



## ASSESSMENT IN THE MERDEKA CURRICULUM: HOW ARE THE TEACHERS' PERSPECTIVES ON IT?

Robby Shadri<sup>1</sup>, Neni Hermita<sup>2</sup>, Dini Deswarni<sup>3</sup>, Ayu Purnamasari S<sup>4</sup>, Leny Julia Lingga<sup>5</sup>,  
Hadion Wijoyo<sup>6</sup>

<sup>1</sup>Balai Guru Penggerak Provinsi Riau, Pekanbaru, Indonesia

<sup>2</sup> Universitas Riau, Pekanbaru, Indonesia

<sup>3</sup> STAI Hubbulwathan Duri Riau, Pekanbaru, Indonesia

<sup>4</sup> STAI Alkifayah Riau, Pekanbaru, Indonesia

<sup>5</sup> Universitas Islam Riau, Pekanbaru, Indonesia

<sup>6</sup> STMIK Dharmapala Riau, Pekanbaru, Indonesia

<sup>1</sup>[robby.shadri@kemdikbud.go.id](mailto:robby.shadri@kemdikbud.go.id), <sup>2</sup>[neni.hermita@lecturer.unri.ac.id](mailto:neni.hermita@lecturer.unri.ac.id), <sup>3</sup>[dinideswarni1978@gmail.com](mailto:dinideswarni1978@gmail.com),

<sup>4</sup>[ayupurnamasari@stt-alkifayahriau.ac.id](mailto:ayupurnamasari@stt-alkifayahriau.ac.id), <sup>5</sup>[lenyjulialingga89@edu.uir.ac.id](mailto:lenyjulialingga89@edu.uir.ac.id),

<sup>6</sup>[hadion.wijoyo@lecturer.stmikdharmapalariau.ac.id](mailto:hadion.wijoyo@lecturer.stmikdharmapalariau.ac.id)

### ABSTRACT

Assessment is a step to measure students' learning outcomes. This paper discusses the teachers' perception and understanding of how to carry out assessments in the Merdeka Curriculum. This paper also uses a qualitative descriptive survey research method with four stages; preparation, data collection, data analysis, and conclusions. Data collection techniques are carried out through interviews. The samples of the research are teachers from Penggerak School throughout Riau Province with a total population of 23 teachers. The data obtained are analyzed using descriptive statistical techniques. The results indicate that the implementation of the assessment in the Merdeka Curriculum, which consisted of diagnostic, formative, and summative assessments, is conducted by the teacher after the learning process is completed. Students' learning outcomes are obtained from their knowledge, attitudes, and skills during learning activities. The student's learning outcomes are presented in a school report based on the Merdeka Curriculum school report application. Thus, the teachers overall understand and have conducted the assessments that are required in the Merdeka Curriculum.

**Keywords:** assessment, Merdeka curriculum, teacher perceptions

## PENILAIAN DALAM KURIKULUM MERDEKA: BAGAIMANA PERSPEKTIF GURU DALAM PELAKSANAANNYA?

### ABSTRAK

Penilaian merupakan salah satu langkah yang dilakukan untuk mengukur hasil belajar siswa. Tulisan ini membahas persepsi dan pemahaman guru tentang cara melaksanakan penilaian dalam Kurikulum Merdeka. Tulisan ini juga menggunakan metode survei deskriptif kualitatif dengan 4 tahap; persiapan, pengumpulan data, analisis data, dan penarikan kesimpulan. Teknik pengumpulan data dilakukan melalui wawancara. Sampel penelitian adalah guru Sekolah Penggerak se-Provinsi Riau dengan jumlah populasi 23 orang. Data yang diperoleh dianalisis dengan menggunakan teknik statistik deskriptif. Hasil menunjukkan bahwa pelaksanaan penilaian dalam Kurikulum Merdeka, yang terdiri dari penilaian diagnostik, formatif, dan sumatif, dilakukan oleh para guru setelah proses pembelajaran selesai. Hasil belajar siswa diperoleh dari pengetahuan, sikap, dan keterampilan mereka selama proses pembelajaran. Hasil belajar siswa tersebut disajikan dalam bentuk rapor yang dibuat dengan menggunakan aplikasi rapor Kurikulum Merdeka. Berdasarkan hasil ini, dapat disimpulkan bahwa secara umum, para guru telah memahami dan melaksanakan penilaian-penilaian yang diharuskan dalam Kurikulum Merdeka.

**Kata Kunci:** penilaian, kurikulum Merdeka, persepsi guru

Submitted	Accepted	Published
31 Desember 2022	28 Januari 2023	31 Januari 2023

Citation	:	Shadri, R., Hermita, N., Deswarni, D., Purnamasari S, A., Lingga, L.J., & Wijoyo, H. (2022). Assessment In The Merdeka Curriculum: How Are The Teachers' Perspectives On It?. <i>Jurnal PAJAR (Pendidikan dan Pengajaran)</i> , 7(1), 202-209. DOI: <a href="http://dx.doi.org/10.33578/pjr.v7i1.9127">http://dx.doi.org/10.33578/pjr.v7i1.9127</a> .
----------	---	---

## INTRODUCTION

Assessment is a step taken to measure student learning outcomes (Rokhim et al., 2021). According to Rosidah et al. (2021), assessment is an inseparable part of the learning process because it determines the quality of a learning activity. An assessment aims to evaluate and monitor processes, learning progress, and continuous improvement of student learning and is used by the government to make policies in education (Wilson, 2018). Minister of Education and Culture Number 23 of 2016 explains that educational assessment standards are criteria regarding scope, objectives, benefits, principles, mechanisms, procedures, and instruments that are used as the basis for assessing student learning achievement in primary and secondary education (Permendikbud, 2016). Assessment necessitates the use of an instrument (tool) to ensure that the results obtained are objective in order to appropriately measure student learning outcomes in the form of tests (Arifin, 2011).

In 2019, the Minister of Education and Culture officially stated that the National Examination (UN) in 2021 would be abolished and replaced with a National Assessment (AN) in the Freedom of Learning Program. The national assessment intends to change the paradigm of evaluating education in Indonesia in an effort to evaluate and map the education system in terms of inputs, processes, results, and not just student achievements, which were previously used. The government hopes that this policy will provide opportunities for education actors to improve learning in the following year (Ministry of Education and Culture, 2019; Nurjanah, 2021).

In terms of curriculum implementation, assessment is a critical component of the curriculum tool that is used to measure and assess the level of competence attained. Indonesia has at least experienced more than ten changes in curriculum development since the beginning of independence, starting from the 1947 Learning Plan to the Merdeka Curriculum in 2020. Merdeka Curriculum, which was echoed by the Ministry of Education and Culture under the auspices of Nadiem Makarim, added to the fact that in less than 10 years, Indonesia has changed

its curriculum three times. This is none other than to answer the country's changing needs according to the times, both internally and externally. This policy change can pose new challenges for all parties involved, including students, teachers, and other parties (Ministry of Education and Culture, 2019; Nurjanah, 2021; Rosidah et al., 2021). The goal of Merdeka Curriculum is to create a happy atmosphere for teachers, students, and parents (Nasution, 2021).

Since the 2021–2022 school year, *the Merdeka Curriculum* has been implemented in various *Penggerak Schools* as part of learning with a new paradigm. Schools that first implemented *Merdeka Curriculum*, previously called the prototype curriculum, naturally experienced a significant change in the learning process. This is in line with research conducted by Surasih et al. (2022), who found that through *the Merdeka Curriculum*—which is the reference for *Penggerak Schools*, teachers can construct students who are noble, independent, participatory, unique, and have many innovations.

In the implementation of the *Merdeka Curriculum*, there are a few problems or difficulties experienced by the teachers. One major issue that arises is teachers' understanding of how to carry out assessments in the *Merdeka Curriculum*. As revealed by Cristy (2017), based on the results of his research, problems related to assessment arose as a result of the lack of socialization and training provided to teachers. Furthermore, Syaifuddin (2016) explained that these difficulties in applying the assessment experienced by teachers are caused by several factors, including the fact that training activities were not evenly distributed to all teachers and that the material presented did not focus on discussing assessment, the large number of students to be assessed, and the limited time to carry out evaluation.

Based on these problems, this article is entitled "Assessment in The *Merdeka Curriculum*: What the Teachers' Perspectives on it?". The purpose of writing this article is to get a factual explanation of the teacher's understanding

in carrying out assessments of the *Merdeka Curriculum*.

## LITERATURE REVIEW

### The *Merdeka Curriculum*

The *Merdeka Curriculum* is the government's effort to restore learning as stipulated in the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, Number 56/M/2022, concerning Guidelines for Implementing Curriculum in the Framework of Learning Recovery. The *Merdeka Curriculum* is an educational program aimed at fostering children's interests and talents from an early age and focuses on essential material, character development, and student competence (Nurwiatin, 2022). The *Merdeka Curriculum* is designed to provide learning comfort in the hope of fostering attitudes and personalities that believe in God Almighty while maintaining cultural values.

*Merdeka learning* can be interpreted as independent thinking, where teachers and students are given the freedom to innovate in creating fun, independent, and creative learning (Astini, 2022). *Merdeka learning* means learning voluntarily, making peace with the environment and oneself, and being free to explore one's abilities. The teacher, as a facilitator, provides opportunities for students to develop their interests and talents without any coercion.

The essence of independent thinking, according to Nadiem Makarim, must be preceded by the role of the teacher before being taught to students (Kemdikbud, 2020). Nadiem went on to say that teacher competence at any level necessitates a process of translating basic competencies and existing curriculum. Without this process, no learning takes place. The main key to the success of *Merdeka learning* is the teacher's role as a facilitator in bridging the implementation of independent learning. Therefore, the role of the teacher must first understand the meaning of independence in learning in order to create a *Merdeka learning* atmosphere.

The implementation of the *Merdeka Curriculum* requires the implementation of school

management from all aspects, including both local and private government, school principals, teachers, and also the community (Astini, 2022). The principal, as a leader, collaborates with the local government and community funds to organize education in his school. A teacher must be able to minimize the role of a facilitator, tutor, evaluator, and motivate students to learn independently (Anggreini & Priyoadmiko, 2022). In implementing the *Merdeka Curriculum*, the teacher's role is needed in innovating and creating interesting learning (Satyawati et al., 2022).

From the explanation above, it can be inferred that *Merdeka learning* is a learning system that provides space for students and teachers to develop their creativity in order to make learning process fun and meaningful. As a facilitator, the teacher provides a learning stimulus that can encourage creativity and independence. Students can express their talents and interests without any coercion from any party. This freedom gives a sense of comfort and freedom for students during learning process.

### Assessment

Setiadi (2016) suggested that assessment is an aspect that determines the quality of education. Assessment should include the process of tracing, checking, searching, and concluding. Assessment in learning is given consistently in a certain condition as a stimulus that will result in the form of changes in behavior (Rakhmawati et al., 2016). Additionally, Hafidhoh and Rifa'I (2021) argued that assessment is a process or activity that is systematic and continuous to collect information about the process and learning outcomes of students in order to make decisions based on certain criteria and considerations.

To conclude, assessment can be described as a thorough collection of information that is carried out continuously to determine the ability or success of students in learning by assessing student performance both individually and in groups. Assessment must receive more attention from a teacher and must be carried out properly because it is a vital or main component of students' self-development.

## REASERCH METHOD

This study used a qualitative descriptive survey research approach. Survey research is research that involves a group of individuals to answer a number of questions in the instrument, which is either an interview, a questionnaire, or a test (Fraenkel et al., 2012). Broadly speaking, survey research steps are divided into 4 stages, namely preparation, data collection, data analysis, and drawing conclusions.

The data obtained from this research is qualitative data. Qualitative data obtained from the perspective of respondents in filling out open questions. The data collection technique used was to conduct interviews with respondents. Interviews are the most frequently used form of data collection in qualitative research (Indrawami, 2022). Data collection was carried out in November 2022. The samples in this study are 23 respondents who are teachers in *Penggerak School* from various regions in Riau such as Kemuning, Dayun, Dumai, Tembilahan, Kandis, Teluk Kabung, Keritang, and Sungai Apit. The

research questionnaire was distributed to the respondents via Google Form. The data obtained were analyzed using descriptive statistical techniques to get broader conclusions or generalizations (Sugiyono, 2017).

## RESULTS AND DISCUSSION

In this research, there are two main questions that aim to analyze the understanding of the teachers about assessments in the Merdeka Curriculum.

### How have you reported student learning outcomes so far?

The results of this study show how teachers report student learning outcomes while participating in learning at school. The results of student learning reporting are still very dominant by using report cards which are distributed both at Midterm and End term in every semester. This can be seen from the answers given by the respondents as follows (Table 1).

**Table 1. Analysis of How to Report Student Learning Outcomes**

Total	Answer
7	Using report cards on learning outcomes which are divided into 2 parts, namely midterm exam report cards and odd and even semester report cards.
4	Assessment is done by assessing the knowledge, skills and attitudes of students.
12	Provide reports on learning outcomes to parents in general or specifically, carry out pretest and post-test, and record the results of student progress.

From the data above, it is clear that 7 out of 23 teachers still use report books containing numbers as a way to show student learning outcomes while at school. Then 4 out of 23 teachers have carried out assessments based on students' knowledge, skills, and attitudes during interactions, social, discussion, and mutual cooperation at school by conveying descriptive narratives of student learning outcomes. Meanwhile, the other 12 teachers had different answers, namely by recording progress, conducting pretest and post-test, and presenting

directly to students' parents either generally or specifically with the aim of motivating students and parents. As a whole, the reporting of student learning outcomes by the teachers is still using report books.

### What do you understand about learning assessment in the Merdeka Curriculum?

The second aspect of the question shows the level of understanding of the *Penggerak* school teachers regarding the implementation of the assessments carried out in the *Merdeka*

*Curriculum* so that the ultimate goal of learning in the *Merdeka Curriculum* can be achieved

optimally. The results were presented in Table 2 below.

**Table 2. Analysis of Teachers' Understanding of Assessment in the *Merdeka Curriculum***

Total	Answer
4	Assessment is carried out thoroughly in the learning process.
3	The <i>Merdeka Curriculum</i> Assessment includes diagnostic assessments, formative assessments, and summative assessments.
2	The assessment is carried out based on the assessment flow.
14	Assessment in the <i>Merdeka Curriculum</i> has 5 principles and 3 types based on their function, both active assessment and active format.

The table above exhibits differences in teacher understanding regarding the assessments carried out in the *Merdeka Curriculum*. The following are some arguments from several respondents concerning their understanding of the *Merdeka Curriculum* assessments.

F : Diagnostic, summative, and formative assessment.

An example of applying formative diagnostic assessment in the *Merdeka Curriculum* is that teachers can start face-to-face activities by asking questions related to concepts or topics that have been studied at the previous meeting and teachers can give written questions, then after finishing answering questions, students are given the answer key as reference for self-assessment. Next, summative assessments can be carried out after learning ends, for example at the end of one scope of material (can consist of one or more learning objectives). At the end of the semester and at the end of the phase; specifically for the assessment at the end of the semester, this assessment is optional. If teachers feel that they still need confirmation or additional information to measure the achievement of student learning outcomes, then they can carry out an assessment at the end of

the semester. Conversely, if teachers feel that the assessment data obtained during 1 semester is sufficient, then there is no need to conduct an assessment at the end of the semester. The thing that needs to be emphasized, for summative assessment, teachers can use a variety of techniques and instruments, not only in the form of tests. For example, it can use observation and performance (practice, construct products, do projects, and create portfolios).

1. Then use formative assessments and report cards and continue to make improvements to achieve learning objectives.
2. The assessment is carried out after the learning process is completed which refers to the learning objectives in the rubric and assessment criteria.

IN : Learning assessment in the *Merdeka Curriculum* is an assessment that has 5 principles and three types based on their functions, structural assessment and active format which are ultimately used in making report cards for students



R : Assessment must be carried out based on the flow of the learning that refers to the objectives of the assessment criteria. It can be assisted by using the *Merdeka Curriculum* Report Card application.

On the whole, it can be concluded that most teachers understand that the assessments in the *Merdeka Curriculum* are based on a rubric in the assessment flow that refers to learning objectives that are then reported by using simple and informative reporting application.

### Discussion

The *Merdeka Curriculum* is a new paradigm curriculum whose purpose is to provide a meaningful, fun and enjoyable learning process for students with the aim of preparing for a golden generation in 2045 in accordance with the noble ideals initiated by the minister of education, culture, research and technology (Saputra & Hadi, 2022; Hermita, 2021). Minister of Education and Culture, Nadiem Makarim, said, "Freedom to Learn is Freedom of Thinking", which starts and ends with the teacher. In his welcoming speech on National Teacher's Day in 2019, Nadiem Makarim invited teachers to start making changes by using active learning (Indrawami, 2022).

When the learning concept changes, naturally the way of assessing student learning outcomes also changes. In this case, a teacher plays a very important role in being able to understand the changes that occur, particularly in carrying out assessments of student learning outcomes. If the teacher does not understand this, then education in Indonesia will be detrimental to students. Based on the results of the data analysis, it shows that the views and understanding of the *Penggerak* school teachers in carrying out the assessments on the *Merdeka Curriculum* is correct enough. Although from the data obtained there are still differences in teachers' understanding of carrying out the assessment, overall the teacher has understood the assessments that must be carried out in learning activities that are required in *Merdeka Curriculum*. Ayuni et al (2020) explained that preparation is the most essential component under any circumstances. Thus, the

implementation of the assessment practice is supported by the preparation of the assessment carried out by the teacher. Teacher readiness is a condition in which they are ready to provide a response or answer by using a technique in carrying out their professional position. Teachers must realize that the assessment process is very complex because it involves psychological aspects. The teacher's readiness in implementing an assessment is very important because it is not only the value that the teacher wants to measure but also the abilities possessed by every student (Rosidah et al., 2021). Teachers need to strengthen the assessment at the beginning of lesson to design learning according to the needs of students. In planning learning, teachers need to refer to the goals to be achieved and provide feedback, so students can determine steps to make improvements for the future.

There are three types of assessment in *Merdeka Curriculum*; diagnostic, formative, and summative. Diagnostic assessment is a test used to find out student weaknesses so that appropriate treatment can be held. Diagnostic assessment is also interpreted as a test carried out to determine precisely the types of difficulties faced by students in a particular subject. Formative assessment, on the other hand, intends to determine the extent to which students have been formed after following a particular program. In this case, the formative assessment in the *Merdeka Curriculum* is seen as a diagnostic test at the end of the lesson. This formative assessment is usually conducted in the middle of a teaching program, which is every time a unit of study or sub-topic ends or can be completed. Meanwhile, summative assessment is a learning achievement test that is carried out after a set of teaching program units has been given. A summative assessment is organized after the end of a larger program. Its main objective is to determine the value that symbolizes the success of students after they have taken the learning process for a certain period of time.

The assessment is usually carried out after the learning process is complete. However, the learning process does not always complete at the end of the year or at the end of students completing education at a certain level. Each

teacher conducts an assessment that is intended to provide recognition of the achievement of learning outcomes after the learning process is complete with reference to teaching objectives, scoring rubrics and assessment criteria.

In addition, learning assessment in the Merdeka Curriculum is an assessment that has five principles. The first principle is that "Assessment is an integrated part and is inseparable with learning". Assessment is an integrated part of the learning process, learning facilitation, and providing holistic information as feedback for teachers, students, and parents/guardians in order to guide them in determining further learning strategies". The second principle is "Assessment is designed and carried out in accordance with the assessment function". However, there is flexibility in terms of technique and also the time of implementation so that it can be effective in achieving learning objectives. The third principle is that "Assessment is designed in a fair, proportional, valid, and reliable manner". Basically, assessments must be designed in a fair, proportional, valid, and reliable manner to explain learning progress, determine decisions about steps, and be a basis for compiling the next appropriate learning program. The fourth principle is that "Reports are simple and informative". Reports of student assessments that have been carried out should be presented in a concise manner so that students and parents can understand them fully. Existing information can be in the form of character and competency assessments achieved, as well as future follow-up strategies. The last principle is "The results of the assessment are used as material for reflection".

Along with the rapid development of technology and communication today, assessments can be assisted by using the Merdeka Curriculum report card application (Putra, et al., 2022). With this application, teachers can simplify their reports of student learning because the Merdeka Curriculum e-report cards functions for each educational unit. This Merdeka Curriculum report card is a reporting application that operates for elementary, junior high, and high school education in Indonesia. This web-based application plays a major role for the development

account that refers to the principles of the assessment system of the Merdeka Curriculum.

## CONCLUSIONS AND RECOMMENDATION

As this study focused on finding teachers' perspectives on assessment in Merdeka Curriculum, it was discovered that overall the teachers understand the assessments that must be carried out in learning activities in accordance with the demands of the Merdeka Curriculum. They all know that the assessments in the *Merdeka Curriculum* are divided into three types; diagnostic, formative, and summative assessments, and have conducted them. Furthermore, these assessments in the *Merdeka Curriculum* are organized after the learning process is complete with reference to the teaching objectives, assessment rubrics, and assessment criteria that have been prepared.

Despite having understood and conducted the required assessments in Merdeka Curriculum, there are still differences in the teachers' understanding of how to carry out these assessments. This is mainly because there is not enough practical guidance of assessment procedures provided and training activities distributed to teachers. Therefore, there should be a practical material supplied discussing about these assessments, so that teachers not only can carry out the assessments more effectively, but also solve their problems in organizing assessments in Merdeka Curriculum.

## REFERENCES

- Arifin, Z. (2011). *Evaluasi Pembelajaran Prinsip, Teknik, Prosedur*. Bandung: PT Remaja Rosdakarya.
- Ayuni, D., Marini, T., Fauziddin, M., & Pahrul, Y. (2020). Kesiapan guru TK menghadapi pembelajaran daring masa pandemi covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 414. <https://doi.org/10.31004/obsesi.v5i1.579>
- Cristy, R. (2017). Analisis kesiapan guru dalam mengimplementasi penilaian otentik pada kompetensi ranah sikap. *Prosiding Semnas FIS Universitas Negeri Medan*, 1(1), 477-481.

- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education (8th edition)*. New York: Mc Graw Hill.
- Hermita, N. (2021). *Inovasi Pembelajaran Abad 21*. Surabaya: Global Aksara Pres.
- Indrawami. (2022). Persepsi guru tentang konsep merdeka belajar mendikbud nadiem makarim dalam pembelajaran tematik di SDN 140 Sleman. *JPT: Jurnal Pendidikan Tematik*, 3(3). <https://dspace.uui.ac.id/123456789/30808>
- Kementerian Pendidikan dan Kebudayaan. (2019). *Tahun 2021, Ujian Nasional Diganti Asesmen Kompetensi dan Survei Karakter*. (Online on <https://www.kemdikbud.go.id/main/blog/2019/12/tahun-2021-ujian-nasional-diganti-asesmen-kompetensi-dan-survei-karakter>).
- Nurjanah, E. (2021). Kesiapan calon guru SD dalam implementasi asesmen nasional. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, 3(2), 76-85. <https://doi.org/10.36232/jurnalpendidikandasar.v3i2.1120>
- Permendikbud. (2016). *Permendikbud RI No. 23 Tahun 2016 Tentang Standar Penilaian Pendidikan*. Jakarta: Dirjen Peraturan PerundangUndangan Kemenkumham.
- Putra, Z. H., Rahmadhani, D., Noviana, E., & Hermita, N. (2022). Prospective elementary teachers' attitude toward technology-based mathematics assessment. *Journal of Physics: Conference Series*, 2279(1). <https://doi.org/10.1088/1742-6596/2279/1/012007>
- Rokhim, D. A., Rahayu, B. N., Alfiah, L. N., Peni, R., Wahyudi, B., Wahyudi, A., Sutomo & Widarti, H. R. (2021). Analisis kesiapan peserta didik dan guru pada asesmen nasional (Asesmen kompetensi minimum, survey karakter, dan survey lingkungan belajar). *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 4(1), 61-71. <http://dx.doi.org/10.17977/um027v4i12021p61>
- Rosidah, C. T., Pramulia, P., & Susiloningsih, W. (2021). Analisis kesiapan guru mengimplementasikan asesmen autentik dalam Kurikulum Merdeka Belajar. *Jurnal Pendidikan Dasar UNJ*, 12(1), 87–103. <https://doi.org/10.21009/10.21009/JPD.081>
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R& D*. Bandung: Alfabeta.
- Syaifuddin, H., & Waluyanti, S. (2016). Tingkat kesiapan guru dalam sistem penilaian autentik pada mata pelajaran produktif dengan Kurikulum Merdeka Belajar. *Jurnal Pendidikan Teknik*, 2(3), 248–255. <https://doi.org/10.21831/e-jpte.v5i4.3461>
- Wilson, M. (2018). Making measurement important for education: The crucial role of classroom assessment. *Educational Measurement: Issues and Practice Spring*, 37(1), 5–20. <https://doi.org/10.1111/emip.12188>
-