

## INDEPENDENT CURRICULUM ASSESSMENT: IMPLEMENTATION AND OBSTACLES IN ARTS AND CULTURE SUBJECTS AT SMAIT AL MUMTAZ PONTIANAK

**Mega Cantik Putri Aditya**  
Universitas Tanjungpura  
Email: [mega.cantik@fkip.untan.ac.id](mailto:mega.cantik@fkip.untan.ac.id)

Keywords:  
Independent  
Curriculum,  
Assessment,  
Implementation,  
Obstacles

The aim of this research is to determine the implementation of the independent curriculum assessment at SMAIT Al Mumtaz Pontianak. Curriculum changes affect aspects of learning assessment carried out by educators, both formative and summative. Thus, it cannot be denied that there are still many teachers who do not optimally understand the implementation of assessments, which will have an impact on obstacles to achieving Learning Objectives (TP). Several teachers at SMAIT Al Mumtaz experienced this problem. This research method is descriptive qualitative, the method used aims to find out more deeply with the teacher about the implementation of the assessment, starting from planning, implementation and results. Data collection techniques consist of observation, interviews and documentation studies. The research informants consisted of three teachers and two students. The results of this research are the implementation of diagnostic and non-diagnostic assessments, both formative and summative. The implementation uses rubrics and descriptions to measure TP achievement and provide feedback information for teachers to improve the learning process. The achievement scale is 90-100 and must repeat 80-90. Meanwhile, in summative implementation of PTS and PAS, students are divided into 3 grades, namely 3 levels. These levels consist of ABCD or levels 1,2,3. The obstacles that teachers face are that they still need training in strategies to overcome students' difficulties in achieving TP, and the time constraints required to improve grades. In differentiated learning, teachers continue to guide medium and low students and not all students belonging to the advanced group are confident in providing understanding to students in the medium or low category. Then students spend more money on intracurricular and co-curricular activities to obtain grades. Activities that have been carried out, such as the Arts, Culture and Skills Workshop, are a big activity for the school to showcase students' work, namely producing local content using natural materials and simple used goods into useful items with a touch of the typical cultural identity of the city of Pontianak.

### 1. INTRODUCTION

The decision to implement the independent curriculum for each educational unit is based on the readiness of educators, students and even parents and the availability of facilities and infrastructure to support the implementation of the independent curriculum. This is because the curriculum is a system that regulates the implementation of the learning process from the beginning (intracurricular and co-curricular) to the end (assessment or assessment), with the aim of achieving the goals to be achieved from the curriculum system [1]. Curriculum changes in Indonesia often occur. These changes were made to respond to the increasingly complex needs of the times and to produce students who are able to compete in the future. Curriculum means that students follow all learning process systems in order to produce learning outcomes that match the curriculum objectives to be achieved [2]. Each educational unit has a role to keep up with the times, but still pay attention to history and culture for students in the learning process. Thus, it can be concluded that the learning carried out should pay attention to the unique cultural identity of students around them by innovating and creating more contemporary things. This is so that the original cultural identity is not lost and students become promoters of promoting the culture and social life of the community to the younger generation.



In education and curriculum implementation, teachers or educators are the main figures in the success or failure of implementing a curriculum. In the learning process, teachers determine learning strategies that suit the needs of their students [3]. Meanwhile, after the Covid-19 pandemic, education in Indonesia experienced learning loss. This happened because learning during the pandemic was less effective online. The difficulty of character building and cognitive strengthening for students, plus the problem of obstacles to online learning access. The presence of an independent curriculum is an effort by the Ministry of Education and Culture to face education problems in Indonesia. The distinctive characteristics of the independent curriculum are project-based learning to hone soft skills, flexible teaching adapted to local needs and content with a constructivist approach. The difference between the independent curriculum and the 2013 curriculum in intracurricular and co-curricular activities. There is freedom to choose subject interests for high school level students and there is a project to strengthen the profile of Pancasila students (P5). Efforts to determine the overall achievement of TP and obtain information for feedback for educators in order to improve the learning process. This effort is known as assessment or assessment.

Assessment has the aim of finding evidence that will be used as a consideration regarding the achievement of learning objectives and has become an integral part of the learning process. Assessment in the independent curriculum consists of formative and summative assessments. Formative assessment is an assessment to obtain information on learning designs according to students' achievement stages [4]. Meanwhile, summative assessment is an assessment carried out to determine whether or not the overall learning objectives have been achieved [5]. There is a problem of high levels of misunderstanding by educators regarding the process of implementing the independent curriculum and the assessment process which will cause difficulty in achieving learning objectives (TP). In this article, based on research results, this article will describe the problems of educators in the independent curriculum assessment process. This research was conducted at one of the high school level, namely SMAIT Al Mumtaz, Pontianak city. If you look back, not all educators simultaneously understand holistically the implementation of formative and summative assessments in the independent curriculum. SMAIT Al Mumtaz is one of the schools in Pontianak City. This high school is one of the schools selected to be a driving school in implementing the Independent Curriculum. So currently the implementation of the independent curriculum has been running for six semesters. The information obtained from SMAIT Al Mumtaz educators is that educators still face problems or obstacles in implementing assessments that require more effort than the 2013 curriculum. This is one of the reasons why this research was carried out, in order to find out what the real conditions are regarding the problems being faced. educator. Based on the information obtained, the implementation of the independent curriculum provides significant changes in the teaching and learning process. SMAIT Al-Mumtaz has a strategy for intracurricular and co-curricular activities, namely adapting to participants' learning styles educate with the concept of differentiated learning. Educators analyze students' learning conditions, regarding how each student is developing. If there are students who feel they have not achieved targets, then they need in-depth guidance by educators. Namely creating a grade or level for each student. Provide categories of students who are independent and must be guided. The potential of each student requires maximum efforts from educators to explore it [6]. There is other research that is relevant to this research with the theme of accompanying independent curriculum assessments in one of the high schools in Tarakan conducted by [7]. The results of this research are that the problems faced by educators at Tarakan High School include that there are still educators who do not understand how to compile the instruments used to carry out learning assessments, do not understand assessment data collection techniques, do not understand techniques for analyzing assessment result data and do not understand the standard format for reporting assessments.

Apart from trying to find the problems faced by educators in implementing independent curriculum assessments at SMAIT Al Mumtaz, this research also tries to describe the results of implementing independent curriculum assessments at SMAIT Al Mumtaz Pontianak. The questions in



this research are how the independent curriculum assessment is implemented, the results achieved and the obstacles faced by educators and students at SMAIT Al Mumtaz Pontianak. This research was conducted using descriptive qualitative methods. Research procedures consist of finding problems, determining problem boundaries, determining problem formulation, implementing or obtaining research questions, analysis, data testing and data presentation. The aim of using qualitative methods is to obtain deeper data, especially from SMAIT teacher Al Mumtaz. The research was conducted on educators at the Integrated Islamic High School (SMAIT) Pontianak, from 10 to 14 October 2023. The research informants consisted of three teachers and two students at SMAIT Al Mumtaz Pontianak. Other sources of information were obtained from independent curriculum teaching tool documentation sources to strengthen the data. In the observation process, research focuses observations in accordance with the research questions (research formulation). Then, the implementation uses observation guidelines from the research questions. Meanwhile, in the interview process, researchers used a list of questions. As for documentation studies, obtaining information from learning materials and documents as well as independent curriculum assessments. The data obtained in the form of facts was tested and presented according to each research question.

## Literatur Riview

### Independent Curriculum

The aim of the independent curriculum is to achieve freedom of learning for students through improving the quality of learning tools in routine or regular activities and projects to strengthen the profile of Pancasila students [8]. The Pancasila student profile acts as the main reference that directs educational policies, including being a reference for educators in building the character and competence of students. The profile of Pancasila students must be understood by all stakeholders because of their important role. Apart from that, the independent curriculum is also an effort to overcome the learning crisis currently facing our country. The problem of low human resource capacity is a big problem every year that cannot be resolved [9]. According to Primasari and Zuleha, education is one of the main solutions in improving human resources so that they have quality [10].

The curriculum implementation stages are not a regulation or standard set by the Government. This stage is designed to help educators and educational units in setting targets for implementing the Independent Curriculum. The readiness of educators and educational units certainly varies, therefore this implementation stage is designed so that each educator can confidently try to implement the Independent Curriculum. The self-confidence referred to is the belief that educators can continue to learn and develop their abilities to do their best in implementing the curriculum, and more importantly, in educating. The ability to continue learning is an important asset for educators (Kemdeikbudristekdikti, 2022). To create student outcomes that match the Pancasila student profile, educators are needed who have the knowledge and ability to implement the independent curriculum [11].

### Assessment

One change in the learning process is in the evaluation or assessment system. Assessment in the independent curriculum prioritizes the diagnostic assessment process for cognitive and non-cognitive aspects [12]. Assessment in learning activities is the key to knowing the Learning Objectives (TP), before starting learning, at least the teacher already has an initial picture of the students he will teach, so that the teacher makes learning plans, selecting media, methods and processes that will be implemented according to the characteristics of the students. will be taught [13]. The assessments used in senior secondary schools are in accordance with the modules of senior secondary schools and lower levels which have diagnostic assessments which aim to diagnose students' basic abilities and determine students' conditions at the outset. The diagnostic assessment section into non-cognitive diagnostic assessment and cognitive diagnostic assessment. Merdeka curriculum wants to create a pleasant learning atmosphere [14]. The independent curriculum assessment consists of formative and summative assessments. Formative assessment to provide information or feedback for educators to

improve the learning process. Meanwhile, summative, to ensure the achievement of Learning Objectives.

## 2. RESULTS AND DISCUSSION

### SMAIT Al Mumtaz Independent Curriculum Assessment

Assessment is an assessment that is integrated with the learning process. The preparation of assessments must be in accordance with the principles of assessment in the independent curriculum, especially in intracurricular and co-curricular activities. The teacher acts as a student facilitator. Therefore, planning the learning and assessment process should include efforts to overcome various challenges and problems that arise and develop students' interests, talents and potential. There is quite a bit of student interest in the fields of culture and arts which can become capital in introducing the cultural identity of the people of Pontianak city. The concept offered by the independent curriculum seeks to optimize the learning and assessment process to produce student outcomes in accordance with the Pancasila student profile. Educators have the freedom to choose various learning tools so that learning can be tailored to students' learning needs and interests. In co-curricular activities, projects to strengthen the achievement of the Pancasila profile are developed based on certain themes determined by the government. Implementation of P5 refers to students' freedom to express their interests, talents and be assisted and guided by teachers.

Projects are not directed to achieve specific learning achievement targets, so they are not tied to subject content. Based on the results of interviews with three teachers and two SMAIT Al Mumtaz students, the implementation of the independent curriculum has been carried out comprehensively at all grade levels. The assessment carried out by teachers, including arts and culture teachers, is to analyze student development, whether it is in accordance with the Learning Objectives (TP) or not. So there is an assessment rubric to determine whether students' progress is according to expectations or not. This is related to the assessments carried out in class. Consider choosing an assessment technique first to find out the student's development, whether they are developing as expected or not. The method used is to use an assessment rubric. Before further describing the implementation of the independent curriculum assessment at SMAIT Al Mumtaz, in this section we will first explain the application of the independent curriculum at SMAIT Al Mumtaz, namely the independent curriculum which is used using a block system, 1 subject is only devoted to 1 semester where the total number of subjects is less than 16. However, currently class 10 cannot choose a specialization and must study all existing subjects, both natural sciences and social studies. The block system has been implemented for 2 years because it is more comfortable for teachers and students. The subject of mathematics in the implementation of the independent curriculum is that class 10 is currently not taught because it uses a block system, so this semester there is no mathematics yet, in the next semester it is planned there will be.

As for the assessment process, the assessment is divided into cognitive outcome processes. If the student's answer is correct and as expected, the scale is 90-100. Then, if the perception is correct, but there is 1 wrong answer or it has to be repeated, then the scale is 80-90. When creating a rubric, what should be considered is that each student has their own learning style that is tailored to their needs. Then, to differentiate itself or have an independent curriculum, it requires a lot of group-based assignments. Usually group formation is tailored to needs, for example a heterogeneous group with a kinesthetic learning style combines a visual learning style. P5 practices such as art are also unique. All of these things are in accordance with the needs to be achieved. Group assessments use their respective rubrics in solving problems, how to lead, how to discuss between friends and there are points for each achievement. Thus, during this assessment process, teachers should always be more creative and innovative (Prihatini, E. N., & Kuntari, 2022). Apart from assessment techniques using rubrics, assessments also use descriptions. At each meeting, the description function is to determine students' progress in achieving TP. If there are findings that students have not experienced learning progress, then the teacher continues to stimulate so that students achieve abilities that are close to TP.





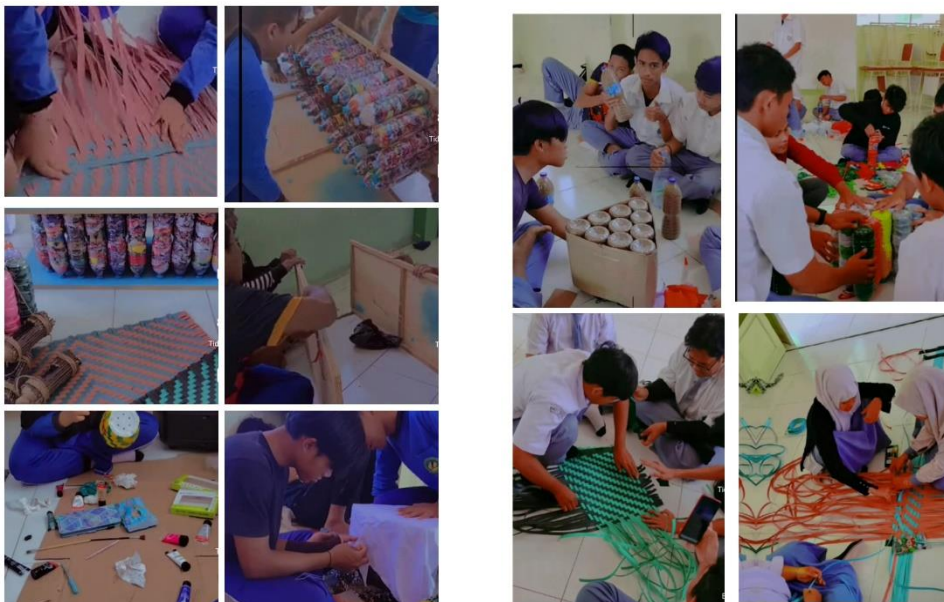
This is because students at SMAIT Al Mumtaz are very heterogeneous in their level of understanding. As for the implementation of PTS and PAS, students are divided into 3 grades, namely 3 levels. These levels consist of ABCD or levels 1,2,3. The reason for the differences is because each student has different achievements. SMAIT teacher Al Mumtaz said "so we only have these 3 things, if all of them are covered it's a bit heavy, so we just group them into groups such as basic, proficient, advanced stages." The diagnostic assessment is used by teachers for the first stage, namely cognitive and non-cognitive identification.

Through diagnostic assessments, SMAIT Al Mumtaz teachers will find it easy to identify many students who lack interest or high interest in subjects, for example, such as Mathematics, only a few students have interest in that subject, if a comparison is made, only 20 less than 5 people who like mathematics. After learning about students' low interest in several of these lessons, the teacher tried to apply learning strategies that could increase students' interest. This ensures that students feel comfortable studying, creates conducive classroom conditions, tries to foster students' high interest in seeking new knowledge and tries to eliminate the negative stigma towards subjects that students don't like. There are many factors that make students not interested because they do not know the importance of these subjects after students complete their education at the high school level. In extra-curricular and co-curricular activities, students have carried out arts and culture skills workshops.

#### Arts, Culture and Skills Workshop

Based on documentation studies, SMAIT Al Mumtaz once held activities to create works of art or local content with the theme "Arts, Culture and Skills Workshop". This activity includes implementation and assessment by the teacher. In the workshop activities, students created materials obtained from nature and used materials to create items that had benefits and added a display that depicted the identity of the city of Pontianak. This activity was carried out in class XII.

SMAIT Al Mumtaz carries out skills activities in Arts, Culture and Skills (SBK) subjects to increase competence and stimulate students' thinking so that they have the ability to create things from simple materials that produce their own value from students' creativity. The following is a picture of the activities in the process of making local content works, including the following:



**Picture 1.** Process of creating local content for SMAIT Al Mumtaz students

The local work produced by students is making Malay tanjaks, making ganci, recycled tables, woven mats and getting material about digital marketing. Carrying out the workshop in groups, students work together among members and receive assistance from someone who is an expert in that



field. Apart from being a formative assessment process, this activity is of course an effort by SMAIT Al Mumtaz educators to provide students with the provisions to become independent, creative and very useful human beings when they have completed their education.

### **Assessment Barriers**

The obstacles tend to be in the assessment implementation process. This is because every time they start from creating modules and designing TP, students still do not quickly and easily achieve learning goals. Thus, teachers are continuously required to find solutions to the problem of difficulty for students to achieve Learning Goals (TP).

Based on an interview with one of the SMAIT Al Mumtaz teachers, before starting learning, at the beginning of each semester there is a diagnostic analysis test and a non-diagnostic test, where the test is to determine learning styles and then assess students' abilities in cognitive aspects, such as what cognitive abilities are, whether into categories low, advanced, medium. If the category is low, it means intervention is needed, when in learning processes such as group work, students in the low category can be integrated with students whose intelligence is advanced in the hope that the advanced ones can provide support. However, there are times when teachers who are directly involved in guiding students are still in the low category. This is because based on the difficulty of the material and self-confidence, students still don't really understand it. So following the learning objectives, materials and students have not yet reached the TP. This must also be decided or felt that the teacher must guide from beginning to end, for those with moderate or advanced abilities, it is more for the students to explore on their own. For example, medium and advanced students are asked to search for material, while low level students will be guided from start to finish and students will independently search for the material presented, guided by the teacher. Apart from diagnostics, there is numerical data to assess the student's progress so far, whether it is going according to the diagnostic data and if it turns out to be appropriate or not appropriate, they also need intervention data or need to receive guidance. Meanwhile, according to SMAIT teacher Al Mumtaz, there are quite a lot of obstacles experienced by teachers, including making modules requires a lot of time and drains energy. This is because of the differences experienced by teachers compared to the 2013 curriculum in making lesson plans.

According to the Sociology teacher, the assessment of the teaching process carried out by the sociology teacher also revised several assessments, often the development of students was unpredictable. Some teachers are still in the process of adapting to carrying out assessments, practicing assessments at the same time as minimizing errors in the application of assessments. Both formative and summative. So the sociology teacher creates a rubric and arranges it based on the results of observations of students. Assessment is through formative group work, activity scores, daily assignments and students are tried not to be burdened with homework, because it is a full day of guided practice and practice independently or in groups, then students collect it as a formative score, including assessments between friends which are carried out privately using gform for assessment, while summative assessment is obtained through daily tests, PTS and PAS. One of the SMAIT teachers, Al Mumtaz, said that the difficulty of students achieving learning objectives (TP) makes it difficult for teachers to determine the time to carry out remedial or improvements, especially during remedial students must be accompanied by a teacher.

This is because the implementation of the independent curriculum gets students used to searching for information themselves because the learning focuses more on the students. So there must be an increase in students' ability to explore new things so that knowledge increases, not just one party but can search anywhere and students feel comfortable with all of that. In order to realize this, implementing the assessment learning process is the most important core part. Apart from that, the obstacles experienced include students spending more money on P5 activities. Especially in local wisdom activities, Build Body and Soul and Entrepreneurship which are carried out at SMAIT Al Mumtaz Pontianak. So student pocket money must be set aside for assignments such as posters,

projects, and so on. This is felt by most students who are burdened because they have to pay their own costs and are not provided by the school.

Student responses and information from interviews related to the teacher's assessment felt that the assessment was broader. For example, assessing creativity, activity in class, ways or patterns of thinking. Meanwhile, activities outside the field are rarely included in the learning assignment agenda, perhaps only a few activities outside of learning such as tahsin, tahfidz, and Islamic Personal Development (BPI). So the reports for out-of-field tasks such as observations and the like are from the economics subject, namely tasks such as interviewing traders who are nearby, the assessment is based on the LKPD given and they are asked to fill in from the results of interviewing the traders what percentage they get from the sales. And there is no personal judgment. The obstacles felt by students are feeling tired because they have to look for information or material themselves and sometimes feeling bored with group assignments and spending money to make projects, some of which are from the students' own money. In group division, sometimes students feel unfair or that there are members of their group who are not doing their work. To overcome this, NI and WA students usually convey it directly to their friends and share the material directly with each group member to avoid things like that. Other obstacles experienced by each group assignment are usually differences of opinion regarding the results of the material they received. So for the final result, the teacher is immediately asked which answer is the most appropriate and complete for the final result of the group assignment. Apart from costs, students must set aside a lot of time after school for activities such as P5, these activities require students to be at school even though it is outside school hours. Such as preparations for an activity entitled Arts, Culture and Skills Workshop (SBK).

#### 4. CONCLUSIONS

Based on the description above, from the research results it can be concluded that the teacher's assessment was carried out to obtain information on students' TP achievements and efforts to identify deficiencies in the learning process for improvement. The assessments carried out include diagnostic and non-diagnostic assessments. SMAIT Al Mumtaz formative assessments are carried out at the beginning of learning to meet the teacher's needs for designing learning. This assessment is not to assess student learning outcomes and is not reported in the Report Card. Then the assessments during the learning process are quite varied, implemented by SMAIT Al Mumtaz teachers. Finally, in the summative assessment, students' achievement on the TP is measured. Summative assessment consists of daily tests, PTS and PAS. The obstacles experienced include teacher intervention, including teacher intervention providing guidance to students who have not achieved learning goals, so that a teacher's work increases, not to mention managing the time to provide guidance, especially when the available time is sometimes not enough. Meanwhile for students, project assignments to obtain grades make students feel overwhelmed, in addition to the large amount of expenditure that is made for each project assignment. Sometimes students also feel bored when studying in groups that are not effective enough in a short time.

#### REFERENCE

- [1] W. Ramadhan, I., & Warneri, "Migrasi Kurikulum: Kurikulum 2013 Menuju Kurikulum Merdeka pada SMA Swasta Kapuas Pontianak.," *EDUKATIF J. ILMU Pendidik.*, vol. 5(2), pp. 741–750, 2023.
- [2] C. Prancisca, S., Nurani, L. M., & Chappell, "IMPLEMENTATION OF LEARNING PROCESS IN THE FREEDOM CURRICULUM AT SENIOR HIGH SCHOOL (SMA) 3 SUNGAI KAKAP," *J. Pendidik. Sociol. dan Hum.*, vol. 14(1), pp. 167–178, 2023.
- [3] H. Ramadhan, I., Firmansyah, H., & Wiyono, "Strategi Pelaksanaan Pembelajaran Tatap Muka Terbatas pada Era Pandemi Covid-19.," *J. Basicedu*, vol. 6(4), pp. 6042–6056, 2022.
- [4] M. A. N. Wiguna, I. K. W., & Tristaningrat, "Langkah Mempercepat Perkembangan Kurikulum Merdeka Belajar.," *Edukasi J. Pendidik. Dasar*, vol. 3(1), pp. 17–26, 2022.



- [5] A. T. Purnawanto, "Implementasi Profil Pelajar Pancasila dalam Pembelajaran Kurikulum Merdeka," *J. Pedagog.*, vol. 15, no. 2, pp. 76–87, 2022.
- [6] I. Ramadhan, "Penggunaan Metode Problem Based Learning dalam meningkatkan keaktifan belajar siswa pada kelas XI IPS 1," *Cetta J. Ilmu Pendidik.*, vol. 4, no. 3, pp. 358–369, 2021, doi: 10.37329/cetta.v4i3.1352.
- [7] H. Yulianto and I. Iryani, "Pendampingan Asesmen Pembelajaran Dalam Implementasi Kurikulum Merdeka Pada SMAN 13 Takalar," *To Maega J. Pengabd. Masy.*, vol. 6, no. 3, pp. 488–503, 2023.
- [8] I. Ramadhan, "DINAMIKA IMPLEMENTASI KURIKULUM MERDEKA DI SEKOLAH PADA ASPEK PERANGKAT DAN PROSES PEMBELAJARAN," *Acad. Educ. J.*, vol. 14, no. 2, pp. 622–634, 2023.
- [9] I. Ramadhan, "INDEPENDENT CURRICULUM: IMPLEMENTATION OF SOCIAL SCIENCE AND ARTS AND CULTURE LEARNING THROUGH P5 AT SMA NEGERI 10 PONTIANAK," *J. Sci.*, vol. 12, no. 02, pp. 1859–1866, 2023.
- [10] M. A. Hardiansyah, I. Ramadhan, S. Suriyanisa, B. Pratiwi, N. Kusumayanti, and Y. Yeni, "Analisis Perubahan Sistem Pelaksanaan Pembelajaran Daring ke Luring pada Masa Pandemi Covid-19 di SMP," *J. Basicedu*, vol. 5, no. 6, pp. 5840–5852, Nov. 2021, doi: 10.31004/BASICEDU.V5I6.1784.
- [11] I. Imran *et al.*, "WORKSHOP IMPLEMENTASI KURIKULUM MERDEKA DI SMA NEGERI 1 JAGOI BABANG (SEKOLAH PERBATASAN INDONESIA-MALAYSIA)," *Community Dev. J. J. Pengabd. Masy.*, vol. 4, no. 2, pp. 4747–4751, 2023.
- [12] S. Supriyadi, R. M. Lia, A. Rusilowati, W. Isnaeni, E. Susilaningsih, and S. Suraji, "Penyusunan Instrumen Asesmen Diagnostik untuk Persiapan Kurikulum Merdeka," *J. Community Empower.*, vol. 2, no. 2, pp. 67–73, 2022.
- [13] M. Mujiburrahman, B. S. Kartiani, and L. Parhanuddin, "Asesmen Pembelajaran Sekolah Dasar Dalam Kurikulum Merdeka," *Pena Anda J. Pendidik. Sekol. Dasar*, vol. 1, no. 1, pp. 39–48, 2023, doi: 10.33830/penaanda.v1i1.5019.
- [14] A. Ardiansyah, F. Sagita, and J. Juanda, "Assesmen dalam Kurikulum Merdeka Belajar," *J. Literasi Dan Pembelajaran Indones.*, vol. 3, no. 1, pp. 8–13, 2023.