

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

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. The research findings are presented in this chapter and are divided down into two sections: Findings and Discussion. The research subject presents the results of research from eight teacher lesson plans implemented in one semester.

A formula is used to transform the score results into values. A statement of value can be expressed using symbols in the following formats: units (0–10), tens (0–100), units (0–4), and the letter scales A–E (Ibrahim, 2021). Using evaluation standards based on the Merdeka Curriculum, researcher evaluated the accuracy of the lesson plans used by teachers at SMA 3 Banjarmasin, and the results are shown in the table below. Evaluations are divided into several degrees by researcher:

**Table 4.1.** Grading standards

Score	Explanation
A (Very Good)	The researcher will give an A rating if educators apply assessment principles in accordance with those set by the Ministry of Education and Culture
B (Good)	The researcher will give a B rating if the educator has



	stimulate a growth mindset.								
4.	Educators involve students in carrying out assessments, through self-assessment, assessment between friends, self-reflection, and providing feedback between friends.	A	A	A	A	A	A	A	A
5.	Educators provide opportunities for students to reflect on their abilities, and how to improve these abilities based on the results of the assessment.	A	A	A	A	A	A	A	A
6.	Educators design assessments to encourage students to continue improving their competencies through assessments with the right level of difficulty and feedback.	A	A	A	A	A	A	A	A

1. At this point, the researcher discovered that teachers consistently included open-ended questions for students to answer on the content they were teaching. Figure 4.1. illustrates this in an educator's lesson plan.

**Figure 4.1.**

<i>Stimulus</i>	<ul style="list-style-type: none"> <li>▪ Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik : <i>Fungsi Sosial, Struktur Teks, dan Unsur Kebahasaan Teks Interaksi Transaksional Terkait Saran dan Tawaran</i></li> </ul>
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2. Researchers provide an A grade because educators consistently use the goals to be attained during the learning process to plan learning in all lesson plan. Figure 4.2 provides evidence for this.

**Figure 4.2.**

- Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi : *Fungsi Sosial, Struktur Teks, dan Unsur Kebahasaan Teks Interaksi Transaksional Terkait Saran dan Tawaran*
3. In order to sustain students' enthusiasm for studying, educators always end class sessions with prayer, teachings, and encouragement. Nevertheless, teachers don't give pupils constructive criticism in the form of statements that can motivate them to study and help them along the way. Figure 4.3. provides proof of this.

**Figure 4.3.**

- Guru mengakhiri kegiatan belajar dengan memberikan pesan da belajar dan diakhiri dengan berdoa.
4. Figure 4.4. illustrates how educators consistently conduct group discussions at every meeting in accordance with this approach.

**Figure4.4.**

- Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : *Fungsi Sosial, Struktur Teks, dan Unsur Kebahasaan Teks Interaksi Transaksional Terkait Saran dan Tawaran.*
  - Mengemukakan pendapat atas presentasi yang dilakukan tentang materi : *Fungsi Sosial, Struktur Teks, dan Unsur Kebahasaan Teks Interaksi Transaksional Terkait Saran dan Tawaran* dan ditanggapi oleh kelompok yang mempresentasikan
5. Teachers also make sure that students have the chance to assess their own abilities and are informed about the learning activities that will be covered in the upcoming meeting. Figure 4.5 provides proof of this.





2.	Educators determine success criteria and convey them to students, so that they understand the expectations that need to be achieved.	A	A	A	A	A	A	A	A
3.	Educators collaborate in designing assessments so they can use the same criteria as the assessment objectives.	A	A	A	A	A	A	A	A
4.	Educators use the results of the assessment to determine follow-up learning.	A	A	A	A	A	A	A	A

1. Lesson plan education does not specify how long it will take; instead, educators always allot enough time and duration so that assessment turns into a learning process rather than merely an exam aim. which the instructor will provide. This is seen in Figure 4.9.

**Figure 4.9.**

KEGIATAN INTI	
<i>Stimulus</i>	<ul style="list-style-type: none"> <li>▪ Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik : <i>Giving Opinion And Its Responses</i></li> </ul>
<i>Identifikasi masalah</i>	<ul style="list-style-type: none"> <li>▪ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi : <i>Giving Opinion And Its Responses</i></li> </ul>
<i>Pengumpulan data</i>	<ul style="list-style-type: none"> <li>▪ Mengamati dengan seksama materi : <i>Giving Opinion And Its Responses</i>, dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya</li> <li>▪ Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi : <i>Giving Opinion And Its Responses</i></li> </ul>

2. Teachers establish and communicate achievement standards to students in every lesson plan, as shown in Figure 4.10.





	areas that need improvement. Education units have strategies so that assessment results are used as reflection by students, educators, education staff and parents to improve the quality of learning.								
3.	Educators provide regular feedback to students and discuss follow-up actions with parents.	B	B	B	B	B	B	B	B

1. Researchers did not find statements that educators took time to read, analyze and reflect on assessment results at each meeting.
2. It is stated in every lesson plan that educators always closely monitor the outcomes of the assessment conducted at each meeting in order to determine what went well and what needs to be improved for the following one. The figure 4.14 illustrates this.

**Figure 4.14**

Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.

3. All lesson plan include regular feedback from educators to students, but none of the lesson plan mention whether or when parents and teachers talk about the next course of action. The figure 4.15 illustrates this.

**Figure 4.15**

Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

## **B. Discussion**

Before arriving at this discussion section, the research used documents to conduct research, this research data was collected from several lesson plans made by teachers for teaching materials in class 11 of senior high school 3 Banjarmasin in even semester. And this research has one research question, namely how the implementation of assessment based on the principles of assessment in the teacher's lesson plan.

The researcher found that the lesson plan made by the teacher as teaching material in class 11 of senior high school 3 Banjarmasin, has a lot in accordance with the principles of assessment based on the Merdeka curriculum, but there are still several points that have not been included by the teacher in the lesson plan made.

To answer the research question, the researcher clarified some key points that are components of the research findings. Some of these important points are what assessment principles have been applied and have not been applied by teachers in the lesson plan used.

In accordance with the findings that have been presented, the research divides several points according to the principles of assessment based on what has been determined by the Ministry of Education and Culture. There are several principles outlined in several points.

Assessment is a critical component of learning. There are many guidelines for implementing evaluation activities when using the Merdeka curriculum. Regarding the assessment tenets previously addressed, the following assessment

tenets derived from the Merdeka curriculum have been investigated in order to produce study findings.

1. Assessment is an integrated part of the learning process, facilitating learning, and providing holistic information, as feedback for educators, students, and parents/ guardians so that it can guide them in determining further learning strategies;

a. Educators strengthen assessments at the beginning of learning used to design learning according to student readiness.

Based on the data gathered from the research, it is known that teachers always include open-ended questions in their lesson plans regarding the subjects they are expected to teach. Teachers also make sure to compare each student's response to that of other students. This aligns with the previously stated assessment concepts, that state Educators strengthen assessments at the beginning of learning used to design learning according to student readiness.

b. Educators strengthen assessments at the beginning of learning used to design learning according to student readiness.

When designing lessons, educators consistently refer to learning objectives in their learning plans, according to the findings of the research data. This is in line with the Ministry of Education and Culture's assessment guidelines, which are as follows, educators strengthen assessments at the beginning of learning used to design learning according to student readiness.

c. Educators provide feedback in the form of supportive sentences to stimulate a growth mindset.

The assessment principle states that educators must provide feedback in the form of sentences that support stimulating a growth mindset which has been determined by the Ministry of Education and Culture which has not been implemented well by educators in this section. based on research data, it is revealed that educators do not provide feedback to students during the learning process; On the other hand, educators only convey messages and encourage students to remain enthusiastic about learning while closing the lesson with prayer.

- d. Educators involve students in carrying out assessments, through self-assessment, assessment between friends, self-reflection, and providing feedback between friends.

All lesson plans in this part are based on group discussions that educators hold at each meeting in accordance with the Ministry of Education and Culture's assessment requirements. Teachers provide students the chance to evaluate their own skills and include details about lessons that will be covered in the upcoming meeting in each lesson plan. Teachers have thus far completed it in compliance with the Ministry of Education and Culture's assessment requirements, which are as follows: Educators involve students in carrying out assessments, through self-assessment, assessment between friends, self-reflection, and providing feedback between friends.

- e. Educators provide opportunities for students to reflect on their abilities, and how to improve these abilities based on the results of the assessment.

In all lesson plans studied, educators consistently prepare evaluations with the aim of improving student competence by including feedback on each lesson plan and the appropriate level of difficulty. This is in accordance with the assessment principle, namely educators design assessments to encourage students to continue improving their competencies through assessments with the right level of difficulty and feedback.

- f. Educators design assessments to encourage students to continue improving their competencies through assessments with the right level of difficulty and feedback.

In all lesson plan data studied, educators had thought about learning objectives when planning assessments, but did not explain these objectives to students at the beginning of the learning process. So in this section the researcher has applied the assessment principles, but there are still aspects that have not been implemented by educators.

2. Assessments are designed and carried out in accordance with the assessment function, with the freedom to determine the technique and time for carrying out the assessment to effectively achieve learning objectives.
  - a. Educators think about learning objectives when planning assessments and provide clarity to students regarding the objectives of the assessment at the beginning of learning.

In all the data studied, educators always decide what else needs to be studied based on the results of the previous meeting's assessment. This is also in line with the assessment principle; educators think about learning objectives when

planning assessments and provide clarity to students regarding the objectives of the assessment at the beginning of learning.

- b. Educators use various assessment techniques according to the function and purpose of the assessment. The results of the formative assessment are used for learning feedback, while the results of the summative assessment are used for reporting learning outcomes.

Educators use various assessment strategies in all lesson plans in accordance with the function and objectives of the assessment, this is in accordance with the assessment principle which states that educators use various assessment techniques according to the function and purpose of the assessment. The results of the formative assessment are used for learning feedback, while the results of the summative assessment are used for reporting learning outcomes.

3. Assessments are designed fairly, proportionally, validly and reliably to explain learning progress, determine decisions about steps and as a basis for developing appropriate subsequent learning programs.
  - a. Educators provide sufficient time and duration so that assessment becomes a learning process and not just for testing purposes.

In all the lesson plan data studied, educators always provide sufficient time and duration so that assessment becomes a learning process and not just an exam goal, but education does not state how long the implementation time is given by educators. This is in accordance with the assessment principle in the form that educators provide sufficient time and duration so that assessment becomes a learning process and not just for testing purposes.

- b. Educators determine success criteria and convey them to students, so that they understand the expectations that need to be achieved.

Based on research data, educators set achievement standards and share them with students. This is in accordance with the assessment principle which states that educators determine success criteria and convey them to students, so that they understand the expectations that need to be achieved.

- c. Educators collaborate in designing assessments so they can use the same criteria as the assessment objectives.

Based on findings from research data, all lesson plans created by educators always produce assessments using the same criteria as the assessment objectives. This is appropriate because in accordance with the assessment principle, educators collaborate in designing assessments so they can use the same criteria as the assessment objectives.

- d. Educators use the results of the assessment to determine follow-up learning.

Based on the data obtained, educators always make assessments based on the same criteria as the assessment objectives in the lesson plan, this is in accordance with the assessment principles established by the Ministry of Education and Culture which states that Educators use the results of the assessment to determine follow-up learning.

- 4. Reports on learning progress and student achievements are simple and informative, providing useful information about the character and competencies achieved, as well as follow-up strategies.

- a. Educators prepare concise learning progress reports, prioritizing the most important information for students and parents to understand.

In all lesson plans studied, researcher found that educators did not mention that educators made brief student progress reports that prioritized important information for students and parents to understand. This does not meet the assessment principles set by the Ministry of Education and Culture which state educators prepare concise learning progress reports, prioritizing the most important information for students and parents to understand.

- b. Educators provide regular feedback to students and discuss follow-up actions together with parents.

Based on the results of the researched data, educators often provide input to students, but in the lesson plan there is no information about whether educators and parents discuss further actions. So this is not fully in accordance with the assessment principle which states that educators provide regular feedback to students and discuss follow-up actions together with parents.

5. The results of the assessment are used by students, educators, education staff, and parents/guardians as reflection material to improve the quality of learning.

- a. Educators provide time to read, analyze and reflect on assessment results.

Based on the results of research data, educators always take time to read, analyze and reflect on the assessment results at each meeting. This is in accordance with the assessment principle which states that educators provide time to read, analyze and reflect on assessment results.

- b. Educators use the results of the assessment as discussion material to determine what is going well and areas that need improvement. Education units have strategies so that assessment results are used as reflection by students, educators, education staff and parents to improve the quality of learning.

Based on the data obtained, it was that educators always pay close attention to the results of the assessment of each meeting to identify what has gone well and what needs to be improved for the next meeting. This is in accordance with the assessment principle which states that educators use the results of the assessment as discussion material to determine what is going well and areas that need improvement. Education units have strategies so that assessment results are used as reflection by students, educators, education staff and parents to improve the quality of learning.

- c. Educators provide regular feedback to students and discuss follow-up actions with parents.

Based on the data obtained, educators provide regular feedback to students, but in the lesson plan there is no information about whether teachers and parents discuss what actions will be taken next. This is still not in accordance with the assessment principle which states that educators provide regular feedback to students and discuss follow-up actions with parents