

Asesmen formatif dalam Kurikulum Merdeka: Pengetahuan, praktik, dan persepsi = Formative assessment in Emancipated Curriculum: Teacher's understanding, practice, and perception

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Abstrak

Penelitian ini bertujuan untuk menyelidiki penerapan asesmen formatif di kelas bahasa Inggris yang mencakup strategi yang digunakan guru dan aksi tindak lanjut pasca asesmen formatif. Selain itu, penelitian ini juga menyelidiki pengetahuan dan persepsi guru bahasa Inggris terhadap asesmen formatif. Desain studi kasus melalui observasi dan wawancara digunakan untuk mendapatkan data mendalam terkait pelaksanaan asesmen formatif serta pengetahuan dan persepsi guru. Hasil penelitian menunjukkan bahwa strategi pertama yang digunakan oleh guru adalah menciptakan tugas kelas yang efektif untuk menilai pemahaman siswa melalui berbagai teknik asesmen. Teknik-teknik tersebut mencakup latihan menyimak yang disertai dengan kegiatan tanya jawab, tugas pemahaman bacaan, dan tugas performa yang mencakup roleplay, storytelling, picture description task, presentasi, dan simulasi debat. Strategi lainnya yang digunakan oleh guru adalah pemberian umpan balik untuk meningkatkan kemajuan siswa melalui penerapan penilaian dinamis. Temuan juga menunjukkan bahwa guru tidak melakukan tindak lanjut setelah menilai siswa selama asesmen formatif termasuk pemenuhan kebutuhan belajar siswa dan perbaikan pembelajaran. Selain itu, temuan terkait pengetahuan guru menunjukkan miskonsepsi terhadap konsep asesmen formatif dan keterbatasan pemahaman mengenai Kurikulum Merdeka. Meskipun demikian, persepsi guru mengindikasikan bahwa guru menyetujui asesmen formatif penting dan efektif untuk mengevaluasi siswa selama proses pembelajaran. Namun, kedua guru mempersepsikan aksi tindak lanjut secara berbeda, dengan salah satu guru tidak menyetujui aksi tindak lanjut setelah asesmen formatif. Miskonsepsi dan pemahaman guru yang terbatas mengenai asesmen formatif menyebabkan pelaksanaan asesmen formatif yang tidak optimal. Selain itu, ketidaksetujuan salah satu guru terhadap aksi tindak lanjut semakin menghambat proses tersebut. Pelaksanaan asesmen formatif yang tidak optimal terlihat pada penggunaan skor yang mempengaruhi nilai akhir siswa dan tidak adanya tindak lanjut setelah asesmen formatif di kedua kelas bahasa Inggris. Penelitian selanjutnya dianjurkan untuk menggali pelaksanaan tindak lanjut dan pengaruhnya terhadap hasil belajar siswa. Penelitian selanjutnya juga dapat membandingkan pengetahuan dan persepsi guru berdasarkan usia dan pengalaman mengajar mereka, serta mengeksplorasi praktik asesmen formatif di berbagai jenjang pendidikan. Selain itu, penelitian selanjutnya dapat menganalisis dampak pelatihan berbasis studi kasus dalam meningkatkan pemahaman guru tentang penilaian formatif.

.....This study aims to investigate the implementation of formative assessment in English classrooms, focusing on the strategies used by the teachers and the follow-up actions taken after formative assessment. In addition, it also explores English teachers' knowledge and perceptions regarding formative assessment. A case study design utilizing observations and interviews was used to obtain the data related to the practice of formative assessment as well as the teachers' knowledge and perceptions. The results show that the first strategy used by the teacher was creating effective classroom tasks to assess students' understanding through various assessment techniques. These techniques included listening exercises accompanied by questions and answer activities, reading comprehension tasks, and performance tasks which include roleplay, storytelling,

picture description tasks, presentations, and debate simulations. Another strategy used by the teachers was providing feedback to enhance students' progress through the implementation of dynamic assessment. However, the findings show that no follow-up actions, including addressing students' needs and improving learning, were carried out by the teachers after formative assessment. Furthermore, teachers' knowledge revealed misconceptions about formative assessment and a limited understanding of emancipated curriculum. Despite this, teachers' perceptions indicated a tendency to favor formative assessment as an important and effective tool to evaluate students during the learning process. Regarding the follow-up actions, however, both teachers perceived them differently, with one teacher opposing the idea of follow-up actions after formative assessment. The teachers' misconceptions and limited understanding of formative assessment contributed to suboptimal implementation. In addition, one teacher's opposition to the follow-up actions further hindered the process. The suboptimal implementation was evident in the use of influential scores to assess students and the absence of follow-up actions after formative assessments in both English classrooms. Further research can explore the types of follow-up actions after formative assessment and their impact on students' learning outcomes. Comparing teachers' knowledge and perceptions based on their age and teaching experience, as well as examining the practice of formative assessment across educational levels could provide valuable insights. Additionally, further research is encouraged to assess the impact of case-based training on improving teachers' understanding of formative assessment.