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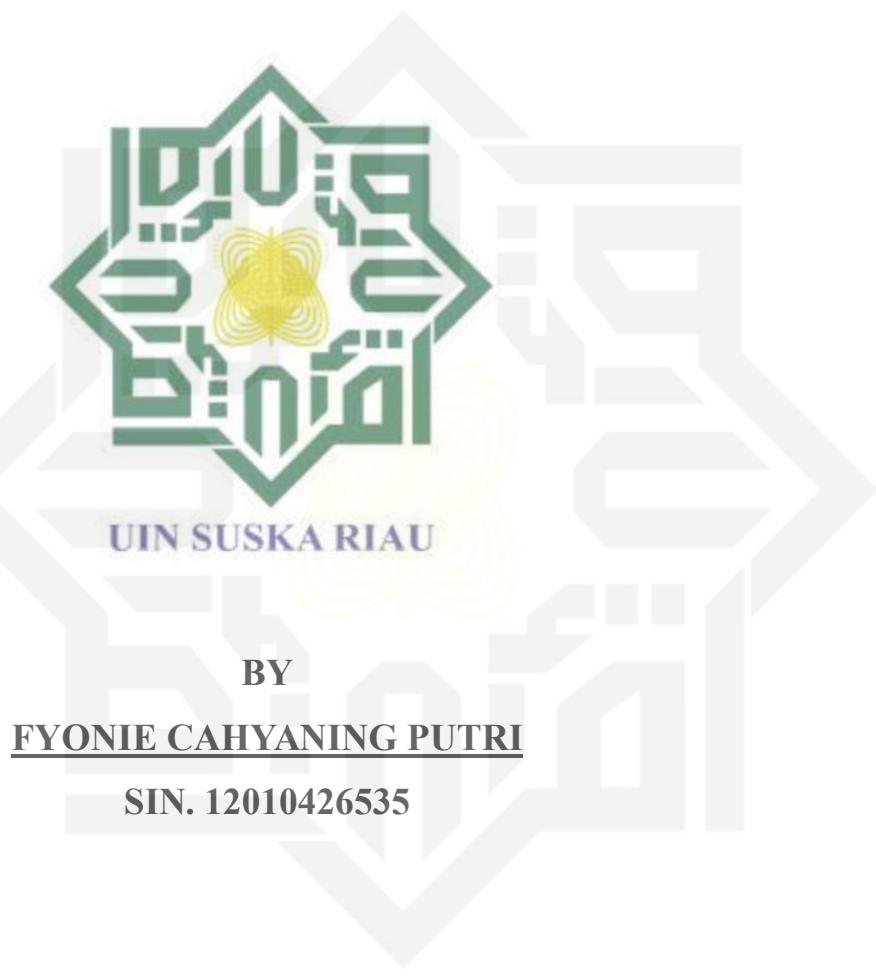
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FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1447 H / 2026 M

THE IMPLEMENTATION OF ASSESSMENT IN MERDEKA CURRICULUM BY ENGLISH TEACHER OF MAN 3 PEKANBARU



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THE IMPLEMENTATION OF ASSESSMENT IN MERDEKA CURRICULUM BY ENGLISH TEACHER OF MAN 3 PEKANBARU



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SIN. 12010426535

Thesis

Submitted as partial fulfillment of the Requirements
For Bachelor's Degree of English Education
(S.Pd)

UIN SUSKA RIAU

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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Certify that this skripsi entitled **“The Implementation of Assessment in Merdeka Curriculum by English Teacher of MAN 3 Pekanbaru”** is certainly my own work and it does not consist of other people's work. I am entirely responsible for the content of this skripsi. Others' opinion findings included in this skripsi are quoted in accordance with ethical standards

Pekanbaru, October 30th, 2025



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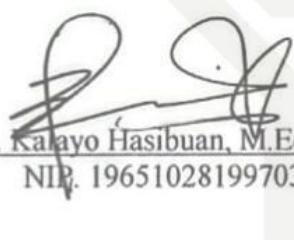
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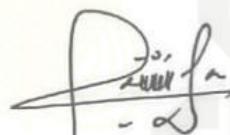
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Finally, the researcher realized that this thesis is still far from perfections. Therefore, constructive comments, critiques, suggestions, and recommendations are kindly appreciated May Allah bless you all. Aamiin ya rabbal alamin

Pekanbaru, October 30th, 2025

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ABSTRACT

Fyonie Cahyaning Putri (2026): The Implementation of Assessment in Merdeka Curriculum by English Subject Teachers at Senior High School

This research aimed at finding out the implementation of assessment in Merdeka Curriculum by English subject teachers at State Islamic Senior High School 3 Pekanbaru. Qualitative descriptive design was used in this research with two English subject teachers teaching at the tenth grade. The researcher observed the teachers during their classroom teaching while implementing Merdeka Curriculum and conducted interviews on several related topics. In general, they met the assessment principles in Merdeka Curriculum, although not yet fully implemented, most of them were implemented. Based on the findings, it could be concluded that overall, the teachers had successfully implemented the assessment principles in Merdeka Curriculum in English learning. The teachers implemented various creative approaches to holistically evaluate student learning processes and outcomes. Therefore, it was hoped that they could continue to increase the assessment quality so that the learning process would be oriented toward the progress of each student.

Keywords: Assessment, Merdeka Curriculum, Assessment Principles

ABSTRAK

Fyonie Cahyaning Putri, (2026) : Penerapan Penilaian dalam Kurikulum Merdeka oleh Guru Bahasa Inggris Sekolah Menengah Atas

Penelitian ini bertujuan untuk mengetahui tentang penerapan penilaian dalam Kurikulum Merdeka yang diterapkan oleh Guru Bahasa Inggris di sekolah MAN 3 Pekanbaru. Penelitian ini menggunakan desain deskriptif kualitatif dengan dua orang guru Bahasa Inggris yang mengajar di kelas 10. Peneliti mengobservasi para guru selama mengajar di kelas dalam menerapkan Kurikulum Merdeka, kemudian juga melakukan wawancara tentang beberapa topik yang berkaitan. Rata-rata telah memenuhi prinsip asesmen dalam Kurikulum Merdeka, walau belum sepenuhnya namun sebagian besar telah diterapkan. Berdasarkan temuan, dapat disimpulkan bahwa secara keseluruhan para guru telah sukses menerapkan prinsip asesmen dalam Kurikulum Merdeka pada pembelajaran Bahasa Inggris. Para guru menerapkan berbagai pendekatan yang kreatif untuk mengevaluasi secara holistik proses dan hasil belajar siswa. Oleh karena itu, diharapkan dapat terus meningkatkan kualitas penilaian agar proses belajar menjadi berorientasi pada kemajuan masing-masing siswa.

Kata Kunci: Penilaian, Kurikulum Merdeka, Prinsip Asesmen

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ملخص

فيوني كاهيانينج بوترى، (٢٠٢٦): تطبيق التقييم في منهج "ميرديكا" من قبل معلمي اللغة الإنجليزية في المدرسة الثانوية

هذا البحث يهدف إلى التعرّف على تطبيق التقييم في منهج "ميرديكا" الذي يطبقه معلمون في اللغة الإنجليزية في المدرسة الثانوية الإسلامية الحكومية ٣ بيكنبارو. وقد استخدم البحث المنهج الوصفي الكيفي بمشاركة معلمين اثنين من معلمي اللغة الإنجليزية الذين يعلمون في الصف العاشر. قامت الباحثة بلاحظة المعلمين أثناء التدريس في الصف في إطار تطبيق منهج "ميرديكا" في التعليم وأجرت مقابلات حول عدد من الموضوعات ذات الصلة. وقد تبيّن أن التطبيق قد استوفى في مجمله مبادئ التقييم في منهج "ميرديكا" في التعليم، وإن لم يكن على نحو كامل، إلا أنّ أغلب تلك المبادئ قد طُبّقت. وبناء على النتائج، يمكن الاستنتاج بأن المعلمين قد نجحوا، بصورة عامة، في تطبيق مبادئ التقييم في منهج "ميرديكا" في التعليم في تعليم اللغة الإنجليزية. وانتهت المعلمون عدة أساليب مبتكرة لتقدير عملية التعلم ونتائجها بصورة شاملة. ولذلك، يُؤمل أن يستمر تحسين جودة التقييم بحيث يكون التعليم موجها نحو تقدم كل تلميذ على حدة.

الكلمات الأساسية: تقييم، منهج "ميرديكا"، مبادئ التقييم

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Merdeka Curriculum is an Indonesian education curriculum designed to give teachers and schools the freedom to organize the learning process, so that it better suits the needs of students and the local context. It emphasizes learning that focuses on developing basic competencies such as literacy, numeracy, and critical thinking skills, as well as strengthening character through the Pancasila Learner Profile Strengthening Project. With a flexible structure and simplified materials, students are encouraged to explore concepts, actively participate in project-based learning, and develop their potential according to their interests and talents. Students get a wider perspective by erasing the boundaries across disciplines, which enables them to approach challenging real-world problems creatively, adaptably, and collaboratively (Zidan and Qamariah, 2023) This curriculum aims to create a generation that is creative, independent, collaborative, and able to face global challenges.

Furthermore, the Merdeka curriculum is created as a more adaptable framework for teaching that emphasizes core subjects while developing each student's individuality and competence. Merdeka curriculum in learning is emphasized for both teachers and students. Learning can take place outside of the classroom, where students can develop courage, independence, social intelligence, civility, and competence instead of just focusing on a ranking

system (Rahayu et all, 2022). The learning environment is more comfortable, teachers and students can have more relaxed discussions, and learning can take place outside of the classroom.

This method of teaching places a strong emphasis on the learners' freedom and adaptability within the Merdeka Curriculum. By giving teachers and students the freedom to customize instruction to meet the requirements of their students and their surroundings, the idea aims to reduce dependency on textbooks. The Merdeka Curriculum gives teachers the chance to adapt their teaching strategies, lesson plans, and evaluation procedures to the needs and interests of their students when it comes to English language instruction (Rahimah & Widiastuty, 2023). With the use of resources that are relevant to their surrounding or subjects that interest their interest, teachers may integrate English language instruction into the contexts of their everyday activities.

Based on the preliminary study, researcher interviewed one of the teacher at Islamic Senior High School 3 Pekanbaru related with implementation of the Merdeka curriculum, especially the assessment in English subject. Researcher found several phenomen. The problem faced by teacher on assessment in Merdeka curriculum was the implementation of assessment. Not all teachers received adequate training on implementing assessments in Merdeka curriculum. As the result, they lacked confidence or are confused when implementing it. The assessment also had to be tailored to the individual needs of students. However, the different abilities of students in one class were a big challenge to make inclusive and fair assessment. With the

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implementation of new curriculum, teacher needed to have many ways to make the learning activities more effective. Therefore, it produced a better result of assessment. Based on teachers' experiences in implementing the Merdeka Curriculum learning model, several challenges have been identified (Novtian & Yavani, 2023). First, students' physical conditions sometimes affect the learning process and make the implementation of the learning model less effective. Second, teachers need to adjust differentiated learning by designing learning sequences that accommodate students' diverse needs and interests. Third, many students still experience difficulties in learning English as a foreign language. Finally, teachers are required to prepare learning materials that are appropriate to both the subject matter and students' needs, which demands careful selection and development of learning resources.

Assessment plays a vital role in the teaching and learning process and is an essential component of education (Tosuncuoglu, 2018). It is a systematic process of collecting, analyzing and interpreting information to evaluate students' learning outcomes, abilities or development. Through assessment, teachers can identify students' strengths and weaknesses, provide constructive feedback and design more effective learning strategies, while students can better understand their learning process and develop motivation and responsibility for learning. In the Merdeka Curriculum, assessment emphasizes not only final results but also the learning process and character development through authentic and contextual approaches relevant to real-life

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situations, making assessment a key responsibility for teachers in implementing the curriculum effectively.

Other study about assessment was researched, about Formative Assessment in the Merdeka Curriculum English Textbook entitled English for Nusantara by Nooralam & Sakhiyya (2022) from Semarang State University, recommended that formative assessment be conducted creatively by English teachers. Next study was research at one year ago, about the Implementation of Assessment in Teaching English in Merdeka curriculum from Ganesha Education University (Astari, Padmadewi and Dewi, 2023). It says that teachers used formative assessments with profile pancasila students in the Merdeka curriculum, following to the principles of implementation assessment, evaluation in English language learning, and assessment procedures. Next research was talked about Investigating Teachers' Language Assessment Literacy in the Implementation of the Merdeka Belajar (Freedom of Learning) Curriculum from Yogyakarta State University (Hutami & Putro, 2023), emphasize key language evaluation literacy techniques, knowledge, and skills for implementing the Merdeka curriculum. The newest about Diagnostic Assessment in Implementing Curriculum Merdeka on Senior High School from PGRI University (Aringka and Siska, 2023). The study's conclusions highlight the pedagogically effective strategies teachers use to integrate diagnostic assessment into the Merdeka curriculum.

The curriculum in Indonesian schools is constantly changing. This makes teachers also have to continue to learn and be active in curriculum

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learning activities, especially in assessment. This is necessary because the curriculum that has been experienced and the curriculum that will be applied to students is usually different, including this Merdeka curriculum. MAN 3 Pekanbaru is one of the school that has just implemented this curriculum in grade 10 and 11. Teachers must adapt to this new curriculum, especially in implementing their assessment.

In sum, assessment is crucial for learning a second or foreign language, also it will be indispensable in the present and future. Research on assessment in the Merdeka curriculum, particularly in the Indonesian context is still limited. Most of the study talk about Merdeka curriculum but still a little talk about assessment. It is needed to be conducted this study in line with the role of teachers as educators, also makes researchers curious about how they apply the Merdeka curriculum in their assignments.

Identification of the Problem

Based on the background, it is important to exploring more about assessment in Merdeka curriculum by English teacher. Because newly implemented, there are many teachers who have to learn more about this curriculum. Teacher face some difficulties on implementation of assessment in Merdeka curriculum at MAN 3 Pekanbaru. Training on assessment in the Merdeka curriculum is still not optimally implemented. The assessment also must be tailored to the individual needs of students. Therefore, it is interested

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in exploring further about the implementation of assessment in the Merdeka curriculum.

Limitation of the Problem

Regarding the identification of the problems above, it is clear that there are some problems that occur in implementing the assessment of Merdeka curriculum. In order to avoid misunderstandings regarding this study, the researcher must limit the problem. This study focus on the implementation of Merdeka curriculum in assessment formative by English teacher at MAN 3 Pekanbaru that also relate with the syllabus.

D. Formulation of the Problem

Based on the problems above, the researcher formulates the problems in the research as follows:

1. How do the English teachers implement formative assessment in the classroom?
2. How do the English teacher view their experiences in implementing assessment in the Merdeka Curriculum?

Objective of the Research

Based on the formulation of the problems above, the researcher formulates the objective in the research as follows:

1. To explore the English teachers implement formative assessment in the classroom.

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2. To describe the English teacher view their experiences in implementing assessment in the Merdeka Curriculum.

F. Significant of the Research

The significant of the divided into two parts, theoretically and practically. For theoretical significant, this study enhance and supplement those of earlier research on English assessment. Assessment is important for identifying students' learning needs, improving the quality of education, checking learning achievement and monitoring the learning process. It is expected that the results will also serve as a guide for future researchers doing related studies. As practical significance, this study can help the teacher to create English assessments that will enhance student satisfaction and teacher effectiveness at larning activity.

G. Definition of Terms

To prevent misinterpretations of this study, the section that follows offers a concise definition of essential terms and an operational definition of the research.

1. Assessment

Assessment is a continuous process that includes a much larger range of subject matter related to the performance of students (Brown, 2004). Assessment in this study refers to how well students can deliver and do English assignments in the Merdeka curriculum. The transition of

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curriculum implementation can cause a little confusion. Therefore, assessment is one way to find out the extent of students' understanding of learning, especially in English subject.

2. Merdeka Curriculum

The National Education Standards Agency, or BSNP, defines a Merdeka curriculum as one with a varied intracurricular learning component and better content to provide students the opportunity to develop their skills and explore ideas. In this study, Merdeka curriculum has a benefit for teacher to select from a wide range of instructional resources during the learning process in order to customize instruction to the interests and needs of each student.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Assessment

Assessment is a continuous process that covers a considerably larger range of topics. The teacher evaluates each student's performance without realizing it every time they answer a question, make a comment, or attempt to use a new term or structure (Brown, 2004). It can be said that assessment is a general term that includes procedures used to obtain information about student learning. Assessment in learning is also an effort to collect information related to important matters for learning as material in the process and results of student learning.

The process of assessment is continuous and includes a considerably larger area. The teacher naturally evaluates the students' performance each time they answer a question, provide feedback, or explore a new word or structure. It involves obtaining data in order to track development and, if required, make decisions about education (Kizlik, 2012). To put it another way, assessment is a process that happens everytime a student answers a question, comments, or tries anything. Thus, teachers' evaluation of students involves more than just the test they administer after explaining a subject; they also need to take into

The principles of assessment are educational, open, comprehensive, integrated, objective, systematic, and continuous (Abidin, 2016). In order

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to effectively educate, the process of assessing learning outcomes must positively impact students' attainment of learning outcomes. Open communication requires associated parties to be aware of the evaluation process, evaluation standards, and decision-making framework. Comprehensive refers to the need for every component of competency to be evaluated in the learning outcomes evaluation. When something is integrated, it indicates that students are assessed both during and after they have finished a particular topic. To be objective, an evaluation procedure must limit the assessor's subjective considerations and ensure that no students are hurt or benefited.

Huba and Freed (2017) stated that assessments can be utilized to determine the learning process's strengths and weaknesses so that teachers can make necessary revisions, chances, and modifications after finding the relevant information. This indicates that measurement is a part of assessment, and it can be carried out using an instrument to measure something or by individually observing or testing behaviors or traits and assigning a numerical value to them. Students are entitled to an assessment following the completion of the teaching and learning process, provided that the assessment correlates with the amount of effort they have put in. The work which already puts in, and teachers can't just judge students at accidental. As a result, when arranging the following class, teachers can address the strengths and shortcomings of their students.

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The assessment's goal is to figure out the extent to which students have understood the concepts covered in the lesson. In order to promote more learning, the assessment gives teachers and students feedback regarding their progress (Abidin, 2016). Assessments can also be used to evaluate how well students are progressing and whether their learning objectives align with specified competency standards and fundamental competencies. Students' strengths and shortcomings in participation in learning activities can be identified through assessment. While student weaknesses might serve as a reference for help or direction, student's achievement can serve as the foundation for additional coaching and growth from teachers. After that, the evaluation can identify students who are qualified for particular kinds of instruction.

Teachers and education units are given the flexibility to organize the implementation of assessments through various techniques to measure and intervene in the achievements made in learning. So in general, assessment can be interpreted as a process of obtaining information in any form that can be used as a basis for making decisions about students both regarding the curriculum of the school learning program and its policies.

The implementation of assessment tends to focus on summative assessment which is used as a reference for filling out learning outcome reports. Assessment results have not been utilized as feedback for learning improvement. In the Merdeka curriculum, teachers are expected to focus more on formative than summative assessment and use the results of

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formative assessment for continuous improvement of the learning process.

That way, learning targets become easier to achieve.

There are three kinds of assessment:

a. Diagnostic Assessment

One particular element of the Merdeka Curriculum is diagnostic assessment, which aims to recognize and comprehend the characteristics, abilities, strengths, limitations, and learning preferences of students. This makes it easier to create learning experiences that meet the needs of students and a range of competences, as specified in Ministerial Regulation No. 719/P/2020. Cognitive and noncognitive examinations are the two types of diagnostic evaluation. The purpose of cognitive diagnostic evaluation is to show students' areas of strength and weakness in terms of their processing abilities and knowledge structure (Aringka & Siska, 2023).

A fine-grained depiction of the competencies is required when the assessment's goal is to evaluate and track students on specific skill areas. The goal of cognitive diagnostic assessment is to help test developers create a representation that will help learners understand their cognitive strengths and weaknesses in the abilities being evaluated. This assessment's goal is different from one that places students on a continuous ability scale in order to distinguish among them. In this instance, a one-dimensional depiction of students' subject-domain competencies ought to be adequate (Jang, 2008).

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The several example of diagnostic assessment are quizzes, surveys, discussion boards, informal debates, checklist, rubrics, entry and exit slips/tickets, and mind maps

b. Formative assessment.

The purpose of formative assessment is to improve the learning process, not just to determine students' ability levels (Abidin, 2016). In addition, formative assessment aims to obtain information about the strengths and weaknesses of the learning that has been carried out and use this information to improve, change or modify learning so that it is more effective and can improve student competence.

Both teachers and students can benefit from the formative assessment's outcomes. The teacher will gain from knowing the level of subject matter mastery and being able to predict the summative assessment outcomes. A teacher can decide whether or not to repeat a lesson based on their knowledge of the degree to which their students have mastered the subject matter. The teacher needs to consider the learning approach that will be used if it needs to be repeated (Abidin, 2016). Students will benefit from understanding the lesson material's level structure as well as the concepts they have and have not mastered. Students can identify the sections that need to be studied again on their own with the help of this extremely helpful feedback.

The successful use of formative assessment is highly dependent on the teacher's ability to organize students in learning. There are five

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key factors that can improve learning through formative assessment (Black, 2004). The five key factors are: (a) providing effective feedback to students, (b) actively engaging students in learning, (c) organizing learning to enable students to score well on assessments, (d) introducing the major influence of assessment on motivation, and (e) considering students' needs to assess themselves and to understand how to improve their learning outcomes.

The several example of formative assessment are class discussion, pools, exit surveys, games, peer feedback, think-pair-share, emoji survey, and one minute paper,

c. Summative Assessment

A summative assessment provides a grade or score that is subsequently utilized to determine how well a student performed (Irons & Elkington, 2021). This assessment exercise is carried out at the conclusion of a unit of study or the full subject matter. At the conclusion of a course or program, rewards are categorized based on summative assessment. Summative evaluations are intended to systematically document students overall performance.

This assessment has three purposes, namely a measuring tool to determine the achievement of student learning outcomes in one or more learning objectives in a certain period, obtain a value for learning outcomes to be compared with predetermined achievement criteria and

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determine the continuation of the student learning process in the next class or level (Anggraena et all, 2022).

Summative assessments can be conducted after learning has ended, 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 the assessment at the end of the semester, this assessment is optional. If the educator feels that they still need confirmation or additional information to measure the achievement of learner learning outcomes, then they can conduct the assessment at the end of the semester. Conversely, if the educator feels 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 (Anggraena et all, 2022). What needs to be emphasized is that for summative assessment, educators can use a variety of techniques and instruments, not only in the form of tests, but can use observation and performance (practice, produce products, do projects, and create portfolios).

Assessment Techniques and Instruments

There are various techniques in conducting assessments, because educators are given the flexibility to choose techniques and instruments so that the assessments applied are in line with learning activities. Teachers and education unit should also consider developing suitable policy interventions for any school that may find them

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required (Ameyaw et all, 2018). Therefore, learning outcomes from students will be valid and actionable.

According to Ministry of Education and Culture (2022), there are seven assessment techniques:

- 1) Observation, where learners are observed regularly, with an overall or individual focus. Observation can be done in routine/daily tasks or activities.
- 2) Performance Test, which requires learners to demonstrate and apply their knowledge to a variety of contexts according to the desired criteria. Performance assessment can take the form of practice, producing a product, doing a project, or creating a portfolio.
- 3) Project, which is an assessment of a task including design, implementation, and reporting activities, which must be completed within a certain period / time.
- 4) Written Test, which is tests with questions and answers presented in writing to measure or obtain information about the ability of students. Written tests can take the form of essays, multiple choice, descriptions, or other forms of written tests.
- 5) Oral Test, namely giving questions / questions that require students to answer orally, and can be given classically when learning.
- 6) Assignment, which is giving tasks to learners to measure knowledge and facilitate learners to gain or improve knowledge.

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- 7) Portfolio, which is a collection of documents of assessment results, awards, and learners' work in certain fields that reflect development (reflective-integrative) within a certain period of time.

In Ministry of Education and Culture (2022) stated, there are four items for assessment instrument:

- 1) Rubrics, which are guidelines created to assess and evaluate the quality of learners' performance outcomes so that educators can provide the necessary assistance to improve performance. Rubrics can also be used by educators to focus attention on competencies that must be mastered. Performance outcomes are outlined in the form of criteria or dimensions to be assessed that are graded from least to best.
- 2) Checklist, list of information, data, traits, characteristics, or elements of interest.
- 3) Anecdotal notes, which are brief records of observations focusing on salient performance and behavior, along with the background of the event and an analysis of the observations made.
- 4) Student Growth Chart, which is a graph or infographic that illustrates the stage of learning development of learners.

Achievement of Learning Objectives

Processing of assessment results can be done by analyzing quantitatively or qualitatively the data from the implementation of the

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assessment in the form of numbers or descriptions. Teachers need to determine criteria to map the achievement of learning objectives. To know whether students have successfully achieved learning objectives, teachers need to set criteria or indicators of achievement of learning objectives. These criteria are developed when the educator plans the assessment, which is done when the educator prepares the learning plan, either in the form of a lesson plan or teaching module. Therefore, teachers must also strive to achieve the learning objectives in learning (Althoff et all, 2007).

The criteria used to determine whether learners have achieved learning objectives can be developed using several approaches. There are several approaches that can be applied based on Ministry of Education and Culture (2022). Some of these are using criteria descriptions, rubrics and score intervals.

First is criteria descriptions. It is learners' reports show their ability to write explanatory texts, observations and experiences clearly. The report explains logical causal relationships accompanied by logical arguments so as to convince the reader.

Second is rubrics, which is the teacher sets the criteria for completion that consists of two parts: report content and writing. In the rubric there are four stages of achievement, from developing, appropriate, proficient to advanced. In each stage there is a description

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that explains the learner's performance. Teacher use this rubric to evaluate the reports produced by learners.

Third is score interval. The teacher determine in advance the intervals and follow-up that will be done for students. After getting the test results, the teacher can immediately assess the students' work and determine the follow-up according to the interval.

Processing of Assessment Results

After obtaining the results of the learners' abilities, the next thing to do is to identify and evaluate the key parts related to the learners' current knowledge, skills, and abilities (Almond et all, 2002). In processing assessment results, there are two things that need to be the main focus, as mentioned on Ministry of Education and Culture (2022) namely:

1) Processing Assessment Results within a Learning Objective

Summative assessment is carried out periodically after completing one or more learning objectives. Assessment results need to be processed into outcomes of each learner's learning objectives. Teachers can use qualitative data as the result of assessing learners' learning objectives. However, they can also use quantitative data and describe it qualitatively. Teachers are given the flexibility to process quantitative data, both averagely and proportionally. Teachers determine the criteria for achieving learning objectives at the quality they believe, for example, at a

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sufficient quality, students are considered to have achieved the competency achievement criteria.

2) Processing Learning Objective Achievements into Final Grades

To get the final grade of the subject, quantitative data is directly processed, while for description, educators can provide an explanation of which competencies have been mastered by students, which competencies have not been mastered, and can add follow-up briefly if any. Teachers do not mix calculations from formative and summative assessment results because formative and summative assessments have different functions. Formative assessment aims to provide feedback on the process so that formative assessment is not a determinant or divider for the final grade.

In processing and determining the final results of summative assessment, educators need to divide the assessment into several summative assessment activities so that students can complete the summative assessment under optimal conditions (not rushed or overcrowded). For this situation, the final grade is a combination of several assessment activities.

Form of Learning Outcome Report

Reporting of assessment results is outlined in the form of a learning progress report. The learning outcome report is a document compiled based on the processing of assessment results. This stage is

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for the extent of the depiction of educational learning with coherent results, so that it can be assessed (Otter, 1992). According to Ministry of Education and Culture (2022), there are four forms of learning outcome report.

First is portfolio. Portfolios aim to see learners' learning progress through documentation of learners' work. The content of the portfolio is the work selected by the learners based on the discussion with the educator. Portfolios also need to include reflections from educators and learners on learning achievements so far.

Second is discussions. The purpose of the discussion is to share information between teachers, learners and parents. Schools need to determine the function of a discussion in order to develop a structure, and the activity involves setting learning targets. Discussions or conferences can be formal or informal in structure.

Third is work exhibitions. The purpose of the exhibition is to celebrate the learning process of the learners and also as a summative assessment. The showcase contains the process from learning to the product of a learning project. Exhibitions can invite parents of learners, the school community or invite learners and educators from other schools to learn from each other and get feedback from a wider audience than just classroom teachers.

Last is skill passport. The skill passport is a record of competencies mastered while students are studying at SMK and the

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world of work. Skill passports make it easier for learners, educators, and the world of work to implement identity-based control through verifiable competency test records.

Grade Promotion Mechanism

In Merdeka Curriculum, the use of phases in Learning Outcomes is one of the reasons why learners can continue to advance with their peers even though they are considered not to have fully achieved the competencies set out in the Learning Outcomes in the previous phase or the learning objectives targeted to be achieved in that grade. Learning is carried out using the principle of mastery learning, which is very compatible with differentiated learning or teaching at the right level (Anggraena et all, 2022).

Every learner learns the same learning objectives in every meeting, but for learners who cannot achieve the criteria for achieving learning objectives need to be followed up by providing special treatment so that they can achieve them. This is done so that students still get a fair chance to learn (Kishida, 2014). In other words, action for at-risk learners should not wait until the school year, but should be given immediately. If there are learning objectives in a particular subject that are not achieved by the time of grade promotion, then the actual grade achieved is stated on the learner's report card and it is described that the learner still has learning objectives that need to be

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followed up in the next grade. In the process of determining students not to be promoted, careful deliberation and consideration needs to be carried out so that the option of not being promoted becomes the last choice if all considerations and treatments have been carried out.

Each learner has a different pace of learning. Learners need to be given the opportunity and time to achieve the learning objectives that will be measured in a particular phase. If there are learners who have not completed the achievement of learning objectives at a certain stage, such as the end of the semester or the end of class, then learners are entitled to the opportunity to learn at the next stage (including grade promotion), while still completing the learning objectives that have not been completed (Anggraena et all. 2022).

2. Merdeka Curriculum

According to Hamalik (2014), the word curriculum comes from the Latin "curriculæ," which refers to the program of study that runners must complete. The curriculum is then defined by Hamalik as a time frame for instruction that students need to complete in order to receive a certificate in education. Curriculum is a component in education which is a guide in implementing learning both in the education unit and classroom. A series of components contained in the curriculum are ultimately an effort to realize the achievement of the goal of education, which is to educate the nation.

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One of the curriculum concepts that calls students to be independent is the Merdeka curriculum. Merdeka in the sense that every student has the liberty to obtain knowledge from both formal and informal sources. This curriculum encourages instructors and students to be creative and does not restrict the idea of learning within or outside of the classroom. Students' ability to show their talents is hampered by monotonous or one-way learning (Ardianti & Amalia, 2022).

The Merdeka curriculum policy created the curriculum, which is described as adaptable, competency-based, character and soft skill development-focused, and world-ready (Permendikbud No. 22, 2020). Three features define the Merdeka curriculum: 1) project-based learning to enhance students' Pancasila profiles; 2) emphasis on fundamental material to help students build their important skills; and 3) flexibility, which gives teachers an opportunity to modify, add, and align the curriculum with the personalities of their students. It introduces the idea of "freedom of learning." It implies that teachers are able to create the curriculum, implement the learning process, and gather information according on the needs of the students (Fatma & Ratmanida, 2023).

Additionally, the curriculum aims to advance ideals like social justice, solidarity, and nationalism. The Merdeka curriculum presentation places a strong emphasis on utilizing digital resources and technology to improve the educational process. Students are encouraged to investigate

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and comprehend concepts using digital tools like interactive simulations, multimedia materials, and online platforms (Zidan and Qamariyah, 2023).

Teachers must have a strong understanding of the Merdeka Belajar curriculum's concept and change their perspective on its reforms in order to completely understand the curriculum's structure and how the system functions. It's also important to take note of teachers' aspirations to innovate and grow as individuals in the face of curriculum changes. The anticipated educational goals will not be successfully achieved if the teacher is unwilling to make changes and is unable to operationalize the concepts included in this curriculum (Tricahyati & Zaim, 2023).

In conclusion, Merdeka curriculum is the most recently implemented curriculum. This curriculum allows students to obtain information from any source, so that it can encourage student creativity. Teachers must also design learning that is in accordance with the objectives of the Merdeka curriculum. Through the Merdeka curriculum, students are expected to become creative and nationalistic individuals. Therefore, it is important for a teacher to understand the concept and objectives of the Merdeka curriculum thoroughly.

3. The Teachers' Experience on Students' Attitude in the Implementation of Merdeka Curriculum

According to Hutami & Putri (2023), it is recommended that teachers and students continue to provide evaluations to improve their assessment literacy in curriculum implementation. Teachers need to learn

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more details about Merdeka curriculum. Teachers are also expected to participate more often in training programs related to the Merdeka curriculum, so that they are more careful in an assignment. Of course this can lead to good output to students.

The Merdeka curriculum emphasizes teacher and student independence in a student-centered learning process. Teachers believe that the government's support for freedom in the process of teaching and learning is beneficial and can improve education. However, there are many challenges in its implementation, such as considering students' characteristics, attitudes and backgrounds. The results of the Merdeka Curriculum cannot be measured instantly, it requires a long process and commitment from all parties in the world of education to implement it properly, as stated from Ferdaus & Novita, 2023.

English teachers have certain challenges while putting the Merdeka curriculum curriculum into practice, as researched by Tricahyati & Zaim (2023). The English teacher encounters difficulties when creating learning objectives for the class plan. Differentiated learning, where learning varies based on each student's characteristics and abilities, presents a challenge when implementing the Merdeka Belajar curriculum in the classroom. To adapt student learning abilities, the teacher must fully understand each student's characteristics so the students able to more enjoy the lesson.

According to Zidan and Qamariah (2023), Merdeka curriculum places great emphasis on helping students develop their personalities and

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specific skills. It emphasizes the benefits of a holistic education and strives to develop a whole person who is not only knowledgeable but also has values and life skills. The improvement of English language courses is one of the noticeable changes to Merdeka's curriculum. Learning materials are now more readily available due to the development of online resource resources, which complement conventional textbooks. Students now have the opportunity to investigate various English learning resources, deepening their understanding and interest in the subject.

Students are directed to be able to cooperate with classmates, be competent, and collaborate, in carrying out learning activities at school. develop the nature of mutual cooperation, collaboration, and care. The main elements of independence include self-understanding and conditions that are being experienced and self-regulation. Students are required to be able to solve problems and be able to produce something proactively and independently in different innovative ways every day (Fitriyani et all, 2023).

In conclusion, the results of the Merdeka curriculum cannot be seen in the short term. It will take some more time to know the impact of this latest curriculum. Many students are still trying to adapt to the Merdeka curriculum, not far from teachers who also still need more training related to the implementation of the independent curriculum. This curriculum focuses on the creativity and independence of students, so it still takes time for this curriculum to be felt.

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B. Relevant Research

Previous research about the application of teaching English assessment on merdeka curriculum has been done in other region. The studies on this issues in context are presented in the following sections.

The first was conducted in Semarang State University about formative assessment in the Merdeka curriculum English textbook English for Nusantara by Nooralam & Sakhyya (2022). This study found that the Ministry of Education and Culture of Indonesia's "English for Nusantara" textbook, which is written in English for senior high school students in the eleventh grade, uses formative evaluation based on speaking assignments. Several common formative assessment activities, including student presentations, group discussions and work, and student demonstrations, are used in the "English for Nusantara" textbook's formative assessment of speaking activities. Moreover, formative evaluation methods like as checklists and self-assessments are used at the conclusion of each chapter. Additionally, these kinds of assignments align with formative assessment standards, which state that the activity should be in line with the learning objective, encourage student-teacher interaction, and provide the teacher time to provide constructive criticism. Moreover, formative assessment methods such as checklists and self-evaluations are used at the conclusion of each chapter.

The next research was from PGRI University by Yanche Aringka, Lili Perpisa and Siska. Their research was about diagnostic assessment in implementing curriculum Merdeka on Senior High School. The study

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concludes that the methods teachers use to implement diagnostic assessment within the Merdeka curriculum are pedagogically sound and aligned with established educational theories. These methods also help to create a dynamic and supportive learning environment that supports the growth and development of students. Additionally, teachers offer constructive criticism that builds on students' strengths and makes recommendations for doable changes. This is consistent with theories of feedback, most notably Hattie and Timperley's (2007) concept of informed feedback. Lastly, depending on assessment findings, teachers actively include students in planning improvements. In line with Bandura's Social Cognitive Theory, this collaborative approach gives students the power to actively participate in their educational process (Bandura, 1991).

There is other research that was researched in Yogyakarta State University by Dinar Tyas Hutami, Nur Hidayanto Pancoro Setyo Putro (2023). The research was talked about investigating teachers' language assessment literacy in the implementation of the Merdeka belajar (freedom of learning) curriculum. As the result, it says that intended to draw attention to crucial language assessment literacy practices, knowledge, and skills in the Merdeka Belajar curriculum's implementation. The findings of this study have global implications for various education and EFL stakeholders, as they concern teacher training programs and educational establishments. According to the study, EFL teachers' assessments of assessment skill and practice are significantly influenced by pre-service assessment courses. It is therefore

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advised that language teachers enrolled in the EFL preparation program continue to receive evaluation courses in order to improve their assessment literacy when implementing the Merdeka Belajar curriculum. Second, teacher preparation programs review the language assessment provisions they currently have in place. Lastly, these schools must immediately integrate the many assessment domains described in this study into their theoretical and applied assessment courses. The study also addressed the need for new instrument creation to measure instructors' LAL and a framework to evaluate teachers' LAL, which made a contribution to the fields of educational evaluation and EFL. The results of this study supported those of other previous studies showing that instructors continue to have assessment literacy gaps even with better pre-service assessment training.

The last relevant research also came from 2023, talked about the implementation of assessment in teaching English in Merdeka curriculum conducted by Dewa Ayu Made Juli Astari, Ni Nyoman Padmadewi, Ni Luh Putu Eka Sulistia Dewi from Ganesha Education University. It is concluded that Based on characteristic implementation formative assessment, the Merdeka curriculum's implementation assessment principle, the evaluation principle for English language learning, and the implementation assessment procedure, both teachers had integrated formative assessments with profile pancasila students in English. The investigator discovered, nevertheless, that neither of the teachers had used the assessment. Instructors A and B did not analyze the formative assessment results using a scoring rubric. Aside than

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that, Teacher B did not comment on how well the students performed throughout the use of formative assessment.

In conclusion, the similarity between previous research and this research is that both examine the application of assessment in Merdeka curriculum. The difference is that some previous studies discuss certain types of assessment with Merdeka curriculum, while this research does not focus on one particular type of assessment.

C Conceptual Framework

A conceptual framework is an arrangement of questions and techniques for quantifying and interpreting research variables that directs researchers (Liehr and Smith, 1999). In this research, the concerns about the implementation of assessment in Merdeka curriculum by English teacher.

Assessment can be interpreted as a process of obtaining information in any form that can be used as a basis for making decisions about students both regarding the curriculum of the school learning program and its policies. Apart from that, assessment is also influenced by various factors, including curriculum, paradigm shift, technique of assessment, instrument of assessment, and achievement of learning objective. Its all leads to processing of the result with the various form. Finally, it is made learning outcome report.

Three kinds of assessment:

1. Diagnostic assessment
2. Formative assessment

3. Summative assessment

In Merdeka Curriculum, assignment techniques are divided into seven techniques:

1. Observation
2. Performance test
3. Project
4. Written test
5. Oral test
6. Assignment
7. Portfolio

Based on Ministry of Education and Culture (2022), there are five principle of assessment:

1. The assessment as an integrated part of the learning process, the facilitation of learning, and the provision of holistic information, as feedback to teachers.
2. Assessments are designed and carried out in accordance with the function of the assessment, with the flexibility to determine the technique and timing of the assessment to be effective in achieving learning objectives.
3. Assessments are designed in a fair, proportional, valid, and reliable to explain learning progress, determine decisions about steps and as a basis for develop an appropriate learning program appropriate learning program further.

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4. Learning progress and learner achievement reports are simple and informative, providing useful information about character and competencies achieved, as well as follow-up strategies.
5. Assessment results are used by learners, teachers, educational staff, and parents/guardians as reflection material to improve the quality of learning.

Assessment without feedback becomes merely administrative data that provides limited contribution to improving the quality of learning and assessment practices. Therefore, assessment results should be utilized as meaningful feedback for teachers to reflect on and evaluate their instructional practices. The results of student assessments within a certain period can serve as a basis for reflective analysis to enhance the effectiveness of assessment implementation. In conducting the reflection process, teachers can focus on several aspects, including:

1. Challenges faced during the implementation of assessment.
2. Things that need improvement in future assessment practices.
3. Aspects of assessment implementation in the Merdeka Curriculum that require further development.
4. Strategies to overcome challenges encountered in the assessment process.
5. Indicators of successful assessment implementation.

A. Research Design

The qualitative research design method was used in this study, because this approach was more specific in conducting research related to individuals, processes, activities, and events, as mentioned by Creswell (2014). Compared to quantitative research methods, qualitative methods showed a different approach to scholarly inquiry. While the procedures were similar, qualitative approaches relied on image and textual data, had distinct data analysis steps, and used a variety of designs. Because of from the actual events, qualitative researcher had frequently gathered data in the field at the location where participants experienced the topic or problem they were studying. This in-depth knowledge had came about by interacting with individuals face-to-face and observing how they behaved and acted in the given situation. Then, using the researcher as a main instrument indicated that qualitative researcher had obtained data on their own by examine documents, observing people's behavior, or conducting participant interviews. The information had been genuinely gathered by the researchers, also as related with the formulation of the problem that contain about English teachers implement formative assessment and view their experiences.

In this research, the researcher used a descriptive qualitative approach because it gave the narrative, descriptive, and non-numerical nature of the data. Therefore, the descriptive qualitative method of research included data

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analysis that involved reliable and accurate data summaries (Gay et all, 2012).

As a result, the researcher had used observation, interview and document as instrument to examine the application of teaching English assessment in Merdeka curriculum.

B. Time and Location of the Research

The research had been conducted in April 2025. The study had taken place at MAN 3 Pekanbaru, which was located on Karya Guru Street, Tuah Madani, Tampan District, Pekanbaru City, Riau Province.

C. Subject and Object of the Research

The participants of this research had been taken from teachers who had already implemented the Merdeka Curriculum in their classes. In this school, there were English teachers who taught English lessons at MAN 3 Pekanbaru based on the Merdeka Curriculum. The English teachers were the subjects of analysis in this research. As for the object, this analysis focused on the application of assessment in the Merdeka Curriculum by English teachers.

D. Participant of the Research

The researcher had used a purposive sampling technique in choosing the research participants. According to Creswell (2014), the researcher carefully selected the subjects and the location in order to identify the phenomenon. In this research, the researcher had chosen two English teachers to find out the phenomenon. The participants were selected based on specific characteristics required for this study. First, because this research was related

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to English lessons, the participants had to be English teachers at the school. Second, the teachers had already implemented the Merdeka Curriculum in their English assessments in class. Lastly, the participants were expected to provide extensive information about their opinions, knowledge, and experiences.

E Technique of Collecting Data

To collect the data in this research, the researcher had used several methods of data collection and research instruments. The instruments that had been used included observation, interview, and document analysis.

1. Observation

Observation had been conducted by the researcher to collect data by observing teachers during classroom activities. In this study, the researcher did not participate as a teacher or as someone who interacted with the participants (passive participant). The researcher only observed how the teachers taught and provided assessments to their students during the teaching and learning process until the class was over. The researcher had observed the overall classroom condition, including how the teachers implemented English assessment and how the students responded to the learning activities. This observation aimed to explore how English assessment had been applied in the Merdeka Curriculum.

No.	Principle	Statement
1.	<p>The assessment as an integrated part of the learning process, the facilitation of learning, and the provision of holistic information, as feedback to teachers.</p>	Teacher plan an assessment at the beginning of the lesson.
		Teacher designs learning process based on learning outcomes.
		Teacher gives feedback to students in the form of sentences.
		Teacher involves students during the assessment.
		Teacher provides opportunities for students to reflect on the assessment results.
2.	<p>Assessments are designed and carried out in accordance with the function of the assessment, with the flexibility to determine the technique and timing of the assessment to be effective in achieving learning objectives.</p>	Teacher explains the learning objectives at the beginning of the lesson.
	Teacher use various assessment techniques according to the function and purpose of the assessment.	
3.	<p>Assessments are designed in a fair, proportional, valid, and reliable to explain learning progress, determine decisions about steps and as a basis for develop an appropriate learning program appropriate learning program further.</p>	Teacher provides sufficient time for the assessment to be an optimal learning process.
	Teacher determines success criteria and explains them to students so they know what to achieve.	
	Teacher collaborates in designing	

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		the assessment so that it fits the purpose of the assessment.
		Teacher uses the assessment results to determine the next steps.
4.	Learning progress and learner achievement reports are simple and informative, providing useful information about character and competencies achieved, as well as follow-up strategies.	<p>Teacher compiles learning progress reports in a concise manner that is easily understood by students and parents.</p> <p>Teacher provides regular feedback to students and discuss follow-up with parents.</p>
5.	Assessment results are used by learners, teachers, educational staff, and parents/guardians as reflection material to improve the quality of learning.	<p>Teacher provides time to read, analyze and reflect on assessment results.</p> <p>Teacher uses the assessment results for discussion to determine what is working well and what needs improvement.</p> <p>Teacher provides regular feedback to students and discuss follow-up with parents.</p>

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2. Interview

This study had used interviews to collect information or data through oral interaction. In conducting the interviews, the researcher had prepared research instruments in the form of written questions. Through this structured interview, each respondent was given the same set of questions, and the researcher recorded their responses. Therefore, data collection had also involved several interview sessions as supporting instruments. During the interviews, in addition to bringing the interview guidelines, the researcher had also used recording devices to help the process run smoothly.

3. Document

In this study, the researcher used document sources as well as to support and complement the data obtained from observations and interviews. The documentation consisted of various assessment materials or documents used by teachers as evidence of their implementation of English assessment in the Merdeka Curriculum.

The Technique of Data Analysis

Data analysis had been carried out by the researcher to accurately organize and interpret the data after it had been collected (Hitchcock & Hughes, 2002). It could be defined that data analysis was the process of analyzing the information obtained from the research results. In this study, the research data had been obtained from the results of interviews and

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documentation. The researcher had applied data analysis techniques using a qualitative approach. The qualitative data from this study were analyzed based on the existing phenomena to determine the field conditions.

According to Miles and Huberman (1994), the activities of data analysis were divided into four stages: data collection, data reduction, data presentation, and conclusion drawing.

1. Data Collection, the researcher had been in the process of searching for, recording, and collecting information relevant to the research problem. This process had been conducted systematically and objectively in order to answer the research questions. In this study, the researcher had used interviews and documentation as data collection techniques.
2. Data Reduction, the researcher do the next stage after the research data is obtained after the data had been collected, namely data reduction. This process was conducted to identify and select the results of interviews and observation, and documents that were relevant to the assessment practices in the Merdeka Curriculum by English teachers.
3. Data Presentation, the researcher had described the research findings after the data had been reduced in the previous step. This process was carried out to present only the data that were relevant to the research focus—namely, the implementation of assessment in the Merdeka Curriculum by English teachers. The selected data were analyzed and compared with the findings in the field.

4. Conclusion, the researcher had drawn preliminary conclusions after completing several stages of data analysis. The results of the field study had been used to support the findings. Drawing and summarizing the data aimed to identify the final conclusions of the overall research problem. Therefore, the researcher had detailed all the data systematically from the beginning. After several stages of selection and verification, the final conclusions were obtained.

A. Conclusion

Based on the results of the research that has been carried out at MAN 3

Pekanbaru, the researcher has drawn several conclusions as follows:

1. Overall, teachers have succeeded in implementing the assessment of the Merdeka Curriculum quite optimally, as reflected in their consistent efforts to use various assessment methods that are in accordance with the curriculum principles. Teachers have been able to utilize technology and apply more creative approaches to assess students' learning processes and outcomes holistically. With continuous commitment and adequate support, teachers are expected to further improve the quality of assessments so that learning becomes more meaningful and oriented toward each learner's progress.
2. Despite having faced several obstacles such as limited training and uneven understanding, teachers have generally implemented the Merdeka Curriculum assessment quite well in the learning process. They have demonstrated real efforts to adapt various contextual methods and have attempted to utilize technology as an assessment tool. These existing challenges have provided opportunities for teachers to continue learning and innovating to improve the quality of assessments in accordance with curriculum principles that emphasize the holistic development of students'

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competencies and character. With continuous support and guidance, it is expected that the implementation of the Merdeka Curriculum assessment can be further optimized and provide positive impacts on both the learning process and students' overall development.

Suggestion

Based on the conclusions presented above, several suggestions have been formulated as follows:

1. For Teachers

Teachers who have implemented assessment in the Merdeka Curriculum need to be creative, since assessment no longer serves merely to measure learning outcomes but also functions as an integral part of the learning process itself. Teachers have been required to design assessments that are diverse, meaningful, and appropriate to students' needs, such as through projects, portfolios, or self-reflection activities.

2. For School

Schools are expected to organize specific training programs on assessment in the Merdeka Curriculum so that teachers can gain a deeper understanding of the principles, objectives, and techniques that align with this new approach. Through such training, teachers can move away from traditional assessment practices that focus only on numerical results and begin to implement more holistic and varied assessments that better support student development.

3. For Researcher

It is hoped that this research can provide useful insights and references regarding the implementation of assessments in the Merdeka Curriculum. Furthermore, future researchers are encouraged to conduct more in-depth studies so that information, innovation, and best practices in the field of assessment can continue to develop and contribute to the sustainable improvement of education quality in Indonesia.

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APPENDICES



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APPENDIX I

Research Instrument

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Observation Checklist

Implementation of Assessment in Merdeka Curriculum by English Teacher of Senior High School

Day : :

Teacher:

Date : :

Subject:

No.	Statement	Yes	No
1.	Teacher plan an assessment at the beginning of the lesson.		
2.	Teacher designs learning process based on learning outcomes.		
3.	Teacher gives feedback to students in the form of sentences.		
4.	Teacher involves students during the assessment.		
5.	Teacher provides opportunities for students to reflect on the assessment results.		
6.	Teacher designs assessments to improve students' competencies.		
7.	Teacher explains the learning objectives at the beginning of the lesson.		
8.	Teacher use various assessment techniques according to the function and purpose of the assessment.		
9.	Teacher provides sufficient time for the assessment to be an optimal learning process.		
10.	Teacher determines success criteria and explains them to students so they know what to achieve.		
11.	Teacher collaborates in designing the assessment so that it fits the purpose of the assessment.		
12.	Teacher uses the assessment results to determine the next steps.		

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Regards,
English Teacher

Pekanbaru,

Fyonie Cahyaning Putri



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Interview Protocol

Implementation of Assessment in Merdeka Curriculum by English Teacher of Senior High School

Date : ..

Time : ..

Location : ..

Interviewer : ..

Interviewee : ..

Interview Protocol

1. What are the challenges that teachers face this semester/year when implementing assessments in the Merdeka curriculum?
2. What can teachers do to be better next time related to assessment in the Merdeka curriculum?
3. What things need to be improved in the assessment of the Merdeka curriculum?
4. How do teachers overcome the challenges faced when implementing assessments in the Merdeka curriculum?
5. What are the aspects of success when implementing assessment in the Merdeka curriculum?

(Source: Anggraena, Y., Ginanto, D., Felicia, N., Andiarti, A., Herutami Indriyanti, H., Alhapip, L., & Setiyowati, D. (2022). *Panduan pembelajaran dan asesmen kurikulum 2022: Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah*. Kemendikbudristek)

Regards,
English Teacher

Pekanbaru,
Interviewer

Fyonie Cahyaning Putri

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Document Analysis

Implementation of Assessment in Merdeka Curriculum by English Teacher of Senior High School

Day :
Date :

Teacher:
Subject:

No.	The Indicator of Asessment in Merdeka Curriculum	Exist	Doesn't Exist
1.	Sylabus		
2.	Lesson plan		
3.	Observation		
4.	Performance Test		
5.	Project		
6.	Written Test		
7.	Oral Test		
8.	Assignment		
9.	Portfolio		
10.	Rubric		
11.	Checklist		
12.	Anecdotal Notes		
13.	Students Growth Chart		

(Source: Anggraena, Y., Ginanto, D., Felicia, N., Andiarti, A., Herutami Indriyanti, H., Alhapip, L., & Setiyowati, D. (2022). Panduan pembelajaran dan asesmen kurikulum 2022: Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah. Kemendikbudristek)

Regards,
English Teacher

Pekanbaru,

Fyonie Cahyaning Putri



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APPENDIX II

The Fill of Research Instrument

UIN SUSKA RIAU

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Teacher 1

Name: Indri Hidayaturrahmi, S.Pd.

Date: 23 April 2025

1. Apa saja aspek keberhasilan saat pengimplementasian asesmen dalam kurikulum Merdeka?

Guru perlu mengetahui perbedaan gaya belajar setiap anak. Ada yang kinestetik, visual, dan auditori. Intinya, guru itu harus tau siswanya seperti apa sehingga tahu asesmen seperti apa yang cocok dan tidak cocok untuk murid. Kalau kinestetik, ya lebih suka bergerak. Begitu juga dicocokkan sama yang visual yang cocok melalui gambar dan auditori yang cocok dengan suara. Barulah murid bisa paham dengan materi. Jadi sebetulnya setiap murid berbeda-beda karena ada yang pemula, ada yang tahap lanjut. Jadi bisa menentukan asesmen yang cocok.

2. Hal apa saja yang perlu ditingkatkan dalam asesmen di kurikulum Merdeka?

Kurikulum Merdeka itu sudah bebas dan fleksibel, sehingga balik lagi ke pemahaman setiap guru tentang tipe-tipe asesmen seperti formatif, sumatif, dan diagnostic. Harus memahami soal ini. Namun ada beberapa guru yang hanya fokus ke pemberian materi saja dibanding lebih fokus dengan pemberian asesmen.

3. Apa yang bisa dilakukan oleh guru agar bisa menjadi lebih baik di waktu berikutnya terkait dengan asesmen di kurikulum Merdeka?

Masih sama, yaitu untuk mendapat pelatihan mengenai kurikulum Merdeka yang lebih cukup, karena tidak semua MGMP (Musyawarah Guru

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Mata Pelajaran) itu masih aktif dan hidup. Pelatihan mengenai kurikulum ini masih kurang.

4. Apa saja tantangan yang guru hadapi dalam semester/tahun ini saat mengimplementasikan assessmen di kurikulum Merdeka?

Sebetulnya, kalau untuk benar-benar menerapkan kurikulum Merdeka ini, waktunya tidak cukup kalau hanya mengandalkan 2 jam pelajaran yang 80 menit. Takkan bisa seleluasa yang diharapkan kalau benar-benar ingin sampai ke tahap refleksi. Belum lagi dengan administrasi. Pembagiannya semakin banyak.

5. Bagaimana cara guru mengatasi tantangan-tangan yang dihadapi saat mengimplementasikan assessment pada kurikulum Merdeka?

Kurikulum Merdeka kan sebetulnya udah technology-based gitu. Ini udah era teknologi juga. Jadi bisa memanfaatnya teknologi, tidak hanya bergantung dengan cara lama seperti ceramah atau hanya dikasih tugas saja. asesmen yang baik muncul dari pemahaman yang baik. Dan juga murid sudah terbiasa menggunakan laptop dan hp. Kedua alat itu sudah terbiasa digunakan di kelas. Jadi divariasikan saja dengan penggunaan teknologi. Lalu sesuai yang tadi, pemahaman tentang kurikulum Merdeka itu belum merata di seluruh guru. Jadi tidak ada salahnya kalau andaikan ingin berkolaborasi dengan guru lain.



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Teacher 2

Name: Armi Hartati, S.Pd.

Date: 23 April 2025

1. Apa saja aspek keberhasilan saat pengimplementasian asesmen dalam kurikulum Merdeka?

Setelah memberi asesmen yang dikira sesuai, setelahnya juga penting yaitu refleksi. Guru tidak hanya memberikan asesmen namun juga perlu refleksi setelahnya, tentang asesmen yang telah diberikannya ke siswa, seperti apakah bisa dimengerti atau tidak, sudah sesuai atau tidak.

2. Hal apa saja yang perlu ditingkatkan dalam asesmen di kurikulum Merdeka?

Pelatihan lebih lanjut tentang kurikulum. Kurikulum ini dibilang baru pun tidak terlalu juga, namun pelatihan mengenai kurikulum masih kurang dan minim sekali. Beberapa guru masih menyamakan kurikulum Merdeka dengan kurikulum sebelumnya karena sudah terbiasa dengan cara sebelumnya.

3. Apa yang bisa dilakukan oleh guru agar bisa menjadi lebih baik di waktu berikutnya terkait dengan asesmen di kurikulum Merdeka?

Asesmen itu kan tidak hanya dari guru, namun juga bisa dari siswa, oleh siswa, untuk siswa. Tidak ada salahnya untuk menerapkan peer-assessment. Ada yang sudah menerapkan beberapa kali. Jadi mereka bisa tahu kemampuan mereka, semacam reflektif juga.

4. Apa saja tantangan yang guru hadapi dalam semester/tahun ini saat mengimplementasikan asesmen di kurikulum Merdeka?

Kekurangan pemahaman tentang kurikulum Merdeka yang memang belum merata di seluruh guru. Belum lagi sebelumnya murid-murid sudah terbiasa



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Observation Checklist

Implementation of Assessment in Merdeka Curriculum by English Teacher of Senior High School

Teacher: Armi Hartati, S.Pd

Subject: English

X8 Entrepreneur class

Wednesday

23 April 2025

Day

Date



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Legardi English Teacher

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ARTATI, S.Pd

Pekanbaru, 23 April 2025

Fyonie Cahyaning Putri

State Islamic University of Sultan Syarif Kasim Riau

UIN SUSKA RIAU

Interview Protocol

Implementation of Assessment in Merdeka Curriculum by English Teacher of Senior High School

: Wednesday, 23 April 2025

Interviewer : Fyonie Cahyaning Putri

: 10.44

Interviewee : ARMI HARTATI, Spd

: MAN 3 Pekanbaru

What are the aspects of success when implementing assessment in the Merdeka curriculum?

What things need to be improved in the assessment of the Merdeka curriculum?

What can teachers do to be better next time related to assessment in the Merdeka curriculum?

What are the challenges that teachers face this semester/year when implementing assessments in the Merdeka curriculum?

How do teachers overcome the challenges faced when implementing assessments in the Merdeka curriculum?

Regards,
English Teacher


ARMI HARTATI, Spd

Pekanbaru, 22 April 2025

Interviewer



Fyonie Cahyaning Putri



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Wednesday
April 2025

Document Analysis

Implementation of Assessment in Merdeka Curriculum by English Teacher of Senior High School

Teacher: ARMI HARTATI, S.Pd

Subject: English

	The Indicator of Assessment in Merdeka Curriculum	Exist	Doesn't Exist
1. Syllabus		✓	
2. Lesson plan		✓	
3. Observation		✓	
4. Performance Test		✓	
5. Project		✓	
6. Written Test		✓	
7. Oral Test		✓	
8. Assignment		✓	
9. Portfolio		✓	
10. Rubric		✓	
11. Checklist		✓	
12. Anecdotal Notes			✓
13. Students Growth Chart			✓

(Sumber: Anggraena, Y., Ginanto, D., Felicia, N., Andiarti, A., Herutami Indriyanti, H., Alhapip, L., & Setiyowati, D. (2022). Panduan pembelajaran dan asesmen kurikulum 2022: Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah. Kemendikbudristek)

Pekanbaru, 23 April 2025

Regards,
English Teacher

ARMI HARTATI, S.Pd

Fyonie Cahyaning Putri



Observation Checklist

Implementation of Assessment in Merdeka Curriculum by English Teacher of Senior High School

Tuesday
22 April 2025
X7 Multimedia classTeacher: Indri Hidayaturrahmi, S.Pd
Subject: English

No.	Statement	Yes	No
1.	Teacher plan an assessment at the beginning of the lesson.	✓	
2.	Teacher designs learning process based on learning outcomes.	✓	
3.	Teacher gives feedback to students in the form of sentences.	✓	
4.	Teacher involves students during the assessment.	✓	
5.	Teacher provides opportunities for students to reflect on the assessment results.	✓	
6.	Teacher designs assessments to improve students' competencies.	✓	
7.	Teacher explains the learning objectives at the beginning of the lesson.	✓	
8.	Teacher use various assessment techniques according to the function and purpose of the assessment.	✓	
9.	Teacher provides sufficient time for the assessment to be an optimal learning process.	✓	
10.	Teacher determines success criteria and explains them to students so they know what to achieve.	✓	✓
11.	Teacher collaborates in designing the assessment so that it fits the purpose of the assessment.		✓
12.	Teacher uses the assessment results to determine the next steps.	✓	
13.	Teacher compiles learning progress reports in a concise manner that is easily understood by students and parents.		✓
14.	Teacher provides regular feedback to students and discuss follow-up with parents.	✓	✓
15.	Teacher provides time to read, analyze and reflect on assessment results.	✓	
16.	Teacher uses the assessment results for discussion to determine what is working well and what needs improvement.	✓	
17.	Teacher provides regular feedback to students and discuss follow-up with parents.		✓

(Source: Anggraena, Y., Ginanto, D., Felicia, N., Andiarti, A., Herutami Indriyanti, H., Alhapip, I., & Setiowati, D. (2022). Panduan pembelajaran dan asesmen kurikulum 2022: Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah. Kemendikbudristek)



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Hidayaturrahmi, S.Pd
English Teacher

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Fyonie Cahyaning Putri

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: Tuesday, 22 April 2025

Interviewer : Fyonie Cahyaning Putri

: 10.44

Interviewee : Indri Hidayaturrahmi, S.Pd

: MAN 3 Pekanbaru

Interview Protocol

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Regards,

English Teacher



Indri Hidayaturrahmi, S.Pd

Sultan Syarif Kasim Riau

Pekanbaru, 22 April 2025

Interviewer



Fyonie Cahyaning Putri

Document Analysis

Implementation of Assessment in Merdeka Curriculum by English Teacher of Senior High School

: Tuesday

: 22 April 2025

Teacher: Indri Hidayaturrahmi, S.Pd

Subject: English

No.	The Indicator of Asessment in Merdeka Curriculum	Exist	Doesn't Exist
1.	Sylabus	✓	
2.	Lesson plan	✓	
3.	Observation	✓	
4.	Performance Test	✓	
5.	Project	✓	
6.	Written Test	✓	
7.	Oral Test	✓	
8.	Assignment	✓	
9.	Portfolio	✓	
10.	Rubric	✓	
11.	Checklist	✓	
12.	Anecdotal Notes	✓	
13.	Students Growth Chart	✓	✓

Source: Anggraena, Y., Ginanto, D., Felicia, N., Andiarti, A., Herutami Indriyanti, H., Alhapip, L., & Setiowati, D. (2022). *Panduan pembelajaran dan asesmen kurikulum 2022: Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah*. Kemendikbudristek)

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Pekanbaru, 22 April 2025

Regards,

English Teacher

Hidayaturrahmi



Fyonie Cahyaning Putri



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APPENDIX III

Syllabus

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ELEMENTS - CP - TP - ATP

Mata Pelajaran : Bahasa Inggris
Kelas : X
Penyusun : Misianto, S.Pd.,

ELEMEN /Skill	CP/KI	TP/KD (Kompetensi/kata kerja + Bantuan Materi/kata benda)	ATP/Silabus	MATERI POKOK/KONSEP	TARGET PROFIL PELAJAR PANCASILA	SEMESTER	ALOKASI WAKTU
Menyimak – Berbicara	Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebangku dan orang lain tentang perkembangan.	1. Menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebangku dan orang lain tentang perkembangan. 2. Menggunakan pertanyaan dalam perkembangan. 3. Merespon pertanyaan dalam perkembangan. 4. Menggunakan strategi memulai dan mempertahankan percakapan dan diskusi tentang pertemuan. 5. Memahami ide utama dan detail relevan dari diskusi atau presentasi tentang perkembangan. 6. Mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi tentang perkembangan. 7. Menggunakan elemen non-verbal saat perkembangan. 8. Menggunakan bahasa Inggris untuk menyampaikan/temberikan opini/pendapat. 9. Menggunakan bahasa Inggris untuk membahas minat. 10. Membuat perbandingan.	1. Mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi tentang perkembangan. 2. Memahami ide utama dan detail relevan dari diskusi atau presentasi tentang perkembangan. 3. Menggunakan pertanyaan dalam perkembangan. 4. Merespon pertanyaan dalam perkembangan. 5. Menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebangku dan orang lain tentang perkembangan. 6. Menggunakan strategi memulai dan mempertahankan percakapan dan diskusi tentang perkembangan. 7. Menggunakan elemen non-verbal saat perkembangan. 8. Menggunakan bahasa Inggris untuk menyampaikan/temberikan opini/pendapat. 9. Menggunakan bahasa Inggris untuk membahas minat. 10. Membuat perbandingan.	1. Pertemuan: a. Jutis diri & hubungs nkeluarga b. elemen non- verbal 2. Opinion Interest Comparison	1 1 1 1 1 1 1 1 1 1	1	2 x 2 JP

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1. Memberikan penilaian dan saranan terhadap hasil penelitian dan karya ilmiah yang diajukan	2. Memberikan bantuan teknis dalam penyelesaian masalah ilmiah	3. Memberikan bantuan teknis dalam penyelesaian masalah teknologi	4. Memberikan bantuan teknis dalam penyelesaian masalah sosial	5. Memberikan bantuan teknis dalam penyelesaian masalah ekonomi	6. Memberikan bantuan teknis dalam penyelesaian masalah politik	7. Memberikan bantuan teknis dalam penyelesaian masalah sosial	8. Memberikan bantuan teknis dalam penyelesaian masalah teknologi	9. Memberikan bantuan teknis dalam penyelesaian masalah ilmiah	10. Memberikan bantuan teknis dalam penyelesaian masalah sosial
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1. Memberikan penilaian dan saranan terhadap hasil penelitian dan karya ilmiah yang diajukan	2. Memberikan bantuan teknis dalam penyelesaian masalah ilmiah	3. Memberikan bantuan teknis dalam penyelesaian masalah teknologi	4. Memberikan bantuan teknis dalam penyelesaian masalah sosial	5. Memberikan bantuan teknis dalam penyelesaian masalah ekonomi	6. Memberikan bantuan teknis dalam penyelesaian masalah politik	7. Memberikan bantuan teknis dalam penyelesaian masalah sosial	8. Memberikan bantuan teknis dalam penyelesaian masalah teknologi	9. Memberikan bantuan teknis dalam penyelesaian masalah ilmiah	10. Memberikan bantuan teknis dalam penyelesaian masalah sosial

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APPENDIX IV

Recommendation Letters

UIN SUSKA RIAU



Pekanbaru, 17 Maret 2023

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Hak Cipta dan Kekayaan Intelektual
dilakukan dengan hormat

Universitas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Jl. Muhammadiyah 12
Pekanbaru
Riau 28141
Indonesia
Telp. 071-74112008012017
E-mail: faurinaanastasia@uinsuska.ac.id
Wr. Wb

1. Dilarang mengambil bagian atau seluruh karya tulis ini tanpa mencantumkan sumber dan tujuan
a. Pengutipan hanya untuk keperluan pendidikan, penelitian, penulisan laporan, penyusunan laporan
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: Permohonan SK pembimbing

:

Tarbiyah dan Keguruan
UIN SUSKA RIAU

1. Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Fyonie Cahyaning Putri
NIM / HP : 12010426535 / 082288879817

Tempat / tanggal lahir : Dumai / 02 Juli 2002

Semester / Tahun : VI / 2023

Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan
judul **"THE EFFECTIVENESS OF PERFORMANCE-BASED ASSESSMENT
TOWARDS STUDENTS' SPEAKING SKILL AT SMAN BINSUS DUMAI"**

Apabila pembimbing yang direkomendasikan oleh ketua jurusan adalah Dr. Nur Aisyah
Zukifli, M.Pd.

Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat
mempertimbangkan, atas perhatian saya ucapan terima kasih.

MENGETAHUI
Ketua Jurusan

Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Universitas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Jl. Muhammadiyah 12
Pekanbaru
Riau 28141
Indonesia
Telp. 071-74112008012017
E-mail: faurinaanastasia@uinsuska.ac.id
Wr. Wb

Hormat Saya,

Fyonie Cahyaning Putri
NIM. 12010426535

Hak Cipta Dihindungi Undang-Undang
Nomor 19 Tahun 2009
Hak Cipta milik UIN Suska Riau

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Un.04/F.II.4/PP.00.9/6464/2023

Pekanbaru, 24 Maret 2023

: Biasa

: *Pembimbing Skripsi*

Kepada

Yth. Dr. Nur Aisyah Zulkifli, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu 'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : FYONIE CAHYANING PUTRI
NIM : 12010426535
Jurusan : Pendidikan Bahasa Inggris
Judul : The Effectiveness of Performance-Based Assessment Towards Students' Speaking Skill at SMAN Binsus Dumai
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wa s s a l a m
an. Dekan

Wakil Dekan I

Dr. Zarkasih, M. Ag.

NIP. 19721017199703 1 004





**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

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: Dr. Nur Aisyah Zulkifli, M. Pd.
 : 19850619 200912 2 008
 : Fyonie Cahyaning Putri
 : 12010426535
 : Bimbingan Skripsi

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1. Mei 2024	Konsultasi judul		Revised
2. Mei 2024	Bab 1		Revised
3. Juni 2024	Bab 1 dan Bab 2		Revised
4. Juli 2024	Bab 1 dan Bab 2		Revised
5. Agustus 2024	Bab 1 dan Bab 3		Revised
6. September 2024	Bab 3		Revised
7. September 2024	Approved for proposal seminar		ACC

Pekanbaru, 30 Oktober 2025
Pembimbing,

Dr. Nur Aisyah Zulkifli, M. Pd.
NIP. 19850619 200912 2 008



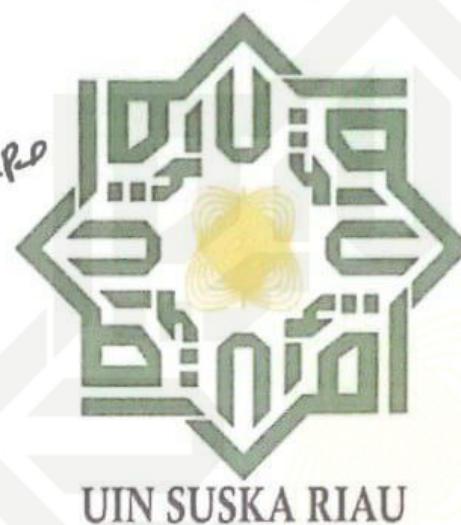
UIN SUSKA RIAU

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Fakultas Tarbiyah dan Keguruan
Senior High School

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RESEARCH PROPOSAL

IMPLEMENTATION OF ASSESSMENT IN MERDEKA CURRICULUM BY ENGLISH TEACHER OF SENIOR HIGH SCHOOL



BY
FYONIE CAHYANING PUTRI
SIN. 12010426535

State Islamic University of Sultan Syarif Kasim Riau

FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1445 H/2024 M



**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Fajar Cahyuning Putri

12210126575

Senin / 7 Oktober 2024

Implementation of Assessment in Merdeka

Curriculum By English Teacher of Senior High School

Nama Mahasiswa
Nomer Induk Mahasiswa
Hari Lahir
Judiul Proposal
Kata dan pernyataan
Hak Cipta Dilindungi Undang-Undang
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NO

URAIAN PERBAIKAN

Revise background (make it specific)

Revise identification of the problem

Revise numbering system

Revise relevant research

Revise page 30

Revise past tense on chapter III

Add blueprint of observation & interview

Revise references

Check the quotation & references

See example notes

Revise operational concept

Revise karya tulis ini tanpa mencantumkan dan menyebutkan sumber.



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
 Alamat: Jl. H. R. Soebrantas Km. 15 Tampan, Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : **Fyonie Cahyaning Putri**
 Nomer Induk Mahasiswa : **12010426535**
 Hari/Tanggal Ujian : **Senin, 07 Oktober 2024**
 Judul Porposal Ujian : **Implementation of Assessment in Merdeka Curriculum by English Teacher of Senior High School**
 Isi Proposal : **Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian**

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Nelvia Ibrahim,M.Pd.	PENGUJI I		
2.	Rizki Amelia,M.Pd.	PENGUJI II		

Pekanbaru, 18 Januari 2025
 Peserta Ujian Proposal

Fyonie Cahyaning Putri
 NIM. 12010426535



Mengetahui
 a.n.
 Dekan
 Wakil Dekan I
 Dr. Zarkasih, M.Ag.
 NIP. 19721017 199703 1 004

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Pekanbaru, 26 September 2024

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Hak Cipta



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU
MADRASAH ALIYAH NEGERI 3 KOTA PEKANBARU**

**AKREDITASI : A**

(NSM : 13.1.1.14.71.0003 NPSN.69995182)

JL. HR. Soebrantas KM 14,5 Kecamatan Tuah Madani – Pekanbaru

Website: <http://www.man3pekanbaru.sch.id> E-mail : man3gemilang@gmail.com

13 November 2024

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State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta : 929/Ma.04.3/TL.00/11/2024

Status : Biasa

Pengaruh : Balasan PraRiset

Yth.

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau
di
Pekanbaru

Assalamualaikum'alaikum warohmatullahi wabarakatuh

Berdasarkan Surat Dekan Fakultas Tarbiyah dan Keguruan No : Un.04/F.II.3/PP.00.9/21784/2024 tanggal 01 Oktober 2024 perihal permohonan izin Pra Riset atas nama:

Nama	:	Fyonie Cahyaning Putri
NIM	:	12010426535
Semester/Tahun	:	IX (Sembilan) 2024
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan UIN Suska Riau

Dengan ini disampaikan bahwa nama yang tersebut diatas telah selesai melakukan Pra Riset di MAN 3 Kota Pekanbaru.

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Marzuki

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2. Yang bersangkutan.

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REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/71890
TENTANG



PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

1.04.02.01

Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Keterangan **U** ketepatan **U**set dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : B11354/In.04/F.II/PP.00.9/01/2025 Tanggal 22 Januari 2025, dengan ini memberikan rekomendasi kepada:

1. Nama	: FYONIE CAHYANING PUTRI
2. NIK / KTP	: 120104265350
3. Program Studi	: PENDIDIKAN BAHASA INGGRIS
4. Jenjang	: S1
5. Alamat	: PEKANBARU
6. Judul Penelitian	: IMPLEMENTATION OF ASSESSMENT IN MERDEKA CURRICULUM BY ENGLISH TEACHER OF SENIOR HIGH SCHOOL
7. Lokasi Penelitian	: MAN 3 KOTA PEKANBARU

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Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 23 Januari 2025



Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU

UIN SUSKA RIAU

Tembusan :
Disampaikan Kepada Yth :

Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
Walikota Pekanbaru
Up. Kaban Kesbangpol dan Linmas di Pekanbaru
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
Yang Bersingkutan



E-1314/Un.04/F.II/PP.00.9/01/2025

Pekanbaru, 22 Januari 2025 M

Hak Cipta

Biasa

PI (Satu) Proposal

Mohon Izin Melakukan Riset

Kepada

Yth. Gubernur Riau

Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu

Satu Pintu

Provinsi Riau

Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Fyonie Cahyaning Putri
NIM	: 12010426535
Semester/Tahun	: IX (Sembilan) / 2025
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Implementation Of Assessment In Merdeka Curriculum By English Teacher Of Senior High School

Lokasi Penelitian : MAN 3 Kota Pekanbaru

Waktu Penelitian : 3 Bulan (22 Januari 2025 s.d 22 April 2025)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Pembusan :
Sektor UIN Suska RiauSektor UIN Suska Riau
Sebutu masalah.



PEMERINTAH KOTA PEKANBARU

BADAN KESATUAN BANGSA DAN POLITIK

GEDUNG LIMAS KAJANG LANTAI III KOMP. PERKANTORAN PEMKO. PEKANBARU
JL. ABDUL RAHMAN HAMID KOTA PEKANBARU



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UIN SUSKA RIAU

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Dasar

SURAT KETERANGAN PENELITIAN

Nomor : BL.04.00/Kesbangpol/268/2025



Dasar :

- Undang-Undang Republik Indonesia Nomor 14 Tahun 2008 Tentang Keterbukaan Informasi Publik.
- Undang-Undang Republik Indonesia Nomor 25 Tahun 2009 Tentang Pelayanan Publik.
- Peraturan Pemerintah Republik Indonesia Nomor 18 Tahun 2016 Tentang Perangkat Daerah.
- Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 Tentang Penerbitan Surat Keterangan Penelitian.
- Peraturan Daerah Kota Pekanbaru Nomor 9 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Kota Pekanbaru.

Menimbang

Menimbang :

Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMPTSP/NON IZIN-RISET/71890 tanggal 23 Januari 2025, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Skripsi

MEMERITAHUKAN BAHWA :

1. Nama	: FYONIE CAHYANING PUTRI
2. NIM	: 120104265350
3. Fakultas	: TARBIYAH DAN KEGURUAN UIN SUSKA RIAU
4. Jurusan	: PENDIDIKAN BAHASA INGGRIS
5. Jenjang	: S1
6. Alamat	: JL. MELAYU NO. 5B KEL. RATU SIMA KEC. DUMAI SELATAN-KOTA DUMAI
7. Judul Penelitian	: IMPLEMENTATION OF ASSESSMENT IN MERDEKA CURRICULUM BY ENGLISH TEACHER OF SENIOR HIGH SCHOOL
8. Lokasi Penelitian	: KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU

Untuk Melakukan Penelitian, dengan ketentuan sebagai berikut :

State Islamic University of Sultan Syarif Kasim Riau

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/Pra Riset/Penelitian dan pengumpulan data ini.

2. Pelaksanaan kegiatan Riset ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal Surat Keterangan Penelitian ini diterbitkan.

3. Berpakaian sopan, mematuhi etika Kantor/Lokasi Penelitian, bersedia meninggalkan photo copy Kartu Tanda Pengenal.

4. Melaporkan hasil Penelitian kepada Walikota Pekanbaru c.q Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru, paling lambat 1 (satu) minggu setelah selesai.

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 24 Januari 2025

a.n. KEPALA BADAN KESATUAN BANGSA
DAN POLITIK KOTA PEKANBARU
Kepala Bidang Politik Dalam Negeri

TENGKU FIRDAUS, SE, M.Si
PEMBINA
NIP. 19760409 199803 1 001

Tembusan

- Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau di Pekanbaru.
- Yang Bersangkutan.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU
MADRASAH ALIYAH NEGERI 3 KOTA PEKANBARU**

AKREDITASI : A

(NSM : 13.1.1.14.71.0003 NPSN.69995182)

Jl. HR. Soebrantas KM 14,5 Kecamatan Tuah Madani – Pekanbaru

Website: <http://www.man3pekanbaru.sch.id> E-mail : man3gemilang@gmail.com**© Hak cipta milik UIN Suska Riau**

Hak Cipta
Nomor
Sertifikat
Lembaran
Undang-Undang

1. Dilarang
Menyalin
Lembaran
Pribadi
b. Pengutipan hanya untuk
kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

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: B-681/Ma.04.3/TL.00/0342025
: Biasa
: Selesai Melakukan Riset

Pekanbaru, 23 April 2025

Yth;
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau
di
Pekanbaru

Assalamualaikum'alaikum warohmatullahi wabarakatuh

Berdasarkan Surat Kepala Kantor Agama Kota Pekanbaru No: B-159/Kk.04.5/TL.00/1/2025 tanggal 30 Januari 2025 dan Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru No: BL.04.00/Kesbangpol/268/2025 tanggal 24 Januari 2025 serta Surat Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau No: B-1315/Un.04/F.II/PP.00.9/01/2025 tanggal 22 Januari 2025 perihal permohonan Riset Tesis/Disertasi atas nama :

Nama	: Fyonie Cahyaning Putri
Nim	: 12010426535
Fakultas	: Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Jurusan	: Pendidikan Bahasa Inggris
Jenjang	: S1
Alamat	: Jl. Melayu No. 5B Kel.Ratu Sima Kec. Dumai Selatan-Kota Dumai

Dengan ini disampaikan bahwa nama yang tersebut diatas adalah benar telah melakukan Riset di MAN 3 Kota Pekanbaru dengan judul :

"IMPLEMENTATION OF ASSESSMENT IN MERDEKA CURRICULUM BY ENGLISH TEACHER OF SENIOR HIGH SCHOOL"

Diharapkan kepada saudara/i mohon melaporkan hasil penelitiannya untuk menambah koleksi referensi perpustakaan MAN 3 Kota Pekanbaru.

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Kepala,



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3. Yang bersangkutan.



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SKRIPSI MAHASISWA

1. **Jenis yang dibimbing** : **Seminar usul Penelitian**

2. **Jenis yang dibimbing** : **Penulisan Laporan Penelitian**

3. **Nama Pembimbing** : **Dr. Nur Aisyah Zulkifli, M. Pd.**

4. **Nomor Induk Pegawai (NIP)** : **19850619 200912 2 008**

5. **Nama Mahasiswa** : **Fyonie Cahyaning Putri**

6. **Nomor Induk Mahasiswa** : **12010426535**

7. **Kegiatan** : **Bimbingan Skripsi**

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	21 Mei 2025	BAB 4		Revised
2.	28 Mei 2025	BAB 4		Revised
3.	04 Juni 2025	BAB 4		Revised
4.	11 Juli 2025	BAB 4		Revised
5.	22 Oktober 2025	BAB 4		Revised
6.	29 Oktober 2025	BAB 4 dan 5		Revised
7.	30 Oktober 2025	Approved to join Munaqasah		Acc

Pekanbaru, 30 Oktober 2025
Pembimbing,

Dr. Nur Aisyah Zulkifli, M. Pd.
NIP. 19850619 200912 2 008

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IMPLEMENTATION OF ASSESSMENT IN MERDEKA CURRICULUM BY ENGLISH TEACHER OF SENIOR HIGH SCHOOL



BY
FYONIE CAHYANING PUTRI
SIN. 12010426535

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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No. SIEC/1325/XI/2025

Telah diterima dari **Fyonie Cahyaning Putri**Uang sejumlah **Seratus Dua Puluhan Ribu Rupiah**Untuk pembayaran **Penerjemahan Abstrak Bahasa Inggris Skripsi (S1)**

Pekanbaru, 23 November 2025



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Rabu / 07 Januari 2026
08.00 sd Selesai

Dr. H. Kalayo Hasibuan, M.Ed. TESOL
Nurdiana, S.Pd.I., M.Pd.
Dr. Riza Amelia, S.S., M.Pd.
Idham Syahputra, S.S., M.Ed.
Fyonie Cahyaning Putri
12010426535

Write the blueprint of assessment list
The title and findings are not related
Assessment is too large, suggestion → specify
Suggestion for formulation, specify the kinds of assessment
Kenya the formulation of problem

Jama perbaikan : 1 (satu) bulan sejak tanggal ujian
Catatan untuk pemeriksaan setelah diperbaiki :

Telah diperiksa dan disetujui Pengudi I

: (Dr. H. Kalayo Hasibuan, M.Ed. TESOL)

Telah diperiksa dan disetujui Pengudi II

(Nurdiana, S.Pd.I., M.Pd.)

Telah diperiksa dan disetujui Pengudi III

: (Dr. Riza Amelia, S.S., M.Pd.)

Telah diperiksa dan disetujui Pengudi IV

(Idham Syahputra, S.S., M.Ed.)

Ketika perbaikan skripsi yang dicoret-coret waktu ujian harus dibawa.

Pekanbaru, 07 Januari 2026
Pengudi II Panitia

Nurdiana, S.Pd.I., M.Pd.



UIN SUSKA RIAU

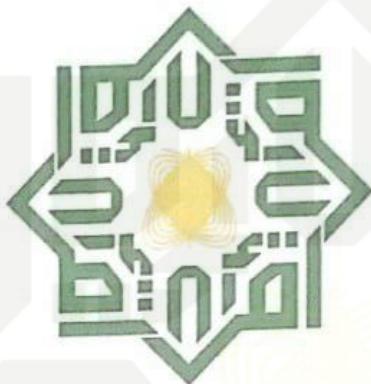
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**THE IMPLEMENTATION OF ASSESSMENT IN MERDEKA
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Acc cover
English Education Department
dpt 23/26
Roswati, M.Pd.



UIN SUSKA RIAU

By

FYONIE CAHYANING PUTRI

SIN. 12010426535

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FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
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APPENDIX V

Documentation

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CURRICULUM VITAE



Fyonie Cahyaning Putri is the second child of Mr. Eko Harwibowo Cahyo and Mrs. Musinah. She was born in Dumai, July 2nd, 2002. In 2014, she graduated from SDN Binsus Kota Dumai. She also completed her education at SMPN 2 Kota Dumai in 2017. Then in 2020 she completed her education at SMAN Binsus Kota Dumai.

In the same year, the author was accepted as a students at Department of English Education, Faculty of Education and Teacher Training, UIN Sultan Syarif Kasim Riau. From July to August 2023, the author participated in the KKN (*Kuliah Kerja Nyata*) program in Mekar Sari Subdistrict, Dumai Selatan District, Dumai City. Then from September to November 2023, the author participated in the Pre-Service Teacher Practice Program (PPL) at SMAN Olahraga Rumbai. To fulfill the requirements for obtaining a bachelor's degree in English Language Education, the author conducted research in April 2025 with the title of the thesis "Implementation of Assessment in Curriculum Merdeka by English Teacher of Senior High School."

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