THE IMPLEMENTATION OF ASSESSMENTS BASED ON MERDEKA CURRICULUM IN TEACHING WRITING AT PHASE E AT SMAN 6 KEDIRI

SKRIPSI

Submitted for Skripsi to Fulfill the Requirements for Obtaining a Bachelor's Degree in Education (S.Pd) in the English Education Department

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UNIVERSITY OF NUSANTARA PGRI KEDIRI

2025

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Entitled:

THE IMPLEMENTATION OF ASSESSMENTS BASED ON MERDEKA CURRICULUM IN TEACHING WRITING AT PHASE E AT SMAN 6 KEDIRI

Approved by the advisor to be proposed to the Examination Committee of the English Education Department, Faculty of Teacher Training and Education of UN PGRI Kediri

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MOTTO

Education is the solution to all problems. The reseacher concerned about education because no country advances when it neglects the education and health of its people.

STATEMENT LETTER

The undersigned below, I:

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Hereby declare that this Skripsi does not contain any work that has ever been submitted to obtain a bachelor's degree at any university. To the best of my knowledge, no written works or opinions have ever been published by anyone else, except those that are intentionally and in writing referred to in this manuscript and mentioned in the bibliography.

Kediri, July 10th, 2025

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ACKNOWLEDGMENTS

The researcher offers praise and gratitude to the presence of ALLAH SWT. The skripsi titled "The Implementation of Assessments Based on Merdeka Curriculum in Teaching Writing at Phase E at SMAN 6 Kediri" is written for obtaining a bachelor's degree. The researcher would like to express their sincere gratitude to:

1. Dr. Zainal Afandi, M.Pd., as Rector of the University of Nusantara PGRI Kediri.
2. Dr. Agus Widodo, M.Pd., as Dean of the Faculty of Teacher Training and Education.
3. Dr. Khoiriyah, M.Pd., as Head of the English Language Education Department.
4. Dr. Yunik Susanti, M.Pd.., as the first advisor who generously provided guidance and suggestions.
5. Dr. Dewi Kencanawati, M.Pd., as the second advisor, offered valuable guidance and suggestions.
6. Drs. Margo Utomo, M.Pd., as the headmaster of SMAN 6 Kediri, permitted me to conduct the research.
7. Safaul, S.Pd., as the English teacher of SMAN 6 Kediri, has allowed me to get data in the class.
8. His Mom, Brother, Grandfather, Grandmother, NIM: 210422621264, who support me in writing and presenting this skripsi.

He realizes this "Skripsi" still has shortcomings; therefore, criticism and suggestions will be constructive.

Kediri, July 10th, 2025

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ABSTRACT

Chandra Iman Asrori. The Implementation of Assessment Based on Merdeka Curriculum in Teaching Writing at Phase E at SMAN 6 Kediri, Skripsi, English Education, FKIP UN PGRI Kediri, 2025.

Keyword: Merdeka Curriculum; Merdeka Curriculum Assessment; Teaching Writing; Writing Assessment; Phase E

By mastering writing skills in English, learners will have greater opportunities to interact using a variety of texts. English writing skills align with the focus of general English language learning in Phases E and F, which focuses on strengthening spoken and written language with a target of CEFR B1. So, teachers must conduct assessments by process standards and assessment standards during the learning process, which is used to find evidence of the achievement of learning objectives, especially the learning outcomes of the English subject in the writing element in Phase E.

The research purposes are 1) to describe the implementation assessment process, 2) to find the strengths of implementing assessment, and 3) to find the challenges of implementing assessment based on the Merdeka Curriculum in teaching writing at Phase E in SMAN 6 Kediri. The research used a qualitative approach, with a case study as the research type. The subjects of the research method were Mr. S, an English teacher, and 1 class, X-1, including 34 students. The sources of data were an English teacher and the teaching and learning process. Techniques for collecting data included participatory observation, structured interviews, and documentation. Techniques for analyzing data include organizing and familiarizing, coding and reducing, interpreting, and representing. Data validity emphasized credibility and used technique triangulation.

The findings about the assessment process had two activities: for planning, a teacher created teaching materials, teaching modules, and teaching support tools. While for implementing, a teacher conducted formative and summative assessments. Moreover, a reflection was also performed. The strengths had three aspects. The challenges had three aspects. The conclusion about the assessment process showed that planning had fulfilled the teacher's and students' needs based on learning and assessment guidelines in the Merdeka Curriculum. While implementing, formative assessments were implemented to suit the purpose of implementing learning and assessment based on the Merdeka Curriculum, but not with summative assessment. The strengths showed that various kinds of assessments were implemented, the realization of the Pancasila student profile, and the realization of learning outcomes for the English subject in writing and presenting elements at Phase E. The challenges in the assessment process include inappropriate time allocation, inappropriate assessment, and a lack of understanding of students. Suggestions for English teachers to conduct the learning and assessment, including planning, implementing, processing and reporting assessment results, reflection, and follow-up on learning and assessment based on learning and assessment guidelines.

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CHAPTER I

INTRODUCTION

This chapter provides the research foundation of background, scope, research problem, objective, significance, and definition of key terms.

A. Background of Research

Recently, formal education in Indonesia has mostly used the Merdeka Curriculum. Merdeka Curriculum comes from Merdeka Belajar's theory, which was born from humanism's theory, pointing out that the learning process is centred on student initiative to study (student-centred). Therefore, one of the principles of effective learning was the teacher's role as a facilitator because the process of learning, where thinking and responsibility were fully left to student initiative, will produce learning outcomes that were fully mastered and well recorded by the student (Rogers & Freiberg, 1994).

Merdeka Curriculum was inspired by Program for International Student Assessment (PISA) results, which show that 70 percent of students aged 15 years are below minimum competency to understand and apply basic mathematical concepts or simple reading (Labuem et al., 2021). The PISA scores have not improved significantly over the last 10-15 years. In addition, there are significant disparities between socio-economic groups and regions regarding learning quality that the COVID-19 pandemic has aggravated.

To overcome the stagnant PISA scores, the Indonesian Ministry of Research, Technology, and Higher Education simplified the curriculum by introducing a special condition called the Emergency Curriculum. This curriculum was implemented to reduce learning loss during the COVID-19 pandemic. As a result, 31,5% of schools in Indonesia used Emergency Curriculum, indicating that using this curriculum could degrade the impact of the COVID-19 pandemic by 86% for numeracy and 73% for literacy.

The effectiveness of this Emergency Curriculum is increasingly showing that curriculum changes are important and should be implemented more

comprehensively. Therefore, the Merdeka Curriculum is drafted as a more comprehensive curriculum. Merdeka Curriculum's concept was different from those usually used in formal education in Indonesia (Widyastuti, 2022). This new education concept considers students' uniqueness and cognitive abilities.

According to the Indonesian Ministry of Research, Technology, and Higher Education, namely Nadiem Makarim, the two most important educational points are Merdeka Belajar and Guru Penggerak. Merdeka Belajar means teachers and students can innovate and learn creatively and independently. The main objective of Merdeka Belajar is the first one, namely, to provide a happy atmosphere for students and parents. Second, it raises a sense of independence, creativity, and commitment to learning. Third, students can find their space, potential, interests, and talents while developing their character through education. Lastly, psychology becomes an essential foundation in building a love of learning and realizing survival.

In realizing the importance of education, appropriate national policies are needed. One policy that supported the continuation of the character-strengthening program and the realisation of national education goals was the Pancasila Student Profile (Irawati et al., 2022). Pancasila Student Profile is the competencies and character that Indonesian students should have when engaging and learning from society through applying the six dimensions of Pancasila Student Profile, namely faith and piety to God Almighty, global diversity, independence, cooperation, critical reasoning, and creativity. The hope is that Indonesian people will become intelligent, characterized, and able to face challenges in the 21st century.

In addition, continuing to uphold the values contained in Pancasila as the state philosophy, which consistently and continuously can realize a prosperous and dignified national life, is one of the mandates of the 1945 Constitution. Merdeka Curriculum has several language-related subjects, and their learning outcomes are in each phase. The English subject, starting from Phase A and ending in Phase F, aims to allow students to communicate with world citizens from different cultural backgrounds. Students have excellent opportunities to interact with various texts by mastering English.

To realize the excellent opportunity, English learning focuses on strengthening the ability to use English in six language skills: listening, speaking, viewing, reading, writing, and presenting various types of texts. Writing is the focus of language skills taken by the researcher. Writing is a productive skill that students must be able to produce their language (Harmer, 2008). Furthermore, according to Educational Standards, Curriculum and Assessment Agency Ministry of Education, Culture, Research, and Technology Republic of Indonesia (*Badan Standar, Kurikulum dan Asesmen Pendidikan Kementrian Pendidikan, Kebudayaan Riset, dan Teknologi Republik Indonesia*, 2022), writing was the ability to communicate and convey ideas, create various genres of written text in a way that is understandable and effective, express creativity, and of readers' interest with proper linguistic elements and organisation structure. This aligns with the primary focus of English language learning in Phases E and F.

At English language learning in general at Phases E and F, English learning focuses on strengthening spoken and written language which refers to Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) and equivalent level B1, Reflecting the specifications, students should be able to maintain interaction and convey what they want in various contexts with clear articulation. They should also be able to express the main idea comprehensively and maintain communication despite occasional pauses.

Specifically, this research focuses on the learning outcomes of the English subject in writing-presenting element at Phase E, which are as follows: By the end of Phase E, students will have written various fiction and nonfiction texts through guided activities. They will demonstrate an awareness of purpose and audience. They will plan, write, review, and redraft various text types, showing evidence of self-correcting strategies regarding punctuation and capitalization. They will express ideas and use common or everyday vocabulary and verbs in their writing. Students will present information in print and digital forms using a variety of modes to suit different audiences and purposes.

During the learning process, assessments are needed to determine if students have achieved the learning objectives, focusing on writing elements in Phase E and the character and competencies outlined in the Pancasilan Student Profile.

Assessment was designed to help teachers determine how well they teach it and what students are learning in the classroom (Angelo & Cross, 2012). A good teacher never stops assessing students, whether those assessments are intended or incidental.

According to Anggraena et al. (2022), assessment was an integral part of the learning process in the Merdeka Curriculum. It is carried out to find evidence or a basis for consideration regarding achieving learning objectives. The hope is to measure aspects that are holistic and should be measured. The Merdeka Curriculum emphasizes integrating learning and assessment. Assessment provides information about learning design. Then, it is used to check the effectiveness of the learning. Therefore, the preferred form of assessment is formative assessment, which focuses on student development.

Learning can begin with planning and implementing learning. Teachers must design assessments for the learning process's beginning, middle, and end. Assessment planning is crucial at the beginning because it identifies students' learning needs. These results are then used to design appropriate learning activities that encourage creativity, critical thinking, and innovation.

Considering the importance of assessment in the Merdeka Curriculum, especially in teaching writing about descriptive text. Furthermore, no research has yet focused on assessing writing in teaching, especially descriptive text based on the Merdeka Curriculum. If there is, this research discusses assessment in teaching writing in other aspects. For example, the self-peer assessment method in the English writing teaching module is based on the Merdeka Curriculum (Susanti et al., 2023) and assessing descriptive writing using a portfolio assessment plan as formative assessment (Mustikareni, 2023).

Therefore, the researcher takes a different approach, focusing on the implementation of assessment in teaching writing, especially descriptive text in the Merdeka Curriculum in Phase E. Descriptive text provided descriptions in words that appeal directly to senses such as sound, smell, sight, touch, and taste (Warriner & Griffith, 1986). This is based on an analysis of students' ability to write descriptive texts at senior high school, which was conducted by Ismayanti & Kholiq. (2020) pointed out that students have difficulty writing descriptive texts

due to issues with generic structure, grammar, and spelling. The factors causing these difficulties are a lack of proficiency in text production skills, a lack of knowledge about the subject matter of the text, and a lack of interest in learning English.

Next, according to Sa'adah. (2020), who pointed out that the students have difficulty finding references, choosing words, arranging words into good sentences, arranging sentences into good paragraphs, and developing ideas. Most of them admit to having difficulty with language use. Then, according to Aprilianty et al. (2022), writing descriptive texts was something all students struggled with. The challenges students face when writing descriptive texts are as follows: describing objects in detail and mastering grammar, such as the simple present tense. Additionally, most students struggle with forming sentences and writing correctly. Additionally, the lack of vocabulary causes them to use many repetitive words in their writing.

The other research, Nurhidayanti. (2023) also pointed out that the observation results showed that most students struggled with writing descriptive text due to a lack of confidence and reluctance to write descriptive texts, which were significant problems. Students believe that writing in English is complicated to understand. They have difficulty distinguishing between different types of texts, organizing sentences into coherent paragraphs, and constructing grammatically correct sentences. Grammar and vocabulary also present challenges in using subjects and verbs according to grammatical rules, proper punctuation, and appropriate diction. Next, according to Hafizah et al. (2024) pointed out that students have difficulty writing descriptive texts due to issues with vocabulary, language use, and mechanics. These difficulties stem from a lack of vocabulary and grammar skills, as well as writing too quickly. So, the researcher decided to conduct "THE IMPLEMENTATION OF ASSESSMENTS BASED ON MERDEKA CURRICULUM IN TEACHING WRITING AT PHASE E AT SMAN 6 KEDIRI."

B. Focus of Research

This research focuses on the assessment of teaching writing about descriptive text for both formative and summative assessments using analytic scoring based on the Merdeka Curriculum in Phase E by an English teacher.

Formative assessment conducted at the beginning of learning is diagnostics, during learning is practice, discussion, and written tests. Summative assessment, conducted at the end of learning, is a written test. Formative assessment of the diagnostics uses a short-answer test type, the practice section uses an essay test type, and the written tests use multiple-choice and essay test types. While the summative assessment of the written test section uses multiple-choice.

C. Problems of Research

1. How does an English teacher apply the assessment process based on the Merdeka Curriculum in teaching writing at phase E in SMAN 6 Kediri?
2. What are the strengths of implementing assessment based on the Merdeka Curriculum in teaching writing at phase E in SMAN 6 Kediri?
3. What are the challenges of implementing assessment based on the Merdeka Curriculum in teaching writing at phase E in SMAN 6 Kediri?

D. Objectives of Research

1. To describe the implementation assessment process based on the Merdeka Curriculum in teaching writing by an English teacher at Phase E in SMAN 6 Kediri.
2. To find the strengths of implementing assessment based on the Merdeka Curriculum in teaching writing at Phase E in SMAN 6 Kediri.
3. To find the challenges of implementing assessment based on the Merdeka Curriculum in teaching writing at Phase E in SMAN 6 Kediri.

E. Benefits of Research

This research's benefits are in two parts, namely the theoretical and the practical benefits:

1. The Theoretical Benefit

The theoretical benefit for English teachers, specifically its findings, is that it can provide a theoretical framework for assessing writing instruction, serving as a guide for English teachers.

2. The Practical Benefit

The practical benefit consists of three parts: the benefit for the teacher, the other researcher, and the writer.

a. For the Teacher

The research results can guide English teachers and improve the quality of the teaching and learning process in teaching writing.

b. For the Other Researchers

The research results can inspire further research. Future research can use similar topics while still looking for gaps in this research that can be further developed.

c. For the Writer

The research results can add insight and be used as a guide and an author's credibility in writing scientific papers.

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