the first (1) and second (2) series of activities are made into specific learning activities and construction is carried out in the series of learning activities number (6). The following is an alternative as a form of reconstruction of some core learning activities that get attention in table 6.

**Table 6.** Alternative Reconstruction of Formative Assessment of Teaching Module 3.

Before	After
1. Learners are invited to answer essential questions related to the theme given by the teacher.	1. Learners answer essential questions about the theme "covid 19 mask" (example only) given by the teacher. *theme should be written clearly
2. Learners decide on a research topic based on the answers to the essential questions. Students are directed to choose topics that are around their lives.	2. Learners select and write down the essentials of the research topic around the learners' living environment (contextual). *Add learning activities after point 5 Students process the data obtained into an expository text report or infographic. Need to add the point below.

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6. Learners put the processed data from the infographic report that has been made into an anecdotal text in written form.

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## B. Management and Interpretation of Assessment Results

According to the Merdeka Curriculum Learning and Assessment Guide (Kemendikbudristek, 2021) the implementation of formative assessment is carried out by paying attention to the following; (1) carried out simultaneously in the learning process, which is then followed up to provide treatment based on the needs of students and improve the learning process, (2) educators can use various techniques such as observation, performance (performance, product, project, portfolio), and tests, (3) educators can prepare various instruments such as rubrics, anecdotal notes, checklist sheets to record information that occurs during learning. From the principles of implementing formative assessment, it shows the relationship between formative assessment carried out in the learning process and the processing of assessment results. This is done to measure the extent to which students are able to understand the material presented in a series of learning activities.

Educators need to establish scoring guidelines for each assessment conducted. Scoring guidelines contain an overview of what aspects are expected to be obtained from the assessment carried out and the quality of students' achievements from the observations. Through scoring guidelines on formative assessments are more flexible and must be understood directly by educators so that educators do not need to hold scoring guidelines when formative assessments are carried out in class. Referring to the Merdeka curriculum learning assessment guide, if formative assessment is carried out in the form of performance, then educators can make assessment instruments in the form of rubrics.

In the three samples of teaching modules, the formative assessment given to students is in the form of performance, which in this case produces an anecdote text presented in both written and oral forms. The following are the results of the analysis of the form of processing and interpretation of the results of formative assessments in the three teaching modules.

**Table 7.** Form of Formative Assessment Processing

Module	Assessment Rubric	Assessment Rubric Aspect
Module 1	A. Assessment Creating an anecdote text	1) Structure text 2) Funnyness 3) Appropriateness to the theme
	B. Assessment of comedy performance	1) Presentation systematics 2) Use of language 3) Accuracy of intonation and clarity of articulation 4) Politeness in speaking and speaking
	C. Poster And Caricature Assessment	1) Conformity to the theme 2) Image and color design 3) Text content
Module 2	A. Presentation assessment	1) Presentation systematics 2) Use of language 3) Clarity of delivery 4) Communicative 5) Correctness of concept
Module 3	There is no assessment rubric	



From three samples of teaching modules, formative assessment in teaching module 1 has used an assessment rubric that is in accordance with formative assessment activities. Likewise, the teaching module 2, which has used an assessment rubric for student presentation results, but in this case it needs to be added to the assessment rubric aspects related to ‘cuteness’, because the anecdotal text presented by students is in the form of a stand-up comedy monologue. As for teaching module 3, it does not contain an assessment rubric that can measure student work in writing anecdotal texts. Therefore, it is necessary to create an assessment rubric to measure students' work in writing anecdote texts that are in accordance with the work steps in the core learning activities. The following is a reconstruction of several alternative forms of assessment rubrics in the third teaching module that were not previously done by the teacher in the teaching module learning plan.

**Table 8.** Alternative Teaching Module 3 Assessment Rubric

Assessment Rubric	Assessment Rubric Aspect
A. Planning	1) Define Objectives 2) Setting Up Tools 3) Prepare Materials
B. Data Collection	1) Record observation results 2) Data according to observation results
C. Data Processing	1) Elaboration of data with trusted sources
D. Presentation of Results	1) Create a report in the form of an exposition/infographic text 2) Write report results in anecdote texts 3) Present research results

#### 4. CONCLUSION

Based on the results of the formative assessment analysis carried out on the teaching modules, it is concluded that; 1) in teaching module 1, formative assessment appears to have a very small proportion in the learning process activities, so researchers try to offer alternatives as a form of reconstruction of formative assessment in the learning process in teaching module 1, to provide a greater proportion of formative assessment activities in learning activities; 2) in module 2, formative assessment has shown a large proportion in the learning process, but the first activity is reconstructed to better support formative assessment activities; 3) in module 3, formative assessment has presented a fairly large proportion of assessment of the learning process. However, there are several points of core activities that are reconstructed by researchers to sharpen the process of formative assessment in teaching modules. Then for processing and interpreting the assessment results in modules 1 and 2, the appropriate assessment rubric has been included, but for module 3 it has not been found in the teaching module. So that it makes the construction of an assessment rubric that can be used to measure the achievement of the assessment.

#### 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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