

## Diagnostic, Formative and Summative Assessments in the Implementation of the Merdeka Curriculum in English Language Learning at SMKN 5 Gowa

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### Abstract

*Learning English certainly requires effective and comprehensive evaluation or assessment for students and can differentiate the progress of the process and learning outcomes achieved by students. The research here aims to examine evaluation or assessment in English language learning. The methods used are school observations, interviews with teachers, and document analysis. This research examines the objectives of assessment from three aspects, namely diagnostic assessment, which is divided into two types, non-cognitive and cognitive, then explains the objectives and functions of formative and summative assessments of students. Observation results show that the assessment in the Merdeka curriculum in the first class of English at SMKN 5 Gowa is divided into three assessments, namely, diagnostic, formative, and summative.*

**Keywords:** Assessment; Diagnostic, Formative, Summative.

### INTRODUCTION

Assessment in collecting student data is a systematic process that serves to observe the abilities and difficulties faced by students. This information is used as a basis or tool to determine what is actually needed. Based on this information, students can develop various learning programs that are realistic and aligned with objective realities (James A. Mc. Loughlin & Rena B. Lewis, 1994).

Assessment is the process of gathering information about the extent of students' learning achievements. Assessment can be measured through classroom observation, collecting processes, student attitudes, and learning outcomes both orally and in writing. Assessment is expected to motivate students and serve as a certificate of competency achievement in society. Of course, to evaluate learning, assessment is needed to make learning more effective.

Assessment in the Merdeka Curriculum is divided into three parts: diagnostic assessment, formative assessment, and summative assessment. Each of these assessments has its own purpose in evaluating student learning outcomes, but they can also assess students' attitudes in the classroom. Diagnostic assessment in the Merdeka Curriculum aims to diagnose or recognize the basic abilities and conditions of students, then adjust the students' abilities to determine what learning models or media can be applied in the process of learning English. Diagnostic assessment is divided into two parts: non-cognitive assessment and cognitive assessment. According to Hati (2021), non-cognitive assessment aims to determine students' readiness to receive learning both emotionally and

psychologically. According to Suryanti and Utariningsih (2018), cognitive assessment aims to determine or diagnose initial knowledge and abilities that students possess.

Formative assessment aims to evaluate students' understanding, needs, and progress during the learning process. Formative assessment can be said to monitor students' learning process to help them develop their understanding of learning English. According to Sutikno (2019: 46), formative assessment is monitoring students during the learning process, what progress students have achieved, and providing feedback to identify students' weaknesses that can be improved.

Summative assessment aims to evaluate students at the end of the learning process. Summative assessment provides feedback used by educators to measure students' progress. Summative assessment has a very important impact on final grades, playing a crucial role in determining whether students can advance to the next level of education. According to Ediyanto (2016), summative evaluation in the learning process aims to record students' achievements as a report at the end of their study period.

## **METHOD**

This research is qualitative, focusing on case studies that aim to describe findings and present them according to the facts found in the field. Qualitative research can also generate and process data such as interview transcripts, field notes, pictures, photos, video recordings, and so on (Poerwandi, 1998:29). Qualitative research functions to define or limit problems to focus more on data analysis, complementing phenomena in scientific studies related to ethics in scientific writing, especially in theory proofing.

This research was conducted at SMKN 5 Gowa, which implements diagnostic assessment, formative assessment, and summative assessment in English subjects within the Merdeka Curriculum. The techniques used for data collection in this research are:

### **1. Observation**

This research employs observation techniques aimed at observing and recording the state or target objects at SMKN 5 Gowa. The researcher visits the school to monitor in-depth the development and the types of assessments used by English teachers to evaluate students at SMKN 5 Gowa. Observation also aims to understand the actual conditions occurring at the school to verify the accuracy of the research conducted.

### **2. Interview**

This research also uses structured interview techniques. In structured interviews, the researcher prepares a list of questions before interviewing the respondents, in this case, the English teachers at SMKN 5 Gowa. This ensures that the researcher can gather the necessary information from the prepared list of questions before the interview. The researcher also uses a camera or recorder to collect information or documentation.

### **3. Documentation**

This research uses documentation techniques, which involve recording the results of observations and interviews at SMKN 5 Gowa. Documentation in this research also aims to help the researcher strengthen and supplement information on the types of assessments used by English teachers at SMKN 5 Gowa. This allows the researcher to gather broad and in-depth information related to the phenomenon being studied. The documentation results obtained include interview recordings, teaching modules, and instruments used by teachers in assessments to evaluate students' learning outcomes.

## RESULTS AND DISCUSSION

### 1. The Purpose Of Assessment In The Implementation Of The Merdeka Curriculum

In the English subject for Grade X at SMKN 5 Gowa, evaluation and assessment are essential to understand students' abilities and differentiate their needs in comprehending the lessons. Through these assessments, teachers can gauge the success and mastery achieved by students and determine whether the teaching methods used are effective. Consequently, formative assessments applied during the learning process are compiled into a summative assessment report. The assessments used by educators in the English subject for Grade X at SMKN 5 Gowa aim to:

#### a. Diagnostic Assessment

Diagnostic assessment in Grade X English learning at SMKN 5 Gowa is crucial for identifying the causes of students' learning difficulties. This assessment helps teachers recognize students' strengths, weaknesses, and problems that hinder their learning objectives. Consequently, teachers can prepare appropriate solutions and actions to assist students in their learning. Furthermore, diagnostic assessment can improve the learning process for students to achieve better results. Diagnostic assessment is divided into two types:

##### 1) Non-Cognitive Assessment

Non-cognitive assessment is used by educators to understand students' interests before learning begins, both psychologically and emotionally. This assessment requires educators to know students' learning activities, styles, and interests outside school, particularly at home. It also helps teachers understand students' social backgrounds and conditions outside school. Educators play a vital role in posing questions that help students provide the necessary information. Thus, non-cognitive assessment focuses on students' psychology and emotions, aiding in handling social interaction situations.

##### 2) Cognitive Assessment

Cognitive assessment aims to diagnose students' basic abilities. In the context of Grade X English learning at SMKN 5 Gowa, cognitive assessment helps teachers adjust the learning level to students' capabilities. This assessment measures students' achievement and mastery in developing their knowledge. It aids students in understanding, remembering, applying, analysing, and creating. Cognitive assessment involves thinking processes related to rational capability development.

#### b. Formative Assessment

Formative assessment aims to monitor and improve students' learning processes and evaluate their achievements. Educators can review or revise the teaching if some students have not mastered the taught material. Therefore, formative assessment ensures that learning objectives for students are achieved. Formative assessment is conducted at the beginning or during the learning process.

In Grade X English learning at SMKN 5 Gowa, formative assessment identifies students' mastery and progress in the material taught, ensuring all topics are well understood. Generally, formative assessment requires feedback between educators and students, providing information on student progress for future learning improvements. This feedback helps students recognize their learning level, strengths, and weaknesses, making them feel involved in the learning process.

Formative assessment is crucial for reflecting on students' learning progress and challenges and evaluating educators' teaching strategies to enhance effectiveness. It provides additional information on students' learning needs.

### c. Summative Assessment

Summative assessment uses and produces scores or grades. In the English subject at SMKN 5 Gowa, summative assessment aims to evaluate students' final achievements as a basis for determining their graduation. It helps educators compare students' learning outcomes after completing a topic or teaching material. Summative assessment plays a significant role in evaluating students' learning results at the end of a learning period, such as the end of a semester or academic year. It motivates students to learn and helps educators conclude students' learning outcomes and achievements, forming a report at the end of the learning period.

## 2. Types of Assessment in Learning

### a. Written Assessment

Written assessment focuses on content and structure to evaluate students' ability to create or organize ideas, present arguments clearly, and use proper grammar. This assessment enhances students' understanding of the material, analytical skills, and writing proficiency, including grammar, spelling, and punctuation. Written assessment encourages students to think critically and improve their written communication skills by providing time to think and revise before submitting their work.

In Grade X English learning at SMKN 5 Gowa, written assessment helps improve students' written communication skills. Educators assist students in correcting writing errors, grammar, structure, and clarity. It also broadens students' understanding of deeper ideas and fosters their creativity in expressing themselves through writing.

### b. Performance Assessment

Performance assessment refers to practice and execution, aiming to evaluate students' ability to apply skills in real-life situations. It allows direct observation of students' responses when solving problems. In Grade X English learning at SMKN 5 Gowa, performance assessment helps educators identify students' strengths and weaknesses, assisting in the development of knowledge, skills, creativity, communication, and resource management. It also helps students understand areas for improvement.

Performance assessment fosters students' responsibility to become more independent in planning, organizing, and completing tasks individually or in groups. It is crucial for motivating and engaging students in the taught material.

## 3. Assessment Techniques

In assessing the English subject for Grade X at SMKN 5 Gowa, teacher use both individual and group assessments to measure the achievement of learning objectives, with each having its distinct functions. Individual assessment focuses more on understanding and skills, identifying the learning needs of students, monitoring individual progress, and enhancing student motivation by appreciating their learning achievements. Group assessment, on the other hand, aims to develop teamwork skills, evaluate how groups can distribute tasks to work collectively, assess each member's contribution towards achieving group goals, and understand their roles and responsibilities within the group. Additionally, it enhances social interaction and communication among group members.

In the observations conducted at SMKN 5 Gowa, researchers found that the educators used assessment techniques based on content/message, fluency, and correct grammar, categorized into four levels from excellent to poor

First, in the “Excellent” category, a score of 4 is given, which means the message is conveyed as requested, fluently, or with correct grammar. Second, “Good” is given a score of 3, meaning the message is conveyed with slight modifications, minor hesitations, or few grammatical errors. Third, “Fair” is given a score of 2, meaning the message is not fully aligned with the request, is delivered with stuttering, or has somewhat incorrect grammar. Finally, “Poor” means the message conveyed differs from the request, is read out loud, or has many grammatical errors. The following are the assessment techniques used by teacher in Grade X English at SMKN 5 Gowa:

a. Content / Message

- 1. Excellent (4) : Message conveyed as requested
- 2. Good (3) : Message conveyed with slight modifications
- 3. Fair (2) : Message not fully aligned with the request  
: Message conveyed differs from the request
- 4. Poor (1)

b. Fluency

- 1. Excellent (4) : Message delivered fluently
- 2. Good (3) : Message delivered with slight hesitation
- 3. Fair (2) : Message delivered with stuttering
- 4. Poor (1) : Message read out loud

c. Correct Grammar

- 1. Excellent (4) : Delivered with correct grammar
- 2. Good (3) : Few grammatical errors
- 3. Fair (2) : Grammar somewhat incorrect
- 4. Poor (1) : Many grammatical errors

**4. Assessment Rubric**

The assessment rubric used by educators in Grade X English at SMKN 5 Gowa includes student names and the following assessment aspects: content, fluency, grammar, final score, and competency status.

NO	Student	Assessment aspect
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	Name	Content	Fluency	Grammar	Final score	Competent/Not Competent
1.						
2.						
3.						
4.						
5.						

### 5. Final Score Calculation

Content + Fluency + Performance + Grammar / 4 = Final Score

### CONCLUSIONS

Assessment implemented in the Merdeka curriculum, used by educators in Grade X English at SMKN Gowa, greatly assists educators in evaluating students' learning outcomes with different aspects and objectives, while also providing significant benefits and motivation to the students. With diagnostic, formative, and summative assessments, educators can systematically design the evaluation of students' learning outcomes. This structured approach aims to summarize the learning outcomes from the beginning to the end of the learning process, referencing the achievements or goals expected by the educator. From the results of the study, it can be concluded that the importance of assessment in the learning process and outcomes is to motivate students to improve their skills, knowledge, ideas, and critical thinking. Additionally, assessments help evaluate whether students are ready to advance to the next level of learning or if they need significant improvements. Thus, assessments are not just for evaluation purposes but also to identify and analyze the differences in how students grasp and organize the learning material.

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