

Utilization of Assessment Features in Platform Merdeka Mengajar (PMM) in the Assessment of Indonesian Language Learning

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ARTICLE INFORMATION

Article History:

Accepted: 12-01-2023

Approved: 14-02-2023

Keywords:

*independent curriculum;
platform merdeka mengajar;
indonesian language learning*

ABSTRACT

The Indonesian government has launched the Merdeka Teaching Platform (PMM) application with various features that support learning activities in the independent curriculum. One of them is the student assessment feature. This study aims to determine the use of assessment features in PMM. This study used a qualitative descriptive method with interview, documentation, and observation techniques. The results of the study show that PMM has positive benefits in helping educators carry out assessments. Assessments in PMM include formative, summative, and diagnostic assessments that can be adjusted and adapted, so that PMM can be one of the solutions that educators can use in the era of independent curriculum, both in the assessment process and when conducting learning.

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Education is a process of forming thoughts and seeking knowledge through learning. Education can form patterns of human thought that can be directed according to their constructs. The existence of education is a way to survive and adapt to the times, which consists of the basic level to the higher education level (Vhalery et al., 2022). Over time, education has also shown progress in several aspects, including several changes to the curriculum initiated by the government. These changes forced various sectors in education to change their structure and governance in their implementation and development (Sumarbini & Hasanah, 2021). The development of the times followed by changes in the curriculum.

At present the curriculum in Indonesia refers to the independent learning curriculum which was immediately launched by the Indonesian Ministry of Education and Culture Research and Technology (Kemendikbud Ristek) Nadiem Makarim. The independent learning curriculum is a curriculum concept that demands independence for students in education inside and outside the classroom, so that it requires educators to carry out creative learning (Mahalu et al., 2022). The concept of independent learning is essentially freedom of thought (Marisa, 2021).

The fact is that in the world of education, balance in the learning process is something that is important to implement for students. Merdekalearning exists as an answer to the intense competition for human resources in the current era. Competencies such as thinking creatively, innovatively, critically and literacy should be of particular concern (Indarta et al., 2022). So far, the learning process has relied on educators as primary sources who provide a lot of material, explanations, and learning to students. As a result, students will become passive. Whereas in the previous curriculum, students must have the courage and great interest to become active students in class.

Indonesia has changed the curriculum several times, which of course has undergone various changes and improvements. In fact, Indonesia uses the 2013 curriculum (Kurtilas). Even when the Covid pandemic hit the whole world, Indonesia had time to change its curriculum to an emergency and prototype curriculum (Ulinniam et al., 2021). However, to overcome the learning loss due to the pandemic (learning loss), a learning recovery policy is needed within a certain period of time related to the implementation of the curriculum by educational units.

An independent curriculum is interpreted as a learning design that provides broad opportunities for students to learn in a calm, relaxed, fun way, and minimizes pressure to show students' natural talents. In other words, independent learning can focus on freedom in creative thinking. The main idea emerged to start creating a comfortable learning atmosphere in a happy atmosphere. The purpose of independent learning is so that educators, students, and parents can have a happy atmosphere. Freedom to learn is that the educational process must create happy atmospheres (Nurlaili & Siregar, 2022). It can foster a positive attitude of students in responding to learning.

Freedom of learning means reacting to the actualization of liberal arts which was often used in Europe in the Middle Ages in groups of knowledge that looked at the ability to think critically (Wurianto, 2020). More precisely, this liberal concept refers more to science in the context of freedom. It is alleged that this can go hand in hand with the presence of an independent curriculum through arts re-actualization. The form of independent learning requires students to have good literacy skills. The innovations given to students can be adjusted to the objectives of the curriculum. Independent learning means freedom in happiness without being burdened by a certain score or value.

The implementation of the independent learning curriculum in Indonesian language learning currently makes students and educators more creative, innovative, and of course more advanced in the use of technology (Hilda et al., 2022). The Independent Learning Program was initiated because there were many reports regarding the educational evaluation system which was still not optimal. Freedom of learning is freedom of thought, Educators will be in direct contact with a progressive learning process. Progressive means moving forward to make changes through improvement (Indrawati, 2021). The problems that are often faced by educators are usually not far from classroom management. Therefore, the classroom atmosphere must be designed creatively and innovatively through the era of independent learning (Juliantari, 2022).

In carrying out curriculum self-learning, the Ministry of Education and Culture has developed a technology application called Platform Merdeka Teaching (PMM). This technology platform is used as a companion for educators and school principals in carrying out teaching and learning activities to meet the changes and progress of the nation so that it can adapt to the times (Prabowo et al., 2021). PMM provides equality and opportunities for educators to continue learning and developing their competencies whenever and wherever educators are. The "Learning" feature in PMM provides independent training facilities for educators and education staff to obtain quality training materials by accessing them independently (Kemendikbud Ristek, 2021). Another learning feature is inspirational videos. This feature provides an opportunity for educators to get a variety of inspirational videos to develop themselves with unlimited access. With this "Learn" feature, it is hoped that educators, especially Indonesian language educators, can also develop the quality of their competence in carrying out Indonesian language learning.

Research on the use of the Platform has been carried out by Susilawati et al. (2021), Fiestasari et al. (2021), Priantini et al. (2022), and Budiarti (2022). From the results of previous research it was found that the Merdeka Learning Platform had a positive effect on learning for both students and educators and was reinforced by Budiarti's findings where as many as 30 educator respondents, around 87.6% of educators agreed with the use of the learning platform. Whereas previous learning evaluation research had been carried out by Ariyana (2019), Magdalena et al. (2021), and Ngafifah (2020). Based on many of these studies, the researcher is interested in researching the Assessment on the Merdeka Learning Media Platform feature found in the independent curriculum at SMP Negeri 4 Sukoharjo. Based on previous studies, it appears that there are still few studies that discuss PMM. Even research related to the use of the media assessment feature of the independent teaching platform in the implementation of learning evaluation has not been researched yet. Therefore, the novelty of this study is clear.

From the start, the PMM feature aims to assist educators in their teaching and learning activities, as well as conducting assessments. So that it can be applied to learning. Therefore, through this PMM feature, Indonesian language educators can use this feature which is certainly expected to increase the competence of educators to improve education in Indonesia. The researcher aims to examine the use of PMM to see the use of this feature in a school institution, especially in the assessment feature section.

The use of the Merdeka Teaching Platform (PMM) in the assessment of Indonesian language learning at SMP Negeri 4 Sukoharjo will be the formulation of the problem in this research. This research has an urgency to see the use of PMM in educational institutions such as schools, in supporting learning in the independent era of learning that uses PMM as an assessment feature. This research is focused on utilizing the assessment features in the Merdeka Teaching Platform (PMM) at SMP Negeri 4 Sukoharjo, including knowing the pattern of preparation, implementation, and evaluation of the use of PMM.

The element of novelty in this study focuses on the use of the assessment features in the Merdeka Teaching Platform (PMM) in Indonesian subjects which are directly connected to the independent learning curriculum. Especially at SMP Negeri 4 Sukoharjo which has advantages in the field of technology utilization. This has attracted the attention of researchers to further explore the use of the assessment features in the Merdeka Teaching Platform.

Assessment is a process to find out whether the process and results of an activity program are in accordance with the objectives or criteria that have been set. Assessment is carried out appropriately if data related to the object of assessment is available (Suwandi, 2011). Kusaeri defines assessment as a procedure for collecting, analyzing, and interpreting information that can be used to see a person's abilities and characteristics (Kusaeri, 2012). In line with this opinion, assessment can be said to be a form of measurement and evaluation techniques in the learning context (Marfuah & Febriza, 2019).

Cangelosi (1995) views assessment as an assessment that has many functions using various assessment tools to obtain information about the extent to which student learning outcomes or student competence (ability sets) are achieved (Cangelosi & Parici, 2002). Furthermore, assessment is the process of giving meaning in a measurement activity. Assessment can describe the results of student learning achievement by assessing how far the goal has been achieved (Susilowati, 2018). Therefore, assessment can also be said as a means to determine the level of development of students (Sumardi, 2020). Based on some of the opinions above, Assessment can be concluded as a process to find out whether the process and results of an activity program are in accordance with the objectives or criteria that have been set.

METHOD

This study uses a qualitative descriptive research method and a case study approach. The research setting is located at SMP Negeri 4 Sukoharjo. The appropriate data collection techniques in this study used in-depth interview techniques with selected informants, documentation analysis, and direct observation. The research sample was selected from several Indonesian language educators. Sampling was carried out by interviewing informants in depth. After identifying the informants in this study, the informants were asked several questions related to this research (Creswell, 2014). The validity of the data used is by triangulation of sources from the interview results. The data were analyzed in several stages using interactive data analysis by Miles and Huberman, namely carrying out the reduction process, presenting data, and drawing conclusions. These stages were carried out by researchers by reducing verbal data from selected informants (Miles et al., 2014). Then the data that has been obtained is identified based on the utilization of PMM. At the presentation stage, the data is described based on the findings in the results and discussion sections (Lodico et al., 2006). The findings include the results of interviews and observations conducted by researchers through informants. Finally, conclusions are drawn by the researcher.

RESULTS

Learning in the independent curriculum is defined as a learning process that develops superior human resources through prioritizing the application of character values so that each student has the ability to think and be creative which one wants to develop independently (Widiyono et al., 2021). The essence of independence is defined as the process of exploring the greatest potential that exists for educators and students to innovate independently and improve the quality of learning. Student participation in the learning process will increase with increasing self-directed learning. Self-directed learning education also supports intelligence through various improvements and equity, improving the quality of education, expanding access, and achieving the relevance of technology application to achieve skills based on collaboration, communication, critical thinking, and creativity (Sherly et al., 2021).

One of the important points of independent learning is the freedom of educators and students in the learning process, by returning the national learning system to the nature of the law, allowing schools to independently interpret basic curriculum competencies into their curriculum assessment (Rahayu et al., 2022). The learning process using independence is a very important manifestation of student-centered learning. This can provide challenges and opportunities for innovation, creativity, competence, personality development and student needs, and independence to seek and find knowledge. Therefore, PMM can clearly support the sustainability of the independent curriculum.

The findings of this study are the Merdeka Teaching Platform (PMM) is a technology application designed by the Ministry of Education, Culture, Research and Technology which is intended for all education stakeholders, including educators, students, parents, and school administration staff. Through this platform educators can find a variety of teaching materials, textbooks, training to support educators in learning and various forms of assessment are also available which can later be designed by each educator in this PMM. Therefore, as a whole educators can access technology that has been designed by the ministry of education to teach, learn and work with each other. This can be seen from the goals and benefits of the Merdeka Mengajar Platform which is explained in the figure 1.



Figure 1. Purpose and Benefits of PMM

The Merdeka Mengajar Platform provided by the Ministry of Education and Culture can be used by every educator as material for teaching. Educators will be facilitated with teaching tools available on the Independent Teaching platform. PMM also provides student assessments in the form of a literacy and numeracy diagnostic analysis. These tests are used according to the stage of developmental achievements of students to examine students' weaknesses and strengths (Rajeswari, 2004). Furthermore, various teaching tools can also be obtained by educators in the form of teaching modules, teaching materials, project modules, textbooks, and assessments. Through the teaching tools that have been provided, it will be able to inspire educators according to the subjects and phases in which educators teach. The teaching tools provided can also be accessed online, these teaching tools can also be downloaded and read offline.

Next, in the teaching module that has been provided, it contains objectives, steps, and learning media, as well as an assessment based on the flow of learning objectives (ATP), this designed teaching module will guide educators in carrying out learning so that it becomes a reference for educators in carrying out teaching activities and supporting competency in learning outcomes (Badan Penelitian dan Pengembangan Perbukuan, 2021). Furthermore, the teaching materials provided to help educators provide specific material or topic explanations, assist student assessment and reflection for students and the project module aims to strengthen the character of Pancasila's profile through cross-disciplinary strategic themes.

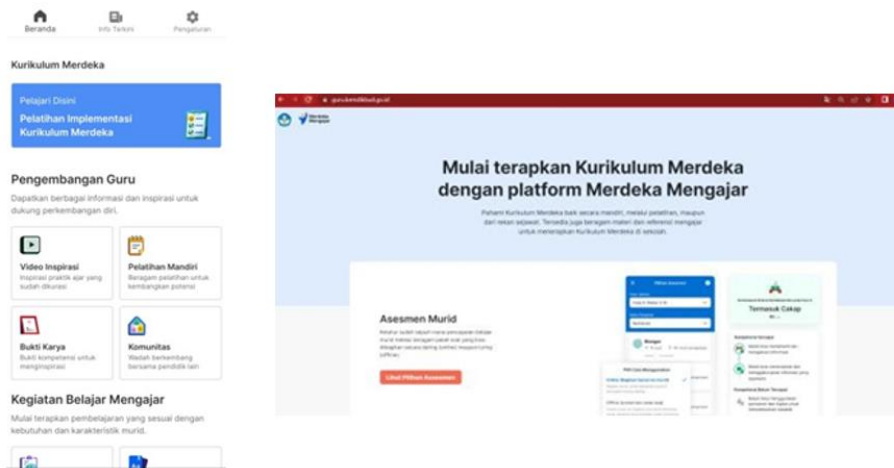


Figure 2. Differences in the Display of the *Merdeka Mengajar* platform on Devices Cell Phones and Personal Computers

In the student assessment section, educators will know to what extent the potential competence of students, this information is from learning processes and outcomes, looking for assessments based on phases and subjects and receiving the assessment process can be done automatically. The next function of the transformation of the Merdeka Mengajar platform is learning. That is, educators can obtain independent, quality training to help educators develop their competence independently so that it will inspire. So that educators will also be able to participate in sharing various inspirational videos with unlimited access. In independent training activities, educators will be given training topics, training modules, comprehension exercises, reflective stories and real actions. This real action is usually the implementation of training topics that are practiced directly to students at school.

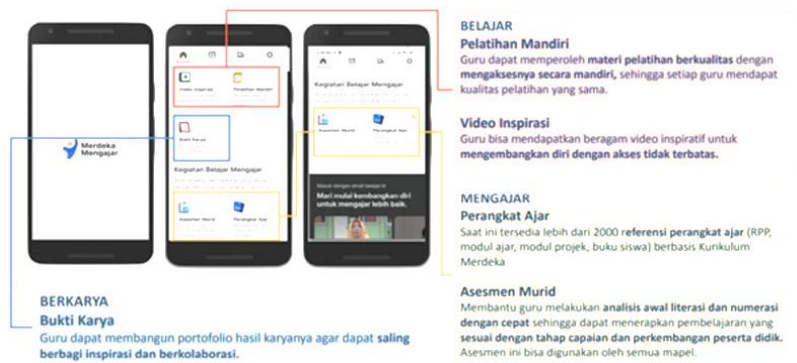


Figure 3. PMM features

In the work function, educators can create portfolios and display their work on the Merdeka Learning digital platform in video form. Then, educators can share with each other and give each other feedback (feedback) regarding the work so that this feedback will later become material for discussion that can help educators develop themselves independently, so from an independent digital platform it will continue to encourage educators to continue work

The Merdeka Mengajar Platform developed is expected to be able to become a partner educator in implementing the independent curriculum with a spirit of collaboration and sharing. Various content developed by the Ministry of Education and Culture and Research and Technology can provide more understanding when implementing and learning in education units that have participated in the independent curriculum implementation program.

DISCUSSION

The use of the student assessment feature in PMM contains a variety of literacy and numeracy question packages that can be shared by educators. Distribution of these question packages can be done online or offline by downloading the PDF format and then printing it. In carrying out this assessment the teacher must determine the phase of the student first. At the junior high school level, there are two student phases, namely phase D for grades VII, VIII, and IX. In phase D there are numeracy questions and literacy questions. The components in the AKM questions on literacy are detailed in the Table 1.

Table 1. AKM Literacy Components

Component	Literacy
Content	Information text and literary text
Context	Personal, socio-cultural, and scientific
Cognitive processes	Determine information, interpretation and integration, evaluation and reflection

In Table 1, it can be seen that the content of the AKM Literacy questions consists of information texts and literary texts. In the matter of information text there are three important things that need to be considered. Point A consists of finding information which is divided into two parts. First, in accessing and searching for information contained in the text, you need to pay attention to who, when, how, where and why. Second, looking for relevant information to determine the source of information. Point B consists of understanding which is divided into two parts, the first explaining the main idea and some supporting ideas in the information text. In the second part it compares related to differences in events, procedures, and characteristics of objects contained in information texts. On the last point, namely C, namely evaluating and reflecting which is divided into three parts. First, identifying opinions and facts in informational texts and assessing the accuracy of visual and nonvisual information in informational texts. Second, format assessment in the presentation of the text. Third, reflecting on the contents of the discourse to make decisions obtained from information texts.

Then in the literary text there are three important points. In point A related to finding information, it is divided into two parts, the parts of which are similar to the information text. At point B of understanding is divided into two parts, the first part analyzes intrinsic changes (events, storylines, conflicts, characters) in literary texts. Second, making inferences for both single and plural texts consisting of concluding the feelings and characteristics of the characters as well as intrinsic such as story backgrounds, events based on detailed information on literary texts and compiling conclusions based on supporting elements (graphs, pictures, tables, etc.) as well as comparing the characters or intrinsic elements in literature. Point C, namely evaluating and reflecting, consists of two parts (explained in two parts).

First, the format in the text includes (color, layout, graphics, etc.) in conveying messages in literary texts. Second, reflecting on new knowledge obtained from literary texts. Each question package consists of 12 questions with an allocated time of 45 minutes. As for phase D, there are only two packages of literacy questions, namely informational texts and literary texts, each question package consisting of 12 questions with an allocation of processing time of 45 minutes. Choice of Literacy Phases and Subjects are detailed in the Figure 4.

Learning Indonesian at the junior high school level also uses a new curriculum, namely the Merdeka Curriculum. As discussed in the previous sub, the independent curriculum also focuses on the profile of Pancasila students, including PMM, which contains a profile of Pancasila students. PMM can be used as a means of actualizing Pancasila values contained in the independent curriculum. Of course, the existence of PMM is a significant progress in the field of education which is motivated by the progress of education in the millennial era based on science and technology. Basically, PMM plays a role in supporting or supporting the internalization of Pancasila values in the form of Pancasila profile content. But apart from that, the PMM content also contains very interesting features even though they are not completely complete. Currently, the PMM application can only be accessed using email or a study id account.

The implementation of an independent curriculum must always be supported by a platform that can make educators or educators more innovative and creative in presenting learning. This is in line with the aim of PMM to foster positive learning effectiveness from educators to students. Meanwhile, PMM displays several content and components that are related to each other and can be used by educators and students. A simple example is the assessment feature in learning Indonesian. PMM has been launched since 2021. However, some schools tend to start using it in early 2022. PMM is obtained from the MGMP training which is held independently by schools that are within the scope of the KKM. Currently, most PMM is used in grade 7, taking into account the condition of schools that are not ready to implement the independent curriculum as a whole.

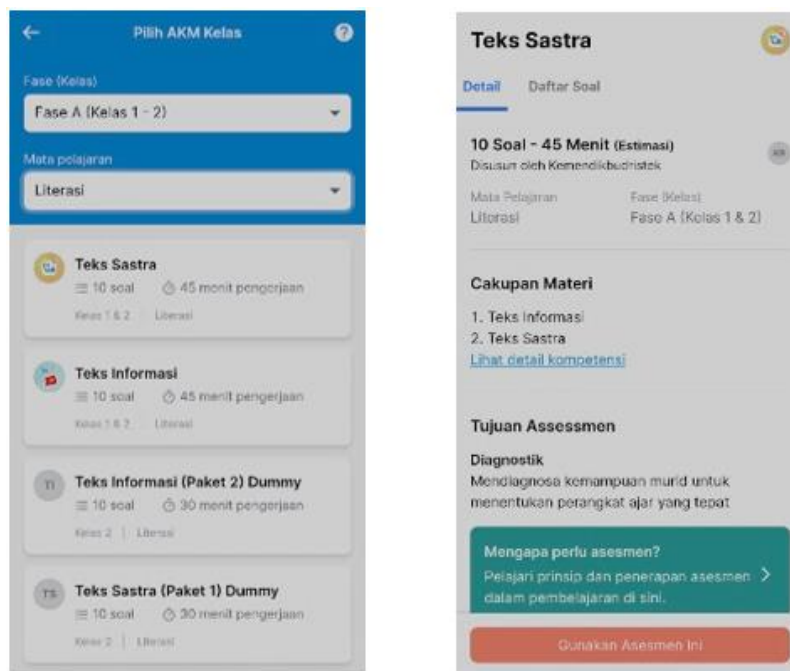


Figure 4. Choice of literacy phases and subjects

PMM functions to enlighten and assist the task of educators because it contains several features that assist educators in carrying out learning, including inspirational videos in which there are curated teaching practice inspirations, various independent trainings to develop potential, proof of work which is a competency unit for inspiring, various teaching tools accompanied by quality teaching materials, as well as student assessments to determine student understanding. Of course, student assessments that are adapted or updated are adjusted to class conditions. The variation in learning and assessment using PMM is the impact of the presence of PMM from the student's point of view. Students also do not find it difficult to have PMM in the independent curriculum. Assessment in PMM can be adapted to formative, summative, diagnostic assessments, through a management process that is adapted to the context and situation of the class. The Merdeka Teaching Platform can assist educators in conducting learning.

The function of the diagnostic test in PMM is to identify the problems faced by students. Then, from this it can help educators plan effective and efficient learning. In a sense, the diagnostic test serves to diagnose the basic abilities of students to determine the initial conditions of students. This is of course slightly different from transformative learning which focuses on educators who position themselves as facilitators to present knowledge critically and reflectively to students (Popham, 2011). Diagnostic tests include various forms, including multiple choice questions including: one-level, two-level, three-level and four-level multiple-choice diagnostic tests. Multiple choice diagnostic tests at level 1 provide several answer options that students can choose from. This form of the test is the simplest multiple choice test. One level multiple choice diagnostic test cannot differentiate between students who answered correctly with the right reasons and students who answered with the wrong reasons.

Two-level multiple-choice diagnostic tests provide students with a choice of answers and reasons for their choices. In this way, educators can identify students who answered correctly with the right reasons and students who answered incorrectly with the wrong reasons. However, educators have no way of knowing how strong a student's ability is towards a given concept. This test format was further developed into a three-level multiple-choice diagnostic test with an additional confidence level for each item. Students are given several alternative answer choices, the reasons, and the level of confidence in answering the question. A three-level multiple-choice diagnostic test only gives students the opportunity to choose one level of confidence for the answers and reasons for each item. This single level of confidence cannot detect whether students have different levels of confidence in choosing answers and reasons.

The four-level multiple-choice diagnostic test is a development of the three-level multiple-choice diagnostic test by adding a level of confidence to each answer and reason (Caleon & Subramaniam, 2010). Adding a level of confidence to each answer and justification can measure differences in students' knowledge and thereby help detect the extent to which students understand what has been taught. Certainly, this diagnostic assessment can be performed in PMM. However, its existence can be adjusted in the situation and context of learning carried out by educators.

Some of the obstacles in using the PMM feature include some educators having difficulty using the Merdeka Teaching platform due to differences in competency and access among educators. Then the PMM application which is accessed online is still difficult if used by educators who live in remote areas and without the internet. Third, material and assessment features in Indonesian are still lacking and need to be improved. Apart from these things, the solution that can be initiated in this problem is

that PMM must develop and access content more and optimally, so that content and its application can be put to good use in learning, and can bridge understanding between educators and students properly.

PMM is very helpful for educators in conducting learning, including applying Pancasila student profiles and conducting assessments in learning. The assessment feature in PMM contains several phases, namely phases A, B, C, D, E and F. These phases are divided into three levels, namely elementary, junior secondary, and upper secondary. SMPN 4 Sukoharjo uses phase D in its learning. The features contained in PMM are several subjects, one of which is the Indonesian language subject in which there is literacy content which contains informational texts and literary texts. Even though PMM has been able to represent the platform in the independent curriculum, the features available are still incomplete and lacking in variety.

PMM can also be connected to Google classroom, Youtube, or other applications such as Canva and YouTube. The presence of several applications that help the performance of PMM is an effort by the government to connect several applications that can be offered and deal directly with PMM so that the performance of educators can be maximized. PMM is expected to increase student literacy which includes digital literacy, language, culture, and citizenship literacy. Even learning Indonesian in PMM certainly involves four language skills, such as reading, listening, speaking, and writing.

CONCLUSION

From the start, the PMM feature aims to assist educators in their teaching and learning activities, as well as in conducting assessments. Therefore, through this PMM feature, Indonesian language educators can use this feature which is certainly expected to increase the competence of educators to improve education in Indonesia. In carrying out independent curriculum learning, the Ministry of Education and Culture has developed a technology application called the Merdeka Teaching Platform (PMM) which is equipped with various features that can support the course of learning. The PMM feature functions to assist educators in teaching and learning activities as well as conducting assessments, especially in the use of PMM in assessing Indonesian language learning at SMP Negeri 4 Sukoharjo. PMM contains various packages of literacy and numeracy questions that can be distributed by educators to students. Literacy questions consist of informational texts and literary texts. These two features are not yet fully complete to support learning optimally. However, both are expected to increase student literacy which includes digital literacy, language, culture, and citizenship literacy which is supported in assessments that can be adapted to formative, summative, diagnostic assessments, through a management process that is adapted to the context and classroom situation by educators. This study has several suggestions submitted. PMM is highly recommended to be used by educators, because PMM has benefits and ease of use. PMM can be used in the learning process as well as during assessments, of course with various features that can be utilized by educators such as teaching materials, modules, student books, and assessments.

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