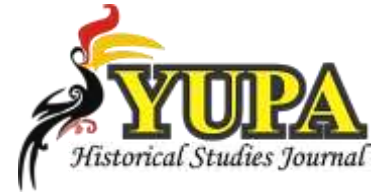


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Independent Curriculum Assessment and Evaluation in History Learning in Public High Schools throughout Barito Kuala Regency

Sriwati¹, Wisnu Subroto², Melisa Prawitasari³, Fitri Mardiani⁴

¹ Lambung Mangkurat University, Banjarmasin, Kalimantan Selatan, Indonesia

² Lambung Mangkurat University, Banjarmasin, Kalimantan Selatan, Indonesia

³ Lambung Mangkurat University, Banjarmasin, Kalimantan Selatan, Indonesia

⁴ Lambung Mangkurat University, Banjarmasin, Kalimantan Selatan, Indonesia

sriwati@ulm.ac.id, wisnusubroto@ulm.ac.id, melisa.prawitasari@ulm.ac.id, fitri.mardiani@ulm.ac.id

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Abstract This research uses a qualitative approach. Data collection and data sources were determined by purposive sampling. Data collection techniques were carried out using observation, interviews and documentation. Data analysis techniques are carried out through data collection, reduction, presentation and conclusion. Then, to obtain the validity of the data in this research, the researcher used triangulation techniques. The research results show that the State High School in Barito Kuala has implemented an independent curriculum. Learning and assessment have been carried out in an integrated manner. In history learning, teachers use assessments to measure the achievement of learning objectives. Three types of assessments are used: diagnostic, formative, and summative. The assessment results are used as a basis for assessing students' cognitive, affective, and psychomotor aspects, as well as reflective material for teachers to use in determining subsequent learning strategies.

Keywords: assessment, evaluation, independent curriculum, history learning.

Abstrak Penelitian ini bertujuan menganalisis perencanaan, pelaksanaan dan penilaian asesmen kurikulum merdeka dalam pembelajaran sejarah di SMA Negeri se-Kabupaten Barito Kuala. Penelitian ini menggunakan pendekatan kualitatif. Pengumpulan data dan sumber data ditentukan dengan purposive sampling. Teknik pengumpulan data dilakukan dengan menggunakan observasi, wawancara dan dokumentasi. Teknik analisis data dilakukan melalui pengumpulan data, reduksi, penyajian, dan penarikan kesimpulan. Kemudian untuk memperoleh keabsahan data dalam penelitian ini, peneliti menggunakan teknik triangulasi. Hasil penelitian menunjukkan bahwa SMA Negeri di Barito Kuala telah menerapkan kurikulum merdeka. Pembelajaran dan penilaian telah dilaksanakan secara terpadu. Dalam pembelajaran sejarah, guru menggunakan asesmen untuk mengukur ketercapaian tujuan pembelajaran. Ada tiga jenis asesmen yang digunakan, yaitu asesmen diagnostik, asesmen formatif, dan asesmen sumatif. Hasil penilaian tersebut digunakan sebagai dasar penilaian aspek kognitif, afektif, dan psikomotorik siswa serta sebagai bahan reflektif untuk digunakan guru dalam menentukan strategi pembelajaran selanjutnya.

Kata kunci: asesmen, penilaian, kurikulum merdeka, pembelajaran sejarah.



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INTRODUCTION

Learning is aimed at realizing National Education goals. In Law no. 20 of 2003, article 3 states that the function of National Education is to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the country, aiming to create the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. Therefore, in learning, educators and students need to understand the targeted competencies so that the entire learning process strives to achieve these competencies.

In the Independent Curriculum, learning outcomes are defined as targeted competencies. However, in order for educational units and educators to have the freedom to develop learning, teaching tools, and assessments according to students' characteristics and needs, the learning outcomes that have been determined are not concrete enough to guide learning activities. Therefore, learning outcomes need to be broken down into more operational and concrete learning objectives that students can achieve one by one.

Learning and assessment are one unit that should be kept distinct (Kemdikbudristek, 2022). Therefore, the planning, implementation and assessment processes must be carried out simultaneously. In the learning planning stage, for example, educators need to design assessments carried out at the beginning, during, and at the end of learning. Likewise, in the following process, namely the implementation of learning, educators can carry out assessments to determine the achievement of learning objectives throughout the learning process. Then, at the end of the lesson, an assessment is required to ensure the achievement of the overall learning objectives.

Assessment is an integrated part of the learning process. Assessments are conducted to look for evidence or primary considerations regarding achieving learning objectives. The assessment results can also be used as feedback for educators, students, and even parents/guardians in determining future learning strategies. There are at least three types of assessment used in the Independent Curriculum, namely assessment, diagnostic, formative assessment and summative assessment, as a basis for assessing the success of learning.

Learning history is a process of building connectivity between the past, present and future, so history must be studied thoroughly and comprehensively (Sriwati, 2023). History as learning is a process that helps develop the potential and personality of students through historical messages so that they become wise and dignified citizens (Sardiman, 2012). Therefore, according to Hamid (2014), learning history does not only provide students with knowledge, facts and chronology about past events. More than that, strengthening students' awareness of learning history is essential to generate interest and motivation to learn in the classroom.

Based on these objectives, the assessment required in history learning aligns with what is intended in the Independent Curriculum, namely providing a more significant portion of assessment during the learning process (formative assessment) compared to the final assessment of the learning process (summative assessment). However, this change in the assessment paradigm is still challenging to implement. Implementing assessments tends to focus on summative assessments as a reference for filling out student learning outcomes reports and not as feedback for improving learning.

Many other researchers have conducted research on the Independent Curriculum since the emergence of this curriculum in 2020. Previous research related to assessment includes Budiono & Hatip (2023) entitled Learning Assessment in the Independent Curriculum. The research results show various learning assessments commonly used in the independent curriculum: diagnostic assessments, formative assessments, and summative assessments. The research focuses on describing the types, characteristics and functions of assessment. Another research by Muliana, Sadriani, & Adminira (2023) entitled Assessment of the Independent Learning Curriculum in High Schools explains the theoretical concept of assessment in implementing the Independent Curriculum.

In contrast to the previous research described above, which tended to use library studies in the data collection process, this research is field research that aims to analyze the process of planning, implementing, and evaluating teachers for the Merdeka Curriculum assessment in history learning in Public High Schools throughout Barito Kuala Regency.

In Barito Kuala Regency, the Independent Curriculum in Public High Schools has been implemented since the 2022/2023 academic year. However, in the last two years, several studies have focused more on implementing the Independent Curriculum in learning. Research needs to focus on assessing the Merdeka Curriculum in history learning. Learning and assessment are units that should be distinct and carried out simultaneously.

METHOD

This research uses qualitative methods. Sugiyono (2010) states that the qualitative descriptive method is based on a natural approach to objects with the researcher as the research instrument. Data analysis is inductive, with research results emphasizing meaning. Qualitative research seeks to analyze, describe, and explain the phenomena studied naturally.

The research locations include 20 public high schools in Barito Kuala, namely SMA Negeri 1 Mandastana, SMA Negeri 1 Tamban, SMA Negeri 1 Marabahan, SMA Negeri 1 Jejangkit, SMA Negeri 1 Belawang, SMA Negeri 1 Rantau Badauh, SMA Negeri 1 Mekarsari, SMA Negeri 1 Tabukan, SMA Negeri 1 Alalak, SMA Negeri 1 Wanaraya, SMA Negeri 1 Bakumpai, SMA Negeri 1

Anjir Pasar. The informants in this research involved 20 public high school history teachers in Barito Kuala.

Data was collected using various techniques, namely observation, interviews and documentation. In the observation stage, the researcher observed the teacher's use and assessment of assessments during learning. Then, in-depth interviews will be conducted regarding plans, implementation, and assessment results assessment. Apart from that, researchers also reviewed several documents, such as teaching modules and teacher assessment journals. Research data analysis using the Miles & Huberman (1992) model includes data collection, data reduction, data presentation, and conclusion. Testing the validity of the data uses source and method triangulation techniques.

RESULT AND DISCUSSION

Barito Kuala Regency is the westernmost district of South Kalimantan Province. Its regional boundaries include the northern part bordering Hulu Sungai Utara Regency (HSU) and Tapin Regency, the southern part bordering the Java Sea, the eastern part bordering Banjar Regency and Banjarmasin City, and the western part bordering Central Kalimantan Province (Sriwati, 2012).

Administratively, Barito Kuala Regency consists of 17 sub-districts, with 16 state high schools spread across almost every sub-district. The following table shows the distribution of the number of schools in Barito Kuala Regency.

Table 1. List of Public High Schools in Barito Kuala Regency by District

Number	Subdistrict	Public High School	Accreditation
1	Kuripan	SMAN 1 Kuripan	B
2	Mandastana	SMAN 1 Mandastana	A
3	Barambai	SMAN 1 Barambai	B
4	Tamban	SMAN 1 Tamban	A
5	Marabahan	SMAN 1 Marabahan	A
6	Anjir Muara	SMAN 1 Anjir Muara	B
7	Jejangkit	SMAN 1 Jejangkit	B
8	Belawang	SMAN 1 Belawang	C
9	Rantau Badauh	SMAN 1 Rantau Badauh	B
10	Mekarsari	SMAN 1 Mekarsari	B
11	Tabukan	SMAN 1 Tabukan	B
12	Alalak	SMAN 1 Alalak	A
13	Wanaraya	SMAN 1 Wanaraya	B
14	Tabunganen	SMAN 1 Tabunganen	B
15	Bakumpai	SMAN 1 Bakumpai	B
16	Anjir Pasar	SMAN 1 Anjir Pasar	A
17	Cerbon	-	-

Source: Barito Kuala Regency Central Statistics Agency, 2024.

Based on the research results conducted on history teachers in Barito Kuala, some information/data was obtained regarding planning, implementing and evaluating the results of

assessments carried out by teachers in history learning. This data was collected using various techniques: interviews, observation and documentation. The tabulation of observation data can be seen in the following table.

Table 2. Tabulation of Data from Observations in History Learning in Public High Schools throughout Barito Kuala Regency in 2024

Number	Statement	Answer	
		Yes	No
1	Teachers provide assessments to students to measure achievement of learning objectives.	20	0
2	When conducting assessments, teachers focus on assessing student progress and development.	19	1
3	In conducting assessments, teachers evaluate student learning outcomes against learning objectives.	18	2
4	Teachers ensure that all students have equal access to needed resources.	16	4
5	Teachers consider students' needs and characteristics when determining assessment objectives.	19	1
6	Teachers ensure the selected assessment instruments are accessible and understandable to all students.	18	1
7	The teacher has set clear assessment criteria for each assessment instrument.	20	1
8	The teacher provides an assessment schedule that has been adjusted to the academic calendar and other activities at school.	13	7
9	The teacher provides sufficient resources (books, teaching aids, digital media, etc.) to support the implementation of the assessment.	18	2
10	Teachers provide assessments continuously and periodically during the learning process.	11	9
11	Teachers use various assessment techniques and instruments, such as tests, assignments, projects, observations, and interviews.	20	0
12	Teachers provide assessments at the end of a learning period, such as a semester or school year.	20	0
13	The teacher explains directly the purpose of the assessment to be carried out to students.	18	2
14	The teacher explains the assessment criteria to students before carrying out the assessment.	16	4
15	The teacher ensures that the assessment is implemented according to the planned procedures.	17	3
16	Teachers make adjustments to assessment instruments to meet students' individual needs.	20	0
17	Teachers use the results of the assessment to determine further learning strategies.	20	0
18	Teachers use assessment results as reflection material to improve the quality of learning.	20	0
19	Teachers provide immediate and relevant feedback to students based on assessment results.	19	1
20	Teachers use assessment results to identify student learning needs.	19	1
21	Teachers use assessment results to improve teacher teaching.	19	1

22	The teacher gives grades or scores as a result of the assessment.	19	1
23	The teacher considers student input or assessment results to revise the plan.	16	4
24	Teachers analyze assessment results to identify student competency achievements.	20	0
25	Teachers make changes to assessment instruments, assessment criteria, or assessment schedules after conducting an evaluation.	19	1

Source: Research, 2024.

The data in the table above shows that based on the characteristics of the assessment, history teachers at Public High School throughout Barito Kuala Regency have implemented at least three (three) types of assessment in learning: diagnostic assessment, formative assessment, and summative assessment. The assessment forms vary greatly, including written tests, oral tests, projects, observations, interviews, assignments, and quizzes.

Teachers carry out assessments at various times according to needs. Some are carried out at the beginning of learning to diagnose students' initial competencies (diagnostic assessment), some are carried out during the learning process to assess the process (formative assessment), and some are carried out at the end of learning to test the achievement of learning objectives (summative assessment). The following picture shows several forms of assessment carried out by teachers in history subjects at Public High Schools throughout Barito Kuala Regency.

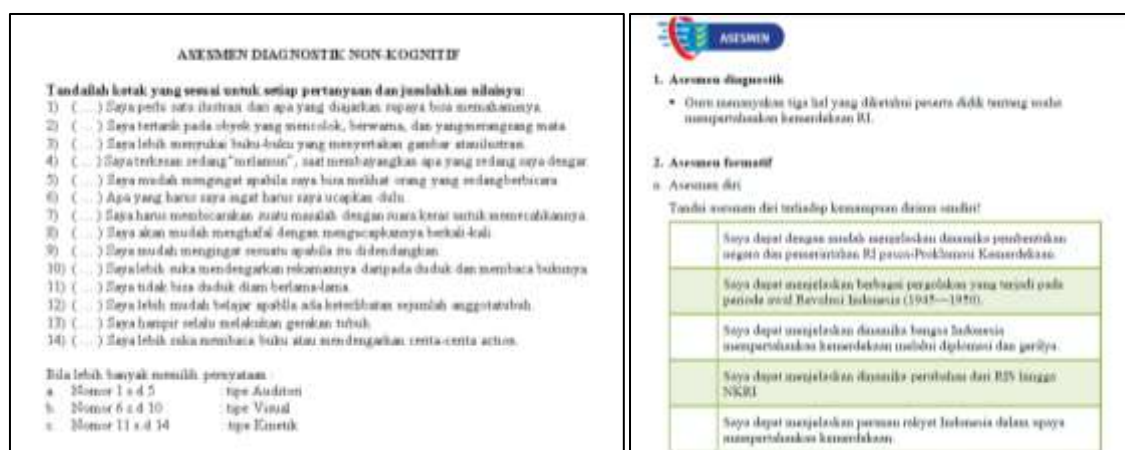


Figure 1. Examples of Non-Cognitive Diagnostic Assessments, Cognitive Diagnostic Assessments, and Formative Assessments at Public High Schools throughout Barito Kuala Regency.

(Source: Dina Yulinda, 2024; Noor Maya Shofa, 2024).

Based on the results of interviews with several history teachers at Public High Schools throughout Barito Kuala Regency, there are several objectives for conducting assessments, including:

1. to measure the achievement of learning objectives,
2. to assess student's learning progress,

3. to map the characteristics/learning styles of students,
4. to reflect on the quality of teaching,
5. to evaluate learning strategies and determine further strategies,
6. to identify students' learning needs and
7. to give awards to students.

The Independent Curriculum provides space for students to become more independent because it focuses on students' talents and interests according to their abilities. Apart from that, the Merdeka Curriculum supports the strengthening of the Pancasila Student Profile in students, namely as part of the answer to the big question regarding what kind of competencies the Indonesian education system wants to produce (Handayani et al., 2023).

History learning refers to the concepts of change and continuity, thereby directing students to be able to interpret history as a science of life. History teachers have an essential position as the front guard in facing the globalization of education, so they must have adequate qualifications and competencies to face current developments (Mardiani et al., 2024). Teachers play a very vital role in the success of the curriculum. One of the keys to success in implementing the curriculum is when teachers can design tasks that are to the expectations or goals of the curriculum. Teachers try in various ways to understand students' learning needs. One method used is direct observation, where the teacher observes students' attitudes in class. Teachers can identify students' learning styles by applying auditory, visual and kinesthetic-based learning methods. When these three models are implemented, teachers can observe the level of student activity and enthusiasm for learning, which shows the harmony between learning methods and their learning styles. So teachers can understand students' learning styles better. The second method is to utilize applications or websites where various online tests are available to assist teachers in determining students' learning needs.

Permendikbudristek 17 of 2021 states that "The national assessment aims to make the nation's life more intelligent; it is necessary to map and continuously improve the quality of the education system so that it can encourage learning that fosters students' reasoning power and character by the values of Pancasila." The independent curriculum has an essence that is guided by the nature of learning. Students, as free individuals, have different talents and interests. The independent curriculum provides autonomy to each educational unit so that differentiated learning at the beginning of learning activities is designed to gather concrete information to accommodate the diversity of students (Syifa et al., 2024). The Independent Curriculum has three types of authentic assessments: cognitive, affective, and psychomotor. All three must be carried out every time an assessment occurs (Minarti et al., 2023). Apart from that, in the independent curriculum, there is the principle of assessment, namely that assessment is designed as part of the learning process, as guidance in learning, and as an overall information medium, as a

reference for teachers and students in determining subsequent learning strategies, namely achieving learning goals.

According to the results of an interview with the Barito Kuala Regency History Subject Teachers' Conference (MGMP) chairman, Fajeri Restu. S., S.Pd. Data was obtained that all public high schools in Batola Regency have implemented the Merdeka Curriculum. However, many subject teachers still need to understand the concept of assessment in the Independent Curriculum. Several consequences that arise if authentic assessment is not carried out well include the need to provide the data needed to improve and develop learning or activities and identify student progress during the learning process. Therefore, history teachers must ensure the planned assessments align with the learning objectives. Every form of assessment must be designed to measure the achievement of the competencies expected of students (Interview, 26 August 2024).

Based on the results of a review of the teaching module for history subjects at SMA Negeri 1 Alalak, the teacher has designed the principles of differentiated learning. In compiling teaching modules, teachers have considered the diversity of students by referring to the results of diagnostic assessments. The results of this assessment are then grouped into three categories: high, medium, and low.

Teachers try to develop more effective teaching modules by identifying learning areas that need strengthening based on the initial assessment results. In this way, the modules prepared will be more targeted, accommodate students' individual needs, and ensure that each student receives attention and support that suits his or her learning style and interests. When designing the teaching module, the history teacher modified the flow of learning objectives (ATP) based on discussions from the Barito Kuala Regency History Subject Teachers' Deliberation meeting results. This modification was carried out by considering the needs of students in implementing the Independent Curriculum. In the Independent Curriculum, guidelines for teachers in the teaching process are no longer called learning implementation plans but teaching modules (Raihanah et al., 2024). In teaching modules, teachers are free to choose, create, use and develop teaching module formats according to the learning needs of their respective schools.

Teachers also integrate differentiation strategies to adapt teaching methods to various levels of student understanding and design challenging learning activities for students who have mastered the material while providing additional assistance for those who still need help. This will increase the effectiveness of learning and encourage more active and personal involvement of students in the learning process. Through differentiated learning, students will be able to be responsible for the process and results they obtain and have good self-regulation so that they will obtain optimal learning achievement (Hermawan & Farisi, 2023).

Dina Yulinda, S.Pd., a history teacher at SMAN 1 Anjir Pasar, designed the planning for the teaching module based on the initial assessment results, which she carried out independently in class at the beginning of the learning. This is done to facilitate the diversity of knowledge, interests, learning styles and students' readiness to study history. It is known that history subjects in schools are generally during the "hot" hours, namely after the noon prayer break. So, there needs to be special preparation and strategies for teachers so that history learning can still be enjoyed and run smoothly according to the expected goals (Interview, 26 August 2024). This is in line with Jayanti's (Jayanti et al., 2023) opinion that differentiated learning encourages education with a learning process tailored to each student's learning needs. These needs include students' learning readiness, interests and learning profiles.

One of the efforts made so that the classes they teach can accommodate all students' needs is differentiated learning. Learning differentiation is carried out in the form of process differentiation, namely adapting assessment methods and instruments to students' needs, abilities and learning styles. For example, students who tend to be visual can be assessed through visual projects or presentations, while students who tend to be verbal can be assessed through essays or discussions. These plans have been included in the teacher's learning plan (teaching module) (Interview, Dina Yulinda, S.Pd., 26 August 2024).

Generally, history teachers in state high schools throughout Barito Kuala Regency have informed students about the attitude, skills and knowledge competencies that will be assessed. In its implementation, the teacher democratically conveys plans for assessment activities that will be carried out in history learning. In addition, history teachers also provide differentiated learning, an approach in which teachers adapt content, processes, products, and learning environments to suit students' needs.

According to the Learning and Assessment Guide (Yogi, 2022), assessment is an activity integral to learning. The purpose of the assessment is to look for evidence or a basis for consideration regarding the achievement of learning objectives. In its implementation, educators or instructors are recommended to carry out two types of assessments: formative assessments and summative assessments.

A formative assessment aims to provide information or feedback for educators and students to improve the learning process. Formative assessments can be carried out at the beginning of learning to determine students' readiness to learn teaching material and achieve learning objectives. They are also carried out during the learning process to determine student progress and provide quick feedback.

Meanwhile, summative assessment is carried out to ensure the achievement of overall learning objectives. This assessment is carried out at the end of the learning process. Summative

assessments are part of calculating grades at the end of the semester, academic year, and end of level.

Based on the analysis of research data, it is known that all public high schools in Barito Kuala have implemented the Independent Curriculum, so in the history subject planning documents, teachers have created and used modules according to students' needs. In the module created by these teachers, there are 3 types of assessment are used: diagnostic, formative, and summative.

a. Diagnostic Assessment

To create quality learning, learning needs to be evaluated. Evaluation can be carried out using specific assessments (Hasna et al., 2023). Evaluation is carried out after learning and at the initial stage of learning using diagnostic assessments.

Diagnostic assessment is carried out on students specifically to identify their competencies, strengths, and weaknesses so that learning can be designed according to their competencies, needs, and conditions (Ministry of Education and Culture of the Republic of Indonesia, 2020). Therefore, diagnostic assessments can be used to diagnose students' basic abilities and initial conditions.

In history learning at Barito Kuala State High School, teachers apply two types of diagnostic assessments, namely non-cognitive diagnostic assessments and cognitive diagnostic assessments. Non-cognitive diagnostic assessments aim to display student profiles in the form of background and initial competencies in an effort to formulate learning that suits students' interests, talents, learning styles and daily circumstances (Kasman & Lubis, 2022). Meanwhile, cognitive diagnostic assessments aim to provide information regarding basic knowledge and specific abilities of students in order to provide information for teachers to design learning according to student's needs (Sugiarto et al., 2023).

Based on the results of an interview with the history teacher at SMA Negeri 1 Mandastana, Noor Maya Shofa, S.Pd (Interview, 28 August 2024), a non-cognitive diagnostic assessment was carried out by the school through the Guidance Counseling (BK) teacher to map students' learning styles and learning interests. In history learning, non-cognitive diagnostic assessments are also carried out by history subject teachers periodically to determine students' styles, motivations, interests and needs for history learning. Apart from that, history teachers also carry out cognitive diagnostic assessments before starting core learning activities. This assessment is intended to determine students' initial competencies regarding the material to be presented. Cognitive diagnostic assessments are carried out in various forms, such as written tests, oral tests, and others.

Dina Yulinda, S.Pd., and M. Ihsan Al Hasby, S.Pd., history teachers at SMA Negeri 1 Anjir Pasar, stated that they more often use cognitive diagnostic assessments in the form of oral tests as per the following interview excerpt.

"Usually, before entering the main activity, I give several stimulating questions with the first aim to find out the students' initial abilities and the second aim to attract students' interest in the topic/material that will be discussed. Our questions are tiered from easy to difficult. "Sometimes it is given to all students by asking them to write their answers on paper, but more often it is given randomly by asking students for verbal answers" (Interview, 26 August 2024).

With cognitive diagnostic assessments, students are challenged in learning. They tend to be better prepared because they know that before starting learning, the teacher will ask several questions to measure their abilities. So, it can be concluded that the results of this non-cognitive and cognitive diagnostic assessment can be used by teachers to map interests and learning styles, measure initial abilities, analyze learning needs, and increase students' learning motivation.

b. Formative Assessment

Assessment is an integrated part of the learning process. In learning, there are three assessment functions, including assessment as learning, assessment for learning, and assessment of learning. Assessment as shows the function of assessment as a reflection of the learning process. Assessment for shows the function of assessment in improving the learning process. Assessment of shows the function of assessment as an evaluation at the end of the learning process.

In learning, formative assessment aims to improve and develop students' self-development. Therefore, this assessment is carried out during the learning process. Formative assessments can be carried out by teachers and students. Formative assessments that teachers can carry out include monitoring learning, ensuring progress, and checking students' understanding. Apart from that, formative assessments can also be carried out by students, namely evaluating their own learning, building knowledge, identifying strengths and weaknesses, and improving abilities.

Learning history is a process of building connectivity between the past, present and future, so history must be studied thoroughly and comprehensively (Sriwati, 2023). History as learning is a process that helps develop the potential and personality of students through historical messages so that they become wise and dignified citizens (Sardiman, 2012). Therefore, according to Hamid (2014), learning history not only provides knowledge, facts, and chronology about past events but also focuses on strengthening the character and awareness of students.

Based on these objectives, an emphasis on formative assessment in learning assessment is needed. As we all know, the condition that occurred previously was that assessment of learning was most dominantly carried out by teachers in assessment. In the Medeka Curriculum, teachers are expected to prioritize assessment as learning and assessment of learning. In other words, the

Merdeka Curriculum hopes that a greater proportion of assessments will be carried out in formative assessments so that awareness arises that the process is more important than the final result.

From the results of interviews and analysis of history teacher teaching modules at several schools in SMA Negeri 1 Barito Kuala, namely SMA Negeri 1 Anjir Pasar, SMA Negeri 1 Alalak, SMA Negeri 1 Mandastana, and SMA Negeri 1 Rantau Badauh, it is known that in the assessment of teacher learning they have met The hope of the Independent Curriculum is to place more emphasis on the use of formative assessments in assessment. Regarding this, the history teacher at SMA Negeri 1 Mandastana, Noor Maya Shofa, S.Pd. States that:

"The final results assessment (summative assessment) cannot be used as the only measure of students' abilities. There are many factors, both internal and external, which sometimes influence students' conditions. "So what if this final assessment is carried out when students are not in their best condition? Of course, this will also affect the results they obtain" (Interview, 28 August 2024).

Based on this statement, it can be seen that to obtain authentic assessment in learning, assessment needs to be carried out continuously using various assessments during the learning process. There are various forms of formative assessment used by history teachers in state high schools throughout Barito Kuala Regency, namely written and unwritten assessments to assess students' knowledge, skills and attitudes. Written assessments include written tests (multiple choice quizzes and question quizzes), reflections, papers, posters, and infographics. Meanwhile, non-written assessments include oral tests (question and answer), interviews, class discussions, presentations and learning videos. Every assessment determined, both written and unwritten, is equipped with an appropriate assessment rubric.

c. Summative Assessment

In the era of modern education, measuring learning outcomes has become crucial in assessing the effectiveness of educational programs. One of the important instruments in this measurement is summative assessment (Halim, 2024). Summative assessment is an assessment carried out at the end of a learning period to assess the extent to which students have achieved the set learning objectives.

Summative assessment is an assessment that is commonly used at various levels of education. This assessment offers a comprehensive picture of students' learning achievements in a certain learning period. Therefore, reviewing the effectiveness of summative assessment is very important to ensure that this instrument can provide accurate, relevant and useful information in assessing student learning outcomes.

Given the important role of summative assessment in measuring students' final achievements, debate has arisen about the effectiveness of this assessment in measuring learning outcomes. Basically, measuring Learning Achievement is not limited to measuring knowledge

(cognitive). Summative assessments are expected to be able to measure deeper understanding, such as the application of concepts and students' analytical abilities (Halim, 2024).

According to the Learning and Assessment Guide for Early Childhood Education, Primary Education and Secondary Education (2024), a good summative assessment is one that uses various forms of instruments and techniques. In this case, there are several forms of instruments that can be used, namely tests, observations, performances, projects, portfolios, and others. Assessments should be carried out over a longer period of time, such as a week or more at the end of the learning process and carried out simultaneously for two or more learning objectives in accordance with educational unit policies. The results of a summative assessment are not limited to results but can be a description of the learning objectives that have been achieved. If it is a number, it is still necessary to explain its meaning.

Summative assessments at public high schools in Barito Kuala Regency are generally carried out in the form of written tests, namely in the form of multiple choice questions and essays. Carried out within scheduled time frames, such as Mid-Semester Exams and Final Semester Exams, with assessment results in the form of numbers. Although this assessment is still considered important by history teachers, in its implementation, the assessment process for students is not solely oriented towards the results of the summative assessment.

Based on the results of an interview with Satria Dharmawan, S.Pd., one of the history teachers at SMA Negeri 1 Alalak, it is known that the assessment of history learning focuses more on the assessment of the process rather than the learning outcomes of students. This is done because, according to him, learning is a dynamic process; if it only depends on the final result without giving feedback, it can hinder the process of students experiencing knowledge.

In learning, each assessment basically has its own role and purpose. These assessments even have relationships with each other. Like formative assessments which aim to improve and develop students' self-development. This can actually also help students to get better grades in summative assessments. Therefore, it is very important to build a balance of formative assessment and summative assessment in learning.

CONCLUSION

1. Teachers have designed teaching modules that use differentiated learning and assessment components in accordance with the Independent Curriculum.
2. Teachers have carried out integrated learning and assessment. The assessments used are those planned in the teaching module.
3. Teachers use at least three types of assessment assessment, namely diagnostic assessment, formative assessment, and summative assessment. However, the results of the formative evaluation received a more significant portion/percentage.

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