

ENGLISH TEACHERS' PERSPECTIVES TOWARD TECHNOLOGY-ENHANCED FORMATIVE ASSESSMENT TO SUPPORT THE IMPLEMENTATION OF *MERDEKA BELAJAR* CURRICULUM

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Abstract

This study aims to find out the technology used by English teachers in implementing formative assessment to support *Merdeka Belajar* Curriculum. To reach this purpose, this study carried out a qualitative research design. This research was conducted at SMA N 2 Kendal. The subjects in this study were all English teachers in SMA N 2 Kendal. The instruments used were observation sheets, interviews, and documentation to obtain data. The data obtained were analyzed using descriptive qualitative methods. The results show that the technology used by teachers at SMA N 2 Kendal for formative assessment is *Google Form*, *Padlet*, and *Jamboard*. The English teachers mentioned that the use of this technology-enhanced formative assessment was regarded as an innovative tool in supporting the implementation of *Merdeka Belajar* Curriculum. Therefore, technology-based formative assessment must be continuously used.

Keywords: technology-enhanced; formative assessment; assessment; English teaching, merdeka belajar curriculum.

Introduction

Merdeka Belajar is seen by teachers and students as a means towards a more advanced future education by prioritizing mastery of the use of technology, educational actors must quickly master this to achieve educational goals (Yuhastina et al., 2020). Technology has been applied by educators and researchers to support language teaching and learning for many years (Shadieff & Yang, 2020). In the process of language teaching, technology developing rapidly and evenly therefore, the adoption of technology to assist assessment in class is also starting to be in demand (Luthfiyyah et al., 2021). Students' achievement is important in the assessing process in formative assessment. Formative assessment can assist the teacher in peering at the space among every student, whether or not they recognize or are no longer associated with the materials that have been given with the aid of the instructor (Hamidah, 2021.). The formative assessment can be done by giving a written test that requires the teachers to check one by one student's worksheets. In the digital era, technology provides convenience, especially in education. The integration of the era in school rooms turns into a need for powerful teaching that improves gaining knowledge, in particular within the twenty-first century; in which the street to encourage and inspire students to examine is paved for the era and virtual tools

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(Elmahdi et al., 2018). The variety of digital tools gives promise and deserves to help teachers in assessing their students meaningfully (Luthfiyyah et al., 2021). With this facility, teachers and students get a positive effect in implementation of formative assessment in learning activities.

In Indonesian context, teachers have insufficient knowledge of formative evaluation and they have a tendency to have difficulty implementing formative evaluation into practice using technology in its implementation due to sociocultural factors (An-Nisa et al., 2021, Abbasova & Mammadova, 2019, Arrafii & Sumarni, 2018)). In *Merdeka Belajar* Curriculum, teachers are expected to be implemented technology in the assessment process to support autonomy in teaching and learning. For that case, teachers are supposed to be able to use the current technology use in employing formative assessment (Bello Nawaila et al., 2020, Al-Habsi et al., 2022). As mention by Kim, (2018), the use of technology will assist teachers to give learning feedback for their students. Consistently, the students have many benefits from the implementation of technology doing the assessment process.

Based on the previous background, the researcher formulates the research question as follows: What technologies do teachers use in formative assessment at SMA N 2 Kendal to support the implementation of the *Merdeka Belajar* Curriculum?

Literature Review

Technology-enhanced formative assessment

Technology is an important thing that has become a big part of life. Some jobs that used to not use technology now must have changed and made use of technology in their implementation. Technology improvement learning is the process of connecting to deep learning points and adding technology knowledge. Various studies shed light on technological development and its impact on the education sector (Tawafak et al., 2018).

Technology-enhanced formative Assessment (TEFA) is an assessment system that has supporting facilities for taking formative assessments by immediately displaying test scores and feedback (Andriamiseza et al., 2021). TEFA also can be defined as a broad term that includes various ways in which technology can be used to support the management and delivery of reviews. In the assessment process, technology provides accurate effectiveness and efficiency. Along with technological developments in valuation, the process of collecting data and compiling analysis as well as the process of producing an estimate of the value become faster.

The benefits of using technology in formative assessment include: learning new technologies in assessment, technology-based formative assessment allows course integration to make learning more effective and engaging, and technology-based formative assessment provides faster feedback and test results (Elzainy et al., 2020).

Formative Assessment

Formative assessment specializes in reviewing student mastery by providing a record of overall student performance that students can act on, and ensuring personnel adapt training to meet student needs (McCallum & Milner, 2021). Formative assessment is activities involving teachers and students in the classroom that aims to determine the progress of students during the learning process. The purpose of formative assessment is to obtain information about the strengths and weaknesses of the completed study and use this information to improve, change or change the learning so that it is more effective and can increase the competence of the

student. Therefore, a teacher must be able to use different assessment strategies in formative assessment.

Formative assessment is used to grow pupil knowledge and explain why scholars have obtained expanded interest from coaching teachers (Filsecker & Kerres, 2012). Not the best-growing pupil knowledge, however, the formative evaluation additionally offers data approximately college students` studying and imparts remarks approximately their development in studying objectives.

Based on (Febriani & Irsyad Abdullah, 2018) propose three categories of assessment tools. The categories of assessment tool types are manual assessment, semi-automatic assessment, and automatic assessment. They explain that manual evaluation tools help educators evaluate student projects. In addition, perform a manual performance assessment. It is manually graded and operated by the teacher or instructor. The semi-automatic rating tool checks the rating automatically and manually. Manual inspection is required. Educators need to manually see the difference between the output of these tools and the expected output. You can use the automatic scoring tool to automatically rate online or offline. If you are connected to the internet, you can call it an online rating.

Assessment

The terms "evaluation" and "assessment" are used differently in the international context and are sometimes used interchangeably. This paper uses the term "evaluation" to describe the measurement of student learning and the achievement of learning outcomes at the unit/subject or program level (Sweeney et al., 2016). Assessment refers to gathering information and determining the learner's knowledge and ability to use it (Cohen, 2002). This suggests that the evaluation is completed with the aid of using the instructor after the language-gaining knowledge of substances is given to the college students. According to Brown & Abeywicakrama (2019) there are several types of assessment:

a. **Informal and Formal Assessment**

Informal assessment can take many forms, from random, unplanned comments and responses to coaching and other impromptu feedback given to the student. Much of the teacher's informal assessment is incorporated into the design of classroom tasks without recording results and drawing firm conclusions about student competence. Informal assessment is almost always non-judgmental, because as teachers, they do not make the final decisions about student performance. you are just trying to be a good teacher.

On the other hand, formal assessments are exercises or procedures specifically designed to capture skills and knowledge. These are systematic, purposeful testing techniques designed to provide teacher and student evaluation of student achievement. To extend the tennis analogy, official rankings are tournament matches that occur regularly during a training program.

b. **Formative and Summative Assessment**

Formative assessment: evaluating students in the process of "forming" their competencies and skills with the goal of helping them to continue that growth process. The key to such formation is the delivery (by the teacher) and internalization (by the student) of appropriate feedback on performance, with an eye toward the future continuation (or formation) of learning. For all practical purposes, virtually all kinds of informal assessments are (or should be) formative. They have as their primary focus the ongoing development of the learner's language.

The purpose of summative assessment is to measure or summarize what the student has understood and usually occurs at the end of a course or period of instruction. Summarizing what the student has learned does mean looking back and evaluating how well the student has achieved his goals, but it does not necessarily indicate further development. Examples of summative assessments are end-of-course exams and general proficiency exams. Summative evaluation often, but not always, involves making a valuation decision).

c. Norm-referenced and Criterion-Referenced Tests

In norm-referenced tests, each test taker's score is interpreted in relation to the mean (average score), median (average score), standard deviation (range of variance in scores), and/or percentile value. The purpose of such tests is to place the test items in order along a mathematical continuum. Qualifications are usually communicated to the examiner in the form of a numerical grade.

Merdeka Belajar Curriculum

Nadiem Makarim, the Minister of Education and Culture, applies ideas in school and college curriculum systems based on the realization or form of embodiment of students' freedom to think, with a new curriculum namely "*Merdeka Belajar*". In this curriculum, students have the freedom to develop their talents, interests, and abilities (Ni'mah & Susanto, 2023). In addition, the *Merdeka Belajar Curriculum* also gives teachers freedom to choosing teaching tools so that they can be adapted to the learning needs and interests of students. Independent Learning Curriculum, as the name implies, this curriculum gives students the freedom to study with high flexibility (Tedjokoesoemo et al., 2022). This curriculum is not only related to the world of industry and the world of work but also to the fast-changing future. The future we have realized will change rapidly. As is the case in everyday life, technology develops without interruption and continuously. This makes educators in the future must be able to keep up with continuing to explore our potential. High potential is needed for individual competitiveness in the future (Maipita et al., 2021).

Merdeka Belajar curriculum is a curriculum that prioritizes soft skill training for students in various ways to deal with the industrial revolution, especially the use of technology (Kodrat, 2021). Furthermore, *Merdeka Belajar Curriculum* is a curriculum designed to make teaching and learning activities more flexible, starting from the aspect of time allocation to subject matter, but still focusing on essential material, character development, and student competencies. The concept that most distinguishes between the *Merdeka Belajar Curriculum* and the previous curriculum is the allocation of 20% -25% for the development of the Pancasila student profile (Cahyono, 2022). In this curriculum, students have the freedom to develop their talents, interests, and abilities. In addition, the *Merdeka Belajar Curriculum* also gives freedom to teachers in choosing teaching tools so that they can be adapted to the learning needs and interests of students.

Method

This study uses a descriptive qualitative case. It aims to explore real life, individual knowledge, and various problems through the collection of complete and correct data from English teachers in SMA Negeri 2 Kendal about technology-enhanced formative assessment.

Population and Sample

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The population in this study are all of the English teachers in SMA Negeri 2 Kendal. Because there are only three English teachers there, the writer involves the English teachers to be the subject/sample of the study. All teachers who participated as subjects in this study had several criteria including having a bachelor's degree in English education and having teaching experience as an English teacher for at least 3 years.

Table 1: The demographic background of the Population

No.	Participants	Kus Bravytasari	Siti Zulaichah	Sigit Nugroho
1.	Gender	Female	Female	Male
2.	Age	52 years old	44 years old	54 years old
3.	Educational Qualification	Master	Master	Master
4.	Teaching Experience	20 years	21 years	29 years
5.	Occupational Status	Civil Servant	Civil Servant	Civil Servant

Data Collection

To obtain data for this research, the writer collected them through some steps, they are: 1.) The writer has consulted and asked for permission to research the principles of SMA Negeri 2 Kendal. 2.) The writer has consulted the English teacher on the study schedule. 3.) The writer was appointed to meet the English teacher of SMA Negeri 2 Kendal to conduct interviews and observations. 4.) The writer has observed teachers in the implementation of learning and assessment. 5.) The writer has conducted interviews with English teachers at SMA Negeri 2 Kendal to obtain valid data. 6.) The writer has presented the results of observations and interviews that have been conducted at SMA Negeri 2 Kendal.

Data Analysis

After the data are collecting, the writer analyzed the data as a whole by following several steps: Data that had been obtained from interviews with participants were analyzed using qualitative methods. First, to get valid data, the writer makes video recordings of the interviewees' answers. Second, using verbatim transcription to translate the audio data into text. Because there are three teachers as research subjects, to be categorized according to keywords related to the topics discussed. Then, information related to the data is collected by the writer. Finally, semi-structured interviews were used by the writer to get more in-depth about the teachers' perception toward technology-enhanced formative assessment to support *Merdeka Belajar* Curriculum. The perception of the English teacher at SMA Negeri 2 Kendal about formative assessment enhanced by technology is described based on the data obtained.

Finding and Discussion

- a. The observation results on technologies do teachers use in formative assessment at SMA N 2 Kendal to support the implementation of the *Merdeka Belajar* Curriculum.

In this phase, observations were made to complete data related to technologies do teachers use in formative assessment at SMA N 2 Kendal to support the implementation of the *Merdeka Belajar* Curriculum. During the learning process, the writer observed the use of technology in the process of formative assessment in class. The observations obtained show that the teachers use technology in formative assessment process. Many

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teachers use technology in their teaching and learning process as well as their assessment. Details of the observations are presented by the writer in Table 2 below.

Table 2. Observation Form of technology that teachers use in formative assessment.

No.	Observed Aspects	Indicator	KB		SZ		SN	
			Yes	No	Yes	No	Yes	No
1.	Technology used during the learning and assessment process.	Using learning and assessment support applications.	√		√		√	
2.	Learning and Assessment Process	Opening of the learning process	√		√		√	
		Delivering material using technology (YouTube, PowerPoint, Canva, and so on).	√		√		√	
		Questions and answers using technology tools (Google Form, Canva, etc.)		√	√			√
		Giving assignments and carrying out assessments using technology tools (Google Classroom, Google Form, LMS, and so on)	√		√		√	
		Closing of the learning process.	√		√		√	
		It is easier for teachers to carry out learning and assessment activities.	√		√		√	
		Students are active in the learning process.	√		√		√	

Based on the observations presented in Table 2, the three English teachers at SMA N 2 Kendal use technology throughout the learning process up to the assessment process. All the teachers use technology in the form of supporting applications in the learning and assessment process. With details of tools in the form of *Google Classroom*, *Canva*, *PowerPoint*, and so on as a means of delivering material. In the formative assessment process, teachers in SMA N 2 Kendal use *Google Forms*, *Jamboard* and *Padlet*. In the application, use, and utilization of technology in the learning and formative assessment process, all of English teachers argue that technology facilitates the delivery of material and the assessment process. It also makes students active in class.

- b. The results of interviews on technologies that teachers use in formative assessment at SMA N 2 Kendal to support implementation of the *Merdeka Belajar* Curriculum.

The findings from the observation and interview are presented to research question: What technologies do teachers use in formative assessment at SMA N 2 Kendal to support the implementation of the *Merdeka Belajar* Curriculum?

As a starting point, the writer tries to find out the technologies that teachers use in formative assessment at SMA N 2 Kendal to support implementation of the Merdeka Learning Curriculum. Before the author discusses further what technologies are used for formative assessment by teachers at SMA N 2 Kendal. Interviews conducted by the writer in the formulation of this problem aim to support the data obtained during observation. Teachers at SMA N 2 Kendal share about the various technologies they use in formative assessment.

"The independent curriculum demands that technology must be used in learning. Assessment is no exception. For formative assessment myself I use the Google form." (KB)

"In the assessment process, from start to finish, be it a summative assessment or a formative assessment, I have used technology. For formative assessments, I have used several tools including: Google form, Jamboard, and Padlet." (SZ)

"The rapid development of technology makes it easier for us teachers to carry out assessments. I do formative assessments myself using technology, of course. The tools I rely on are Google Form." (SN).

From the results of the interview, the teacher stated that technological developments provided progress in education. *Merdeka Belajar* Curriculum straightforwardly requires technology to be applied in the entire teaching process. Primarily, in the assessment process, especially formative assessments which no longer use paper in their implementation. Technology provides various tools that can be used in formative assessments. The teachers says they use *Google Forms, Jamboard, and Padlet* as a tool for formative assessment.

Discussion

The technology used by teachers in formative assessment at SMA N 2 Kendal to support implementation of the *Merdeka Belajar* Curriculum. The results of interviews and observations show that teachers at SMA N 2 Kendal use *Google Forms, Jamboard, and Padlet* as formative assessment tools. The goal of using various formative assessment tools is to make students more interested and not bored with the ongoing assessment process. Based on the results of the interviews, they used the *Google Form, Jamboard, and Padlet* as a tool for formative assessment. This can make students motivated to try new things. Thus, teachers must be able to use more media or other tools in formative assessment. There are various kinds of tools that can be used in formative assessment apart from the *Google Form*, including *Quizzez, Plickers, Kahoot*, and so on. The use of various kinds of tools in technological development can increase students' interest and creativity in implementing learning series (Ismail et al., 2019).

Conclusion

From the finding and discussion above we can conclude that the result of the technology used by teachers in formative assessment at SMA N 2 Kendal to support implementation of the

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Merdeka Belajar Curriculum is that all English teachers at SMA N 2 Kendal use *Google Forms*, *Jamboard*, and *Padlet* as technology as well as a tool for implementing formative assessment. The use of *Google Forms*, *Jamboard*, and *Padlet* aims to motivate the students to explore the technology that can be used for formative assessment.

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