

Application Of Cognitive Assessment Variations Of The “Merdeka Belajar” Curriculum In Islamic Religious Education Subjects At Sd Negeri Klojen Malang City

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Abstract:

This study aims to determine the application of variations in the assessment of the independent learning curriculum in PAI subjects at SD Negeri Klojen Malang City. The method used in this study is qualitative with interviews and observation as data collection techniques. The study result is that in the PAI learning process in grade 1, SD Negeri Klojen has implemented an independent learning curriculum, as well as its evaluation. Learning evaluation is carried out in the form of formative and summative assessments that refer to the independent learning curriculum. The application of assessment in PAI subjects at SD Negeri Klojen uses formative and summative assessments with varied question forms. The advantage in the application of this assessment is that it has high flexibility and varied test forms so that students do not get bored when carrying out the test. The results obtained by students are also more authentic because assessments are carried out during the learning process. There were also obstacles in the implementation of this independent curriculum assessment, namely the absence of standard measuring instruments for student learning assessment so that it was very dependent on student activity.

Keywords: formative assessment, summative assessment, independent curriculum

Introduction

A very important foundation in education is the curriculum. The curriculum according to Law Number 20 of 2003 concerning the National Education System is a set of plans and arrangements regarding the objectives, content and learning materials as well as ways used as guidelines for the implementation of learning activities to achieve certain educational goals.¹ That is, the curriculum is needed and must exist as a basis or foundation in the implementation of education. Under the leadership of Nadiem Makarim, the current educational curriculum has entered a new era. Nadiem Makarim amended and established the Merdeka Curriculum as a refinement of the 2013 curriculum on December 10, 2019. It begins with four policies of “Merdeka Belajar” by The Ministry of Education and Culture. First, in 2020, the ministry replaced the National Standardized School Examination (USBN) into an examination or assessment organized by the school. Students’ competency assessments can be carried out in various forms providing freedom for teachers and schools to assess student learning outcomes. Second, in 2021, the National

¹ Nurul Huda, “MANAJEMEN PENGEMBANGAN KURIKULUM,” *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 1, no. 2 (2017), <https://doi.org/10.33650/al-tanzim.v1i2.113>.

Examination changed to Minimum Competency Assessment (AKM) and Character Survey which focuses on literacy, numeracy, and character skills as an effort to encourage teachers and schools to improve the quality of learning which refers to good practices of international assessments such as PISA and TIMSS. Third, simplification in the preparation of the Learning Implementation Plan (RPP) tool, which originally consisted of 13 components into 3 core components including learning objectives, learning activities and assessment. This is so that teachers have more time to prepare and evaluate learning in addition to effectiveness and efficiency. Fourth, policies in the Admission of New Students that are more flexible in order to be able to support inequality in terms of access and quality in the regions.²

Another important thing in the learning process besides the curriculum is evaluation or assessment. In the *Merdeka Belajar* curriculum, evaluation or assessment is called assessment. Assessment is very important to find evidence or basis for consideration of the achievement of learning objectives³. The application of assessment in the *Merdeka Belajar* curriculum can be done every meeting and when one learning theme has been taught, this is usually done once a month. Assessment is a systematic and continuous process or activity to collect information about the learning process and outcomes from students in order to make decisions based on certain criteria and considerations.⁴ Assessment and learning become a unity in the learning process.⁵ In the independent curriculum, there are two types of assessments, namely cognitive assessment and non-cognitive assessment. Non-cognitive assessment is aimed at measuring psychological aspects and emotional conditions of students, such as psychological and social emotional well-being of students, students' enjoyment while studying from home, and students' family conditions. While formative assessment aims to test students' learning abilities and outcomes⁶.

One of the schools that has implemented the *Merdeka Belajar* curriculum assessment is SD Negeri Klojen Malang City. The school, which is located on Jalan Patimura No. 1, Klojen, Malang City, has implemented the *Merdeka Belajar* curriculum assessment system since July 2022. The assessment at SD Negeri Klojen is carried out in accordance with the policies of each teacher in each subject, so that the form of assessment of each teacher in each subject is different. The form of assessment carried out does not only use questions but also uses quizzes that are made like games so as not to be boring.

Research Methods

This research uses qualitative methods and literature studies. The qualitative method is carried out by interviewing the relevant informants with several questions

² Dewi Rahmadayanti dan Agung Hartoyo, "Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar," *Jurnal Basicedu* 4, no. 2 (2022), <https://doi.org/10.31004/basicedu.v6i4.3431>.

³ Kemendikbudristek Kemendikbudristek, *Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah* (Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022).

⁴ Suri Wahyuani Nasution, "Assesment Kurikulum Merdeka Belajar Di Sekolah Dasar," dalam *Prosiding Pendidikan Dasar*, vol. 1, 2022.

⁵ Kemendikbudristek, *Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah*.

⁶ I Komang Wahyu Wiguna dan Made Adi Nugraha Tristaningrat, "Langkah Mempercepat Perkembangan Kurikulum Merdeka Belajar," *Edukasi: Jurnal Pendidikan Dasar* 3, no. 1 (1 Maret 2022): 17, <https://doi.org/10.55115/edukasi.v3i1.2296>.

to obtain the information needed, while the literature study method is carried out by linking the results of interviews with various literature related to research. This research was conducted at SD Negeri Klojen by interviewing one of the PAI subject teachers, Muhammad Shodiq Al-Munshowi, S. Pd. This research was conducted in the 2022/2023 academic year.

Results and Discussion

Assessment Variations in the Independent Curriculum

Assessment is a systematic and continuous process or activity to collect information about the learning process and outcomes from students in order to make decisions based on certain criteria and considerations. The types of assessment can be divided into two, namely non-cognitive assessment and cognitive assessment.⁷

Non-cognitive assessment aims to understand the psychological and socio-emotional instability of learners, to understand the status of students at home, to understand the family conditions of learners for an understanding of the social background of students. to understand learning interests and learning styles in learners. There are three steps to follow non-cognitive assessment, namely preparation, enforcement, and supervision.⁸

Cognitive assessment aims to determine the skills of a learner, school-specific learning is encouraged at a level appropriate to the student's understanding and to organize teaching for students of average ability. There are two types of cognitive assessment, namely formative assessment and summative assessment.⁹ Formative assessment is a method for evaluating students' comprehension processes, student needs and student requirements throughout the year. Formative assessment is feedback that prioritizes ethics. Formative assessment for students themselves has a function as a tool used to help students identify their potential. For schools and teachers, formative assessment is possible to provide enough information about students to support the learning process. Formative assessment can be done by teachers every time the meeting takes place or at the discretion of the respective teachers.¹⁰

Summative assessment is carried out at the end of the learning process. The forms of assessment is varied, among them are: a) attitudes, which can be in the form of observation, self-assessment, peer assessment and anecdotal; b) performance, in the form of the results of students' skills/psychomotor in the form of presentations, dramas, market days, and so on; and c) written, this assessment is in the form of objective written tests, essays, multiple choices, writing, and others. Teachers can be creative in assessing students.¹¹

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Summative Assessment

⁷ Ramadhani Eva Yunizar, "Assesment Sebagai Alat Evaluasi Dalam Implementasi Kurikulum Merdeka Belajar di SDN 01 Ngawonggo," dalam Proceedings Series of Educational Studies, t.t.

⁸ Yunizar.

⁹ Yunizar.

¹⁰ Yunizar.

¹¹ Utami Maulida, "PENGEMBANGAN MODUL AJAR BERBASIS KURIKULUM MERDEKA" 5, no. 2 (2022).

Teachers of PAI subjects at SD Negeri Klojen use various forms of summative assessment, such as written tests, oral tests, quizzes both in groups and individually, playing games, and so on. Summative assessment is carried out at the end of each chapter/material. Summative assessment used in PAI learning at SD Negeri Klojen uses written tests, oral tests and quizzes both individually and in groups. Grades are taken based on children's understanding of the material presented. The use of various forms of assessment is intended so that students do not feel bored and feel depressed when assessments are carried out. With varied assessments, students feel that they are playing and the results obtained can be maximized because students do it happily. Based on the results of the interview, summative assessment on PAI subjects is carried out once a month when one material has been studied.

Formative Assessment

Formative assessment is carried out every meeting at the end of each lesson. The teacher gave questions to review the materials that day. The questions given are not always in the form of written questions, but also in the form of games. The teacher also provides a quiz in which students compete to answer it quickly and correctly. Formative assessment can be carried out through written and observation tests, personal and peer assessment tests, student feedback can also be incorporated into formative tests. The use of these varied forms of assessment makes students feel that learning is fun and not boring. This indicates that teachers are not only concerned with students' intellectual intelligence but also their emotional intelligence. Students are also more trained in creativity with fun activities in the classroom. Several previous studies say that students' emotional intelligence can affect student achievement. Research conducted by Arafa, et al in 2022 said that students' emotional intelligence affects student learning achievement which reaches 49.3%.¹²

Weaknesses of Merdeka Belajar Curriculum Cognitive Assessment in Learning

One of the weaknesses of Merdeka Belajar curriculum assessment is the absence of a standard measure that measures students' understanding holistically. This results in a very visible difference in acquisition between one student and another. Assessment in this independent curriculum is very dependent on student activity. Students who are very active will tend to get better grades than students who are passive.

This weakness can be overcome by the application of differentiated learning. Differentiated learning is an attempt to tailor the learning process in the classroom to meet the individual learning needs of each student.¹³ Differentiated learning puts forward the concept that each individual has different interests, potentials and talents, for that the role of the teacher must be able to coordinate and collaborate these differences with the right strategy.¹⁴

¹² Siti Arafa, Mursalim Mursalim, dan Ihsan Ihsan, "Pengaruh Kecerdasan Emosional Terhadap Prestasi Belajar Siswa SD Negeri 26 Kota Sorong," *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar* 4, no. 1 (31 Januari 2022): 47–54, <https://doi.org/10.36232/jurnalpendidikdasar.v4i1.2061>.

¹³ Dini Husnah Nurdini, "PEMBELAJARAN BERDIFERENSIASI PADA MATA PELAJARAN PENDIDIKAN AGAMA ISLAM DAN BUDI PEKERTI," *Asaatidz: Jurnal Ilmiah Pendidikan Agama Islam* 1, no. 2 (2021).

¹⁴ Aiman Faiz, Anis Pratama, dan Imas Kurniawaty, "Pembelajaran Berdiferensiasi dalam Program Guru Penggerak pada Modul 2.1," *Jurnal Basicedu* 6, no. 2 (1 Maret 2022): 2846–53, <https://doi.org/10.31004/basicedu.v6i2.2504>.

Advantages of Merdeka Belajar Curriculum Cognitive Assessment on Learning

Cognitive assessment of the *Merdeka Belajar* curriculum also has advantages. The advantage of applying this assessment in learning is that it has high flexibility. This is because teachers are free to determine the form of evaluation carried out in learning according to student conditions. In addition, the variety of evaluation forms used makes students feel not bored when carrying out the test, so that students can be more optimal in working on the test to get scores. The results obtained by students are also more authentic because assessments are carried out during the learning process.

Conclusion

Assessment in the *Merdeka Belajar* curriculum is divided into two, non-cognitive assessment and cognitive assessment. In PAI subjects at SD Negeri Klojen, the application of cognitive assessment varies, namely summative assessment and formative assessment. Summative assessment is carried out at the end of each material while formative assessment is carried out at each meeting at the end of learning. The weakness of *Merdeka Belajar* curriculum assessment is the absence of a standard measure that measures students' understanding holistically. This results in a very visible difference in acquisition between one student and another. The advantage of *Merdeka Belajar* curriculum assessment is that it has high flexibility in its implementation.

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