



Analyzing the Merdeka Curriculum Implementation at Pilot Islamic Elementary Schools in Semarang, Indonesia

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Abstract

The study is focused on exploring the Merdeka Curriculum implementation at the pilot Islamic elementary schools in Semarang, Indonesia. It specifically examines aspects such as lesson planning, lesson implementation, P5RA implementation, assessment planning, and assessment implementation. The research was conducted using a descriptive qualitative method, gathering data through interviews, field observations, and documentation. The findings revealed that while the schools had incorporated the Merdeka Curriculum teaching module into their lesson planning, there were limitations regarding the variety of learning models and the integration of the Pancasila and *Rahmatan Lil Alamin* student profiles. Although learning methods varied, monotonous face-to-face teaching remained predominant. Implementing P5RA was effective, mainly through learning-based projects that enhanced student engagement. While the schools utilized various assessment techniques, there was room for improvement in fully integrating 21st-century skills. The assessment process included routine formative and summative assessments but lacked full integration of higher-order thinking skills (HOTS)-based assessment. Based on these findings, the study suggests the need for additional support and training for teachers and adapting learning modules to facilitate student-centered learning better.

Keywords: *Merdeka curriculum, Learning, Assessment, Elementary schools*

Introduction

The Merdeka Curriculum is part of an initiative to revamp education during the COVID-19 pandemic and mitigate the impact of learning loss on students in Indonesia. In addition, In addition, the Merdeka Curriculum offers three implementation categories: Merdeka learning, Merdeka change, and Merdeka



sharing (Ulinniam et al., 2021). Therefore, the Merdeka curriculum is designed to be more flexible, focuses on essential material, and provides flexibility in providing various references to become more relevant and effective (Albar, 2022).

Through the Ministry of Education, Culture, Research and Technology, the government has launched the Merdeka Curriculum to enhance early childhood education facilities and primary and secondary education, commencing from the 2022/2023 academic year. Furthermore, the Ministry of Religion has released guidelines for incorporating the Merdeka Curriculum in Islamic schools, as detailed in the Decree of the Minister of Religion Number 347 of 2022. Although Islamic schools generally adhere to the Ministry of Education and Culture regulations, they are permitted to adapt to specific learning requirements and reinforce Islamic Religious Education and Arabic, which are fundamental components of their curriculum. The Ministry of Religious Affairs in Indonesia, in partnership with regional offices in each province and city, has chosen several pilot Islamic schools to pilot the implementation of the Merdeka curriculum (Direktorat Jenderal Pendidikan Islam Kementerian Agama Republik Indonesia, 2022).

The curriculum is crafted to be responsive to the evolving needs of society (Walewangko et al., 2022). The Merdeka Curriculum embraces an open and dynamic learning system, constantly identifying competencies, devising and executing learning plans, and conducting assessments. (Agustianti et al., 2022). The assessment findings are used to improve the learning process and assist students in attaining the desired competencies (Angga & Iskandar, 2022). Educational activities and learning are intricately linked, with educational activities stemming from the learning process and learning activities gaining greater importance when they embody educational values (Ningrum, 2022).

This study discusses the planning and implementation of learning in the Implementation of the Merdeka Curriculum and the planning and implementation of assessments in the Implementation of the Merdeka Curriculum. The theories used to dissect and analyze research problems are learning design theory and assessment theory (Cristiana et al., 2023).

The analysis of previous research on implementing the Merdeka curriculum reveals several intriguing findings. One notable result is the enhancement of learning quality following the adoption of the Merdeka curriculum. This is evidenced by increased student engagement, greater teacher innovation in developing relevant learning materials, and improved student grasp of the subject matter (Lembong et al., 2023). Furthermore, research findings indicate positive advancements in assessment planning and execution. Implementing the Merdeka curriculum allows for diverse assessment methods, resulting in a more comprehensive and holistic evaluation process. Teachers also play an active role in the assessment, leading to a more accurate representation of student achievement (Sahnan & Wibowo, 2023).

Previous research on implementing the independent curriculum in Islamic Schools identified several challenges teachers faced. The study "Implementation of the Independent Curriculum at Islamic Elementary Schools Piloting Public Islamic Elementary School 2 Bantul Yogyakarta" revealed that 30% of teachers felt unprepared to implement the Independent Curriculum due to a lack of curriculum-related training, and 12% of teachers experienced a lack of involvement from the principal in the implementation process (Zakiyah & ACHADI, 2022). The research "Analysis and Implication of the Merdeka Curriculum in the Learning Process in Islamic Elementary Schools" found that 21% of teachers encountered the problem of not having clear guidelines for implementing the Merdeka Curriculum (HATTA, 2023). Additionally, a study on the Implementation of the Merdeka Curriculum at Public Islamic Secondary Schools 1 Manado found that 18% of teachers struggled to adapt to the Merdeka Curriculum (Alamri, 2023). Another study, "Analysis of Readiness to Implement the Independent Learning Curriculum in SKI Subjects at Public Islamic Elementary School 4 Ponorogo," discovered that 14% of teachers faced a lack of management support in implementing the Merdeka Curriculum, and 24% of teachers encountered limited learning resources while implementing the Merdeka Curriculum (Fathiha & Achadi, 2023).

The successful execution of the Merdeka curriculum continues to encounter challenges. It is essential to garner unwavering awareness and commitment from all relevant stakeholders and sustained support to guarantee its triumph. Further research is imperative to pinpoint the pivotal factors that bolster the effective implementation of the Merdeka curriculum in Islamic Elementary Schools Ibtidaiyah in Semarang City. This research can establish a basis for enhancing education policies and practices in the times ahead.

Methods

This study utilizes a qualitative research method with a descriptive qualitative approach to examine the implementation of the Merdeka Curriculum in the Piloting Islamic Elementary Schools in Semarang. The research was conducted in three Islamic Elementary Schools that piloted the implementation of the Merdeka curriculum in Semarang City, namely Taufiqiyah Islamic Elementary School, Gayamsari Al-Hikmah Islamic Elementary School, and Semarang Public Islamic Elementary Schools.

In this research, two types of data were utilized: primary data and secondary data. Primary data was obtained through informant interviews, field observations, and documentation. The study included interviews with the Islamic Elementary Schools's principal and teachers, observations of the learning process, and teacher-conducted assessments in the classroom. On the other hand, secondary data, such

as books, office documents, and archives, was used to support the primary data sources.

This research analyzes the learning process and assessment of implementing the Merdeka curriculum in Islamic elementary schools. Learning process indicators consist of planning and implementation. Planning includes teaching modules, while implementation includes methods and media teachers use in the learning process. Assessment indicators consist of diagnostic, formative, and summative assessments conducted by teachers.

A data validity test is conducted to ensure the accuracy of research data (Huberman, 2014). This involves employing data triangulation techniques during the data collection process. Data triangulation includes cross-referencing data from various sources, utilizing different methodologies, and at different stages. Similar to qualitative research, the data analysis of this study includes of data reduction, data presentation, data verification, and drawing conclusions (Patton, 2014).

Results

The lesson planning at Islamic Elementary School Taufiqiyah incorporates teaching modules. The current teaching module includes the Merdeka curriculum component, P5, but does not cover P2RA. Teachers use differentiated learning methods to deliver lessons, such as audio, visual, and kinesthetic approaches. However, there are disparities in the execution of learning activities between the modules and actual teaching. The classroom instruction provided by the teachers exceeds the content outlined in the teaching module. The teacher-created teaching module lacks comprehensive steps in the learning process, offers limited variety in learning models, and lacks integrated learning methods. On the other hand, the class teacher applies the Problem-Based Learning (PBL) model to assist students in problem-solving and drawing conclusions.

Based on the observations, the learning process has successfully made students more receptive to the material through various media and models. The learning activities aim to enhance students' critical thinking and creativity and promote collaborative work. Teachers facilitate group work exercises that encourage critical thinking and showcase the results to the class, enhancing students' abilities. At the end of the session, the teacher encourages students to apply the values learned in their daily lives. The class teacher, along with the students, assesses the learning activities. Additionally, the teacher provides feedback to students on their application of the values and encourages them to continue integrating these values into their daily lives.

Islamic Elementary School Al-Hikmah Semarang has fully embraced the Merdeka curriculum in compliance with government regulations and educational progress. The process commences with the submission of an official decision letter, followed by training

sessions for teachers on integrating the Merdeka curriculum at the elementary level. These sessions feature experts from educational institutions. Subsequently, the school develops a customized Merdeka curriculum program for implementation, employing a Merdeka learning approach and integrating curriculum principles into existing educational tools. Furthermore, with the participation of the curriculum development team and the school committee, the school prepares the operational curriculum. Workshops are conducted to facilitate this process, focusing on aspects such as vision, mission, learning hours, educational calendar, and the P5 program.

Al-Hikmah Islamic Elementary School educators are working together to create modules for the Merdeka curriculum. Although the Merdeka curriculum will be introduced in the second semester, the module development process still follows the ATM system (observe, imitate, and modify) while aligning with the P5 program. While differentiated learning methods have been introduced, they are not yet fully integrated into the curriculum. The school's assessment framework includes diagnostic tests, formative tests, portfolios, and summative tests. Diagnostic tests involve distributing questionnaires to parents, and formative tests are administered as written assessments after the completion of learning units.

The Public Islamic Elementary School in Semarang City was designed as a pilot school for implementing IKM after submitting a letter of initiative, followed by a decree from the central authority. The Ministry of Religion had urged all Islamic Elementary Schools to submit such letters, which led to the school entering its second year of implementing the Merdeka Curriculum. Currently, grades 1, 2, 4, and 5 follow this curriculum, while grades 3 and 6 still adhere to the 2013 Curriculum. The school uses the Merdeka Learning category as a reference for implementing the IKM and preparing teaching modules by adapting from the Ministry of Education and Culture and the Ministry of Religion. During the initial year, the learning process followed the National Education Service. However, the Learning Outcomes for religious subjects still complied with the Decree of the Minister of Religion 138, as the Ministry of Religion had not yet launched KMA 347. Therefore, the teaching module for religious subjects adhered to KMA 183 rules, while general subjects followed the rules of the National Education Department.

The planning process in the learning curriculum involves simplifying CP to TP and then further simplifying it to ATP. However, the school only documented it in a journal because it was initially adapted from the government. Various assessments are utilized, including diagnostic analysis (conducted at the beginning of grades 1 and 4 to evaluate students' fundamental abilities), formative assessments (administered for each sub-chapter), and daily summative assessments.

The implementation of P5P2RA takes place once a week, specifically on Fridays. In the first year, Public Islamic Elementary School Semarang City did not have the opportunity to conduct a work degree as the P5P2RA operations were not as intensive at that time. Therefore, students' work was only shared with their parents, with the remaining work being kept in the classroom. For the second year,

the plan is to hold the work title event in November 2023. P5P2RA has a distinct assessment format, requiring a separate application to fill out the report, which differs from the digital report card application.

According to the curriculum coordinator, there are both advantages and disadvantages to implementing the Merdeka Curriculum compared to the previous 2013 curriculum. He noted that the 2013 Curriculum is the simplest to administer. Additionally, he highlighted that the teacher's book in the Merdeka Curriculum significantly influences the student's book as they are closely interlinked, and the learning steps in the teacher's book are typically more intricate. However, the principal of the Public Islamic Elementary School in Semarang City emphasized the importance of implementing their curriculum to promote character development.

Table 1

Analysis of Merdeka Curriculum Implementation in three Piloting Islamic Elementary Schools

Aspect	Islamic Elementary School Taufiqiyah	Islamic Elementary School Al-Hikmah	Public Islamic Elementary School Semarang City
<i>Learning Planning</i>			
Use of Teaching Modules	Already	Already	Already
Inclusion of Pancasila Student Profiles	Already	Already	Not yet
Inclusion of Rahmatan Lil Alamin Student Profile	Not yet	Not yet	Already
Pay attention to student's learning styles and abilities	Already	Already	Not yet
<i>Implementation of Learning</i>			
Conformity with the Merdeka Curriculum	Not yet	Already	Already
Application of P5RA Values	Already	Not yet	Already
Application of 21st Century Skills	Not enough	Already	Already
Effectiveness of Learning Systems	Not enough	Good	Good
<i>P5RA Planning</i>			
Collaboration in Planning	Already	Not yet	Already
Project Module Phases and Levels	Different	Different	Same
<i>Implementation of P5RA</i>			
Application of Project-Based Learning	Already	Not yet	Already
Assistance in Project Implementation	Good	Not enough	Good

<i>Assessment Planning</i>			
Type of Assessment Used	Comprehensive	Limited	Comprehensive
21st Century Skills Inclusion	Already	Not yet	Already
HOTS-Based Quality Assessment	Not enough	Limited	Good
Assessment coverage according to the Merdeka Curriculum	Already	Not yet	Already
<i>Implementation of Assessment</i>			
Assessment Implementation Time	Regular	Not enough	Regular
Formative Assessment Type	Already	Not yet	Already
Summative Assessment Type	Already	Already	Already

In Table 1, "Already" indicates that the aspect has been implemented, while "Not Yet" indicates that the aspect has not been implemented. A qualitative assessment of the level of implementation success can be obtained from the description of each aspect in the table.

Discussion

Lesson Plan

Lesson Plan at Islamic Elementary School Taufiqiyah already uses teaching modules because Islamic Elementary School Taufiqiyah has implemented the Merdeka curriculum for two years as a reference in its learning. The teaching modules used are compiled before the new school year begins by classroom teachers who are members of the Teacher Working Group. Lesson Plans (modules) in Islamic Elementary School Taufiqiyah are arranged in one phase with two levels carried out in a group. The classroom teachers who compile teaching modules are the teacher working group members. The preparation of teaching modules in 1 phase consisting of two levels is considered more effective in its application because each class in the same phase will have similar stages. The teachers' working group prepares the teaching module, indicating teacher collaboration. Teacher collaboration can improve learning effectiveness (Fullan, 2015). However, it should be noted that the constraints of learners' adaptation to the new learning process also need to be considered (Rogers et al., 2014).

Teaching modules are prepared based on the learning outcomes in the Merdeka curriculum and the evaluation results from the preparation and application of modules in previous lessons. In designing teaching modules, teachers also use learning models following learning themes, such as PBL, PJBL, and other learning models. The teaching module prepared includes components in the learning module such as identity, CP, TP, ATP, material, media, teaching materials, learning steps, learning evaluation, glossary, bibliography, and P5RA. The steps in compiling the teaching module in Islamic Elementary School Taufiqiyah are as follows: 1) determining the theme, 2) determining the basic competencies, 3)

determining indicators, 4) determining learning objectives, 5) determining the learning steps, 6) determining the assessment, and 7) determining the learning resources (Siregar et al., 2022). However, it should be noted that the teaching modules still tend to use face-to-face learning models, while the self-paced curriculum emphasizes student-centered learning.

Lesson Plan (Module) prepared by the teacher at Islamic Elementary School Taufiqiyah already contains the Pancasila Student Profile. However, the preparation of the learning module does not include the elements used in learning. In addition, the components in the learning module also do not contain the Profile of Rahmatan Lil Alamin Learners (PPRA). P5RA includes five domains of learner development, namely religion, integrity, nationalism, independence, and mutual cooperation (Kemendikbudristek, 2022).

The learning module in the core section still tends to be classic and simple learning, so it is lacking in supporting 21st-century skills in students. The method often used is the lecture method, making students easily bored because the method is classic and seems uninteresting. The model used is still simple with a face-to-face model. At the same time, in the Merdeka curriculum, many learning models can support realizing the value of the Pancasila learner profile. Teachers also need to have a very strong understanding of the Merdeka curriculum, its objectives, and its implementation, as well as the use of appropriate learning models and methods to support its implementation (Setiawan & Ahla, 2023).

Islamic Elementary School Al-Hikmah has used Lesson plans in classes that have used the Merdeka curriculum, namely classes I, II, IV, and V, beginning with preparing teaching modules. The preparation of teaching modules at Islamic Elementary School Al-Hikmah is carried out in a simple form with good readability. The teaching module contains three main points in the learning process: learning objectives, learning activities or activities, and assessment. This learning objective is prepared as a translator of learning outcomes that can be measured for achievement and success. Based on the module observed by researchers, the module is quite complete; it is just that the student profile of Pancasila has not included rahmatan lil alamin. In addition, the teacher's module only lists the face-to-face learning model. Lesson planning is the first step in implementing a Merdeka curriculum. The preparation of teaching modules consisting of learning objectives, learning activities, and assessments is an integral part of the planning (Farhang et al., 2023).

At Public Islamic Elementary School Semarang City, the teaching modules made by the teachers' group were quite good. This teaching module was formulated before the new school year, during the Teacher Work Meeting. However, there are still missing components in the teaching module. Some of these components are elements of the Rahmatan lil Alamin Student Profile, assessment rubrics, teaching

material attachments, formative test attachments, and formative assessment rubric attachments. In addition, the learning model written in the teaching module is still less varied. So, the learning model is still monotonous, namely in the form of face-to-face learning. However, learning seemed more active and varied during the class observation process. Teachers are more able to explore children's abilities with differentiated learning. So, it can be concluded that lesson planning in MI Negeri Kota Semarang is not fully based on the Merdeka Curriculum. However, there are shortcomings in module components such as the Profile of Rahmatan lil Alamin Students, assessment rubrics, and teaching material attachments. In addition, the learning model is still limited to face-to-face meetings, not reflecting the variety expected in the Merdeka Curriculum (Ndari et al., 2023).

Learning Implementation

Learning implementation At Islamic Elementary School Taufiqiyah, differentiated learning has not been well implemented because it is still done with classical learning. This reflects the constraints in implementing a more personalized approach that meets individual needs (Magableh & Abdullah, 2021). In the learning approach, the teacher uses TPACK, concrete objects, and various media made by the teacher. This approach is by TPACK (Technological Pedagogical Content Knowledge) theory, which emphasizes the integration of technological, pedagogical, and content knowledge to improve learning (Sihombing et al., 2021).

Teachers still often use the lecture method in the learning process. It can be said that implementing the Merdeka curriculum in grade 4 Islamic Elementary School Taufiqiyah is still ineffective. Implementing learning requires good planning and implementation that aligns with the planning that has been made. Careful planning can help improve the effectiveness of curriculum implementation (Mojkowski, 2000).

Implementing projects in the Islamic Elementary School Taufiqiyah reflects the application of project-based learning (PjBL). PjBL allows students to learn through direct experience in the context of real-life (Zhang & Ma, 2023). Implementing local wisdom and sustainability projects allows learners to link learning with the context of culture and the surrounding environment.

The teacher has not used project-based learning. The teacher only uses the face-to-face learning model. Teachers tend to explain a lot during learning so that the center of learning is on the teacher. Although teacher-centered, the teacher created a conducive atmosphere in class I A, and students focused on the teacher's explanation. In addition, the teacher can contextualize the material's explanation with the circumstances around the students.

Implementing learning at Islamic Elementary School Al-Hikmah shifts from conventional learning models to more project-based and interactive models.

However, the implementation is still not fully integrated with the desired learning model, such as problem-based learning (PBL) or project-based learning (PjBL). It is important to ensure that learning practices align with the plan and utilize available technology and resources.

The implementation of Merdeka Curriculum learning in Public Islamic Elementary School Semarang City is quite good. Because the teachers have implemented project-based learning. In addition, teachers have also been able to integrate learning steps, models, and approaches that are appropriate to the learning topic. Besides that, teachers have also been able to create a conducive, active, and varied learning atmosphere, use learning media that are appropriate to the material, and can develop 4C (Collaboration, Communication, Creativity, Critical thinking) abilities (Yusuf, 2021).

Based on some of the information above, it can be concluded that learning at the State Elementary School in Semarang City has been running quite well. However, not every lesson uses the TPACK approach. Only a few times has the learning approach been carried out. This is due to the limited facilities and infrastructure owned by the Islamic Elementary Schools. Although lesson planning has shortcomings, implementing learning in MI Negeri Kota Semarang has reflected project-based learning. Teachers have been able to create a conducive and active learning atmosphere, but there are discrepancies between the teaching module and classroom learning practices (Pulukadang et al., 2020).

Assessment Plan

Assessments used in Islamic Elementary School Taufiqiyah Semarang are Diagnostic Assessments, Summative Assessments, and Formative Assessments. Diagnostic assessment is carried out at the beginning by measuring students' abilities and recognizing learning styles in students as a reference in determining the learning that will be applied to students. In Taufiqiyah Islamic Elementary School Semarang, diagnostic assessment is carried out at the beginning before the start of learning so that the teacher can find the learning style following the material to be learned. Teachers give tests to students to measure learning styles in students. The use of diagnostic, formative, and summative assessments in Islamic Elementary School Taufiqiyah Semarang reflects an effort to provide a comprehensive review of learners' learning progress from various perspectives (Suwardi & Habibi, 2022).

Summative and formative assessments are designed to measure students' learning abilities and understanding, while diagnostic assessments are conducted to see students' learning styles. Assessments are also used to understand the abilities of the learners. Assessments are designed using oral and written rubrics, interviews, group assessments, or observation in learning and projects. The preparation of assessments in 1 Islamic Elementary School Taufiqiyah has included 21st-century skills, which follow the objectives of the Merdeka curriculum to develop learners

who have holistic skills (Kemendikbudristek, 2022). Furthermore, implementing assessments in the Merdeka curriculum at the primary school level involves three main steps: pre-assessment, assessment during learning, and post-assessment (Astari et al., 2023). This ensures that assessment becomes an integral part of the learning process and is used to improve teaching practices.

Assessment planning at Islamic Elementary School Al-Hikmah begins at the beginning of the school year. The planning of the assessment implementation time is listed on the education calendar contained in the Islamic Elementary Schools operational curriculum. Based on interviews with class teachers, assessment in grade 1 consists of diagnostic tests, formative tests, portfolios, and summative tests. This diagnostic is done by providing a questionnaire to parents. The formative tests are carried out as written tests on students after completing the learning chapter. Then, there is a portfolio test that collects children's creativity and puts it together in a folder like a student worksheet for summative tests conducted at the end of the semester.

Assessment in grade IV is designed to be fair, proportional, valid, and reliable to explain learning progress, determine decisions about steps, and as a basis for developing the next appropriate learning program. Grade IV Islamic Elementary School Al-Hikmah consists of formative and summative assessments. Formative assessment is carried out during the learning implementation and has been included in the learning module. Assessment planning should include various assessment forms relevant to the learning objectives. From diagnostic tests for initial understanding to formative and summative assessments to monitor progress and learning outcomes (Ouyang & Ye, 2023). In addition, it is important to ensure that assessment instruments are valid, reliable, and fair.

Assessment planning is also done at the beginning of the school year, along with learning and projects. There are several types of assessments used in MI Negeri Semarang, namely diagnostic assessments (used to answer presumptions about student abilities), formative assessments (process assessments), and summative assessments (knowledge assessments). These assessments are developed according to the agreement of the class teacher group, which is readjusted to the circumstances of the class.

Assessment planning is done simultaneously at the beginning of the school year. In addition, these assessments are also prepared through the Teacher Working Group at each grade level. There are four assessments conducted in grade 4, including diagnostic assessments, formative assessments, summative assessments, and character assessments according to the dimensions. These assessments can later be changed again according to the circumstances of the class.

Assessment Implementation

Assessment helps teachers understand the abilities possessed by learners. Assessment is used as a benchmark in designing the learning that will be applied. The teacher carries out the assessment at the end of the ongoing learning; the teacher's assessment consists of more than one. The assessment carried out is not based on numbers but is more accurate if it is in the form of a description so that it can focus more on the skills possessed by students. Assessments help teachers understand learners' abilities and design learning that suits their needs. Authentic assessment assesses the knowledge and skills obtained by students (Yahaya et al., 2020). By using authentic assessment, students are allowed to demonstrate their abilities in real-world situations. Information obtained from assessment allows teachers to adjust learning approaches and strategies to make them more effective.

The implementation of assessment in Class 4 Islamic Elementary School Taufiqiyah, both in learning and projects, aims to measure the ability of students to carry out the learning. Assessment is carried out not only in the form of numbers but also in the classroom, and assessment is also carried out outside the classroom. The assessment process is carried out through several stages, beginning with the preparation stage, where teachers determine learning objectives, select assessment models, and create scoring rubrics. This indicates a structured and planned approach to assessment. The scoring rubric is developed in a more structured manner, starting with determining the learning method, topics, sub-topics, teacher guidance, activity stages, and assessment types (Metri Sulistya Sudeni, 2022). Out-of-class assessments can also provide learners with a more contextualized and meaningful learning experience.

Assessment is carried out both in the classroom and outside the classroom. In addition to cognitive assessment, assessment is also carried out non-cognitively by assessing students' attitudes, abilities, and skills. Assessments often carried out are formative assessments, which play a role in measuring students' abilities. In addition to assessing conceptual understanding, assessments also consider learners' skills and attitudes (Erdogan & Gürol, 2021). This reflects a holistic approach to evaluating learners' development that is not limited to cognitive aspects. Formative and summative assessments have also been applied to measure the abilities possessed by learners. Using description as a more accurate and informative assessment form emphasizes a deeper understanding of learners' abilities and skills (Ardhani, 2023). This supports a more learning-oriented approach to formative evaluation.

The teacher implements formative assessment At Islamic Elementary School Al-Hikmah every time learning takes place. Formative assessment is carried out as practice questions to test understanding, and students are trained to come forward, such as reading and singing in front of their classmates. The class I A teacher carries out this formative assessment to determine the extent of each child's ability. The assessment of diagnostic tests according to student abilities has not been seen.

Teachers give tasks equally to all students. Meanwhile, the implementation of summative assessment is carried out at the end of each semester. This assessment is carried out at the end of the learning process or can also be carried out at once for two or more learning objectives, according to the consideration of educators and education unit policies. Unlike the formative assessment, summative assessment becomes part of the assessment calculation at the end of the semester, the end of the school year, and/or the end of the level. Islamic Elementary School Al-Hikmah has also implemented an assessment system in the Merdeka curriculum, which consists of assessments during the learning process and assessments after the learning process. The teacher assesses the learning process by observing student activities and attitudes during the learning process. (Kasman & Lubis, 2022).

Assessments conducted at Public Islamic Elementary School Semarang City include diagnostic, formative, summative, and character assessments according to the dimensions. The diagnostic assessment is carried out in the first week of the new school year, precisely in July. While formative assessment is carried out in every subject matter, then summative assessment is carried out at the end of each chapter, and character assessment is carried out in every lesson. Implementing the assessment can be done individually or in groups as needed. This assessment can also be in written assessments or projects following the studied subject. The knowledge assessment rubric is in the form of a score scale. At the same time, the character assessment rubric includes aspects of BB (Not Developing), MB (Starting to Develop), BSH (Developing As Expected), and SB (Already Developing). Assessment planning is carried out simultaneously at the beginning of the school year and is adjusted to the class situation. Assessments are routinely implemented, including diagnostic, formative, summative, and character assessments. However, there is still a need to develop assessment rubrics and variations in the form of assessments (Ali et al., 2020).

Conclusion

This study found that lesson planning in Islamic elementary schools in Semarang is based on the Merdeka Curriculum teaching module. However, there are still deficiencies in the variety of learning models and the integration of the Pancasila and *Rahmatan Lil Alamin* student profiles. Teachers need more training and support to develop more diverse and student-centered modules. While the implementation of learning shows the use of various methods, monotonous face-to-face teaching is still dominant. It is recommended that teachers be encouraged to integrate more technology and innovative learning approaches to support 21st-century skills.

Implementing P5RA in these schools is well underway, and various learning-based projects are being developed to increase student engagement and develop

their skills. However, assessment planning must still be refined to include more 21st-century skills and HOTS-based assessments. The assessment is conducted routinely, encompassing both formative and summative assessments. However, there is still a need to enhance the development of comprehensive assessment rubrics. This study recommends enhanced training and support for teachers in creating learning and assessment modules, as well as strengthening collaboration between schools, teachers, and other stakeholders to ensure the more effective and innovative implementation of the Merdeka Curriculum.

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