

CHAPTER I

INTRODUCTION

A. Research of Background

Learning English is the process of acquiring English language abilities in a context-appropriate and acceptable way in accordance with the circumstances and circumstances of students' daily life. In theory, learning English helps pupils cultivate a variety of talents, including communication abilities, an understanding of other cultures, and fostering a sense of curiosity in young people. It's getting harder to teach English as a foreign language, especially to younger students. A teacher needs to be aware of the circumstances and requirements of his students if he is to be successful in the classroom (Mulyasa, 2023).

The verses of Al-Qur'an's surah An-Najm also implies it 39 - 41:

وَأَنْ لَّيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَىٰ ۚ ۝ ٣٩ وَأَنَّ سَعْيَهُ سَوْفَ يُرَىٰ ۝ ٤٠
ثُمَّ يُجْزَاهُ الْجَزَاءَ الْأَوْفَىٰ ۝ ٤١

The suggested meaning of the aforementioned stanza can be widely summarized as implying that humans must always improve in order to be creative and have greater ability in some areas. As in learning English, you must be able to develop a curriculum that is used properly in learning. Learning English can employ an autonomous curriculum to help students reach their full potential and raise the standard of education.

The Merdeka Curriculum is a curriculum that offers a variety of extracurricular learning activities. The content is better organized so that students have enough of time to study concepts and gain competency. In essence, Indonesia's curriculum was developed in accordance with the country's own history of educational advancement. Three features of the Merdeka curriculum are listed on the website of the Ministry of Education and Culture. These include: (1) the development of character and soft skills through a project aimed at raising the profile of Pancasila students. (2) concentrate on important, pertinent, and in-depth content so that pupils have enough time to develop their originality and creativity in order to master fundamental skills like reading and numeracy. Flexible learning allows educators to adapt the curriculum and local context to the needs of each student, based on their individual achievement and growth stages.

The speed at which technology is developing has given pupils more access to a wider variety of educational resources. The curriculum has changed as a result to better meet the demands of pupils in the digital age. The loss of instructional time during the epidemic and the inefficiency of conventional teaching techniques served as catalysts for the change from the old curriculum to the Merdeka Curriculum. Reduced student motivation has also been caused by elements like restricted internet access and gadgets. The Merdeka Curriculum was created with the goal of keeping up with technology developments and meeting the wide range of demands of pupils. Indonesia has undertaken this endeavor by introducing the Merdeka Curriculum, which grants schools, educators, and learners independence and self-governance.

The foundation of Merdeka Belajar is the philosophy of Ki Hadjar Dewantara, known as the Father of Indonesian Education, who held that education should aim for independence and that there is a paradigm of education that all parties involved must comprehend. According to Ki Hadjar Dewantara, independence is more significant than living freedom. Thus, the ability to study freely denotes empowerment, independence, and the capacity to find happiness. Individuals don't acquire and experience this safety and happiness alone; society as a whole also experiences it. This is the long-promoted national educational goal of Indonesia, being resurrected in the spirit of Freedom to Learn.

The abilities and character that each student develops and brings to life on a daily basis are represented by their Pancasila Student Profile. These traits and personalities represent both a departure from Pancasila ideals and the National Education Goals. The Pancasila Student Profile is one way that the national education system incorporates Pancasila into everyday learning activities, not just as a foundation but also as an objective and a culture that is developed and reinforced.

Assessment and learning are two parts of the same thing that shouldn't be divided. To ensure that these competencies are attempted to be attained throughout the entire learning process, educators and students must be aware of the desired competencies. The connection between evaluation and learning the activities of learning planning and assessment planning can serve as a springboard for learning. Teachers must create evaluations that are administered at the start, middle, and conclusion of the learning process. In order to determine students'

learning requirements and to design learning that is appropriate for their stage of accomplishment, assessment planning—especially for first learning assessments—is essential.

Learning assessments are meant to be comprehensive in nature, measuring the things that are supposed to be measured. Evaluations might be summative or formative. Both an initial evaluation and an ongoing examination can be considered formative assessment. In order to enable individualized learning and provide students with instruction based on their needs, assessments are employed at the start of the learning process. Formative assessments conducted during the learning process, on the other hand, can serve as a foundation for reflection on the entire process, which can then be utilized as a guide for learning planning and, if necessary, revision. Teachers can move on to the following learning objectives if students believe they have met the previous ones. Educators must first reinforce the learning objectives if they have not been met. The next step for educators is to carry out a summative evaluation to make sure that the overall learning objectives are met.

The Merdeka curriculum emphasizes optimizing learning outcomes according to student capacity. Therefore, a learning design that is oriented to the needs of students is needed. This assessment can be done at the beginning of learning or the end of learning. Profiling of the needs of these students in a design-Merdeka curriculum through initial learning assessments. Substantively there are several types of assessment practiced in the Merdeka curriculum. Assessment is a systematic and continuous process or activity to collect

information about student learning processes and outcomes to make decisions based on criteria and considerations. certain (Nasution, 2021). The purpose of this research is to see whether the assessments used at SMA 3 Banjarmasin are by the assessments set by the Merdeka Curriculum.

This research intends to examine how teachers use assessment to assess students' learning challenges and weaknesses considering the importance of this assessment in the Merdeka Curriculum. Through a more thorough understanding of the implementation of this assessment itself, this research seeks to provide useful information to educators and educational institutions to create curricula that are more adaptable and meet needs. Therefore, researcher interested in conducting research with this title **"THE ANALYSIS OF ASSESSMENT BASED ON THE MERDEKA CURRICULUM IMPLEMENTATION IN ENGLISH TEACHER'S LESSON PLAN"**

B. Definition of Key Terms

The researcher clarifies the technical jargon as follows to prevent any misunderstandings:

1. Merdeka Curriculum, The Merdeka Curriculum offers several extracurricular learning opportunities where the content will be more beneficial so that students have enough time to deepen and broaden their topic expertise.
2. Assessment, in a broad sense, assessment is the act of analyzing or rating something or someone. This entails obtaining data, developing conclusions, and passing judgment using predetermined standards or criteria. Three types

of evaluations are covered in this study: formative, and summative assessments.

3. Lesson plan, is educational resources or instruments created to support students in learning a particular subject on their own or in a more flexible environment. Typically, lesson plans are created in an organized and methodical manner, with information, exercises, activities, and evaluations pertinent to a specific subject or learning goal. The lesson plan that served as the basis for this study's research was created by the English teacher in 11 grades of SMA 3 Banjarmasin.

C. Research Question

The main question to be addressed in this research is:

Are the teacher's lesson plans in line with the independent curriculum's stated assessment principles?

D. Research Objective

The purpose of this study was to find out the following based on the research questions:

To know Are the teacher's lesson plans in line with the independent curriculum's stated assessment principles.

E. Research Significance

1. For Antasari State Islamic University

Adding to collections and as a guideline for further similar research in Antasari State Islamic University, Banjarmasin.

2. For Teacher

To examine how teacher apply assessment to assess students' learning challenges and weaknesses, remembering the importance of this assessment in the Merdeka Curriculum.

3. Researcher

This research is expected to foster the abilities and skills of researcher through the insights and knowledge and learning experiences gained while conducting research. As well as providing an overview of how to make a good lesson plan and in accordance with the assessment principles set by the Ministry of Education and Culture.