

THE IMPLEMENTATION OF MERDEKA CURRICULUM ASSESSMENT IN MEASURING LEARNING OUTCOMES OF ISLAMIC RELIGIOUS EDUCATION AND CHARACTER EDUCATION AT SDN 6 PULUBALA, GORONTALO REGENCY

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Abstract (In English). *This study aims to analyze the implementation of assessment in the Merdeka Curriculum for measuring learning outcomes in Islamic Religious Education and Character Education at SDN 6 Pulubala, Gorontalo Regency. Using a qualitative descriptive method, data were collected through observation, interviews, and documentation. The findings reveal that three types of assessments—diagnostic, formative, and summative—are applied. Diagnostic assessments help determine students' initial competencies, formative assessments guide the learning process, and summative assessments evaluate learning achievements. Teachers have also developed instructional modules and lesson plans aligned with the principles of the Merdeka Curriculum. The appropriate implementation of these assessments has proven effective in enhancing the quality of learning and supporting students in achieving holistic educational goals. This study contributes to the discourse on curriculum implementation and serves as a practical reference for improving assessment practices in elementary education.*

Keywords: Merdeka Curriculum, Assessment, Learning Outcomes, Islamic Education, Character Education

Abstract (In Bahasa). *Penelitian ini bertujuan untuk menganalisis implementasi asesmen dalam Kurikulum Merdeka untuk mengukur hasil belajar Pendidikan Agama Islam dan Pendidikan Karakter di SDN 6 Pulubala, Kabupaten Gorontalo. Metode yang digunakan adalah deskriptif kualitatif, dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa terdapat tiga jenis asesmen yang diterapkan, yaitu asesmen diagnostik, formatif, dan sumatif. Asesmen diagnostik digunakan untuk mengetahui kemampuan awal siswa, asesmen formatif membantu dalam memantau proses pembelajaran, sedangkan asesmen sumatif digunakan untuk mengevaluasi pencapaian tujuan belajar. Guru juga telah menyusun modul ajar dan perencanaan pembelajaran yang sesuai dengan prinsip Kurikulum Merdeka. Implementasi asesmen yang tepat terbukti mampu meningkatkan kualitas pembelajaran serta mendukung pencapaian tujuan pendidikan yang holistik. Penelitian ini memberikan*



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kontribusi dalam pengembangan praktik asesmen dan implementasi kurikulum di tingkat pendidikan dasar.

Kata Kunci: Kurikulum Merdeka, Asesmen, Hasil Belajar, Pendidikan Agama Islam, Pendidikan Karakter.

A. INTRODUCTION

Education is a fundamental aspect of societal development, and in the context of Indonesia, Islamic religious education plays a vital role in shaping students' character and morals¹. The implementation of the Merdeka Curriculum at SDN 6 Pulubala in Gorontalo Regency aims to enhance the quality of Islamic religious education and students' character development by adopting a more flexible and adaptive assessment system. This aligns with the findings of², who highlight that assessments within the Merdeka Curriculum can be leveraged to gauge students' learning achievements while also revealing the challenges and opportunities teachers encounter in its application.

Current conditions reveal that, although the Merdeka Curriculum has been introduced, many schools, including SDN 6 Pulubala, are still struggling to implement this approach effectively. Several studies indicate that many teachers feel unprepared and have not received sufficient training to adapt to these changes³. However, there is an alternative perspective which argues that implementing assessments that focus more on non-cognitive competencies, such as attitudes and values key to building students' character.

This study posits that the successful implementation of assessment within the Merdeka Curriculum depends not only on teacher readiness but also on infrastructure support and school policies that promote more innovative learning⁴. On the other hand, proponents argue that with the right assessment approaches, such as portfolio assessment and observation, these aspects can be measured comprehensively⁵. This research will analyze how SDN 6 Pulubala addresses these challenges within the context of the Merdeka Curriculum. Furthermore, there are differing views regarding the effectiveness of formative versus

¹ Shodikun Shodikun, Moh. Muslih, and Titien Soewastiningsih Soebari, "Paradigma Penilaian Pembelajaran PAI Pada Kurikulum KTSP Dan Kurikulum Merdeka Untuk Tingkat SMP," *Absorbent Mind* 4, no. 1 (June 2024): 197–210, https://doi.org/10.37680/absorbent_mind.v4i1.5461.

² Jasiah Jasiah et al., "Islamic Teachers' Implementation of the Merdeka Curriculum in Senior High Schools: A Systematic Review," *International Journal of Learning, Teaching and Educational Research* 23, no. 4 (April 2024): 394–408, <https://doi.org/10.26803/ijlter.23.4.21>.

³ Ahmad Muktamar, Ardianto, and Ariswanto, "Optimalisasi Pembelajaran Melalui Implementasi Asesmen Pembelajaran Pada Kurikulum Merdeka," *Journal of International Multidisciplinary Research* 2, no. 4 (2024): 10–18; Gabriel Serani and Hairida Hairida, "IMPLEMENTASI ASESMEN PEMBELAJARAN KURIKULUM MERDEKA: KESULITAN DAN TANTANGAN GURU DI SEKOLAH DASAR KOTA SINTANG," *VOX EDUKASI: Jurnal Ilmiah Ilmu Pendidikan* 15, no. 1 (May 2024): 79–90, <https://doi.org/10.31932/ve.v15i1.3386>.

⁴ Rizka Safitri and Mohamad Agung Rokhimawan, "Assessing the Impact of the Independent Learning Curriculum: A Case Study in Elementary Schools," *AL-ISHLAH: Jurnal Pendidikan* 16, no. 4 (November 2024): 4931–44, <https://doi.org/10.35445/alishlah.v16i4.5606>.

⁵ Wahyudi Wahyudi, "Assesment Pembelajaran Berbasis Portofolio Di Sekolah," *Jurnal Visi Ilmu Pendidikan* 2, no. 1 (June 2012), <https://doi.org/10.26418/jvip.v2i1.370>.

summative assessment in enhancing the quality of learning⁶.

The primary objective of this study is to provide insights into how assessment within the Merdeka Curriculum can enhance learning outcomes in Islamic Religious Education and Character Development at SDN 6 Pulubala. The findings are expected to offer recommendations for educational policy development and improve assessment practices in other schools. The main conclusion of this research is that the implementation of holistic assessments, with a strong focus on students' character development, is essential to achieving broader educational goals within the context of religious education.

B. METHOD

This study employed a descriptive qualitative method to explore the implementation of assessment within the Merdeka Curriculum at SDN 6 Pulubala, conducted from March to May 2025. The data sources consisted of interviews as primary data and documents such as Lesson Plans (RPP) and student assessment results as secondary data. Data collection methods included direct classroom observation, interviews, and document analysis. The collected data were analyzed using thematic analysis, which involved coding to identify emerging themes and documenting the findings in a narrative format, followed by drawing conclusions based on data interpretation. The validity of the data was ensured through triangulation, by comparing information from multiple sources to confirm consistency.

C. RESEARCH

The results of this study indicate that the implementation of assessment within the framework of the Merdeka Curriculum at SDN 6 Pulubala about learning outcomes in Islamic Religious Education and Character Development has been carried out effectively. These findings encompass several key aspects.

1. Implementation Of Assessment

a. Diagnostic assessment

Diagnostic assessment is applied to understand students' fundamental abilities before the learning process begins. The results show that teachers can effectively identify students' learning needs. Previous research, such as that presented by⁷, also emphasizes that appropriate assessments play a crucial role in helping teachers formulate more efficient instructional strategies. Similarly, the study by⁸ highlights that the implementation of

⁶ Taqiyuddin Taqiyuddin, Supardi Supardi, and Lubna Lubna, "Evaluasi Formatif Dan Sumatif Dalam Pembelajaran Pendidikan Agama Islam," *Jurnal Ilmiah Profesi Pendidikan* 9, no. 3 (August 2024): 1936–42, <https://doi.org/10.29303/jipp.v9i3.2392>.

⁷ Ahmad Muktamar, "Asesmen Dalam Kurikulum Merdeka Perspektif Pendidikan Agama Islam Institut Agama Islam As ' Adiyah Sengkang," *Indonesian Journal of Innovation Multidiscipliner Research* 1 (2023): 197–211.

⁸ Cahya Rusetiana Nastiti, Dewi Apriani Fr, and Dewi Amaliah Nafiati, "PEMBELAJARAN TANPA BATAS : PELAKSANAAN KURIKULUM MERDEKA YANG EFEKTIF DAN MOTIVASI BELAJAR TERHADAP

assessment within the Merdeka Curriculum is not merely an administrative procedure but has a significant impact on students' learning achievements.

b. Formative and Summative Assessment

Formative assessment conducted during the teaching and learning process plays a crucial role in supporting students' development. Through this type of assessment, teachers can provide regular feedback while students are still in the process of learning. This consistent and timely feedback is highly beneficial, as it helps students clearly understand which areas need improvement. On the other hand, it also enables teachers to promptly adjust their instructional strategies. The positive impact is evident: students feel guided, mistakes can be addressed early, and the learning process becomes more effective and tailored to each student's individual needs⁹.

Summative assessment serves a different yet equally important function. This type of evaluation is conducted at the end of the learning process, in alignment with the predetermined objectives. These findings are consistent with the study by¹⁰, which emphasizes that summative assessment functions as an indicator of student achievement and graduation readiness.

c. Student Engagement and Motivation

Students demonstrated a high level of engagement throughout the assessment process, which directly enhanced their motivation to learn. This supports the findings of¹¹, which indicate that active student participation in assessments can contribute to improved learning outcomes. It suggests that when students are directly involved in the evaluation process, they become more enthusiastic and motivated to achieve better results.

2. Research Implications

The findings regarding improved teaching quality indicate that the implementation of comprehensive assessments can enhance the quality of learning at SDN 6 Pulubala. Teachers need to be trained to design more effective assessments that meet students' needs¹². This study recommends that future research explore the long-term impact of implementing the Merdeka Curriculum's assessment practices on students' character development across

PRESTASI," *Jurnal Pendidikan Ekonomi (JURKAMI)* 9, no. 3 (December 2024), <https://doi.org/10.31932/jpe.v9i3.3749>.

⁹ Wa Ode Arini Maut, "Asesmen Diagnostik Dalam Implementasi Kurikulum Merdeka (IKM) Di SD Negeri 1 Tongkuno Kecamatan Tongkuno Kabupaten Muna Sulawesi Tenggara," *Dikmas: Jurnal Pendidikan Masyarakat Dan Pengabdian* 02, no. 4 (2022): 2022.

¹⁰ Taqiyuddin, Supardi, and Lubna, "Evaluasi Formatif Dan Sumatif Dalam Pembelajaran Pendidikan Agama Islam."

¹¹ Rohmah Ivantri, "Kesiapan Sekolah Dan Peran Guru Dalam Implementasi Kurikulum Merdeka: Studi Kasus Di MIN 14 Blitar," *Dinamika Penelitian: Media Komunikasi Penelitian Sosial Keagamaan* 24, no. 01 (September 2024): 209–28, <https://doi.org/10.21274/dinamika.2024.24.01.209-228>.

¹² Ibid.

various types of schools. Additionally, further studies could focus on developing more innovative assessment models that take into account local contexts and students' specific needs.

Therefore, it is essential to continuously evaluate and develop the implementation of the Merdeka Curriculum to ensure that broader educational goals can be achieved. Further research is expected to provide valuable input for educational policymaking in Indonesia, particularly in the context of more effective and student-centered assessment practices.

D. RESULTS

1. Description Of Research Findings

a. *School Profile*

SDN 6 Pulubala is located in Gorontalo Regency and has a total of 147 students, consisting of 84 boys and 63 girls. The school is equipped with adequate facilities, including classrooms, a library, and a school health unit (UKS) room.

b. *Implementation of Assessment in the Merdeka Curriculum*

The study reveals that assessment is conducted through three types: diagnostic, formative, and summative. Diagnostic assessment is used to identify students' initial conditions, focusing on both cognitive and non-cognitive basic abilities. The results indicate that students exhibit variations in emotional development and learning motivation¹³.

c. *Formative Assessment*

In the study by ¹⁴ teachers conducted formative assessments to monitor students' progress during the learning process. The methods used included performance tasks, product evaluations, projects, and portfolios. The results of the formative assessments provided constructive feedback for both students and teachers, supporting continuous improvement in the learning process.

d. *Summative Assessment*

Summative assessment is carried out at the end of the learning process to evaluate the achievement of learning objectives. The results indicate that students are generally able to perform prayer (sholat) properly, although some still require guidance. The processing of assessment results provides a clear picture of students' achievement levels¹⁵.

¹³ Arifin Nur Budiono and Mochammad Hatip, "Asesmen Pembelajaran Pada Kurikulum Merdeka," *Jurnal Axioma: Jurnal Matematika Dan Pembelajaran* 8, no. 1 (April 2023): 109–23, <https://doi.org/10.56013/axi.v8i1.2044>.

¹⁴ Firani Putri and Supratman Zakir, "Mengukur Keberhasilan Evaluasi Pembelajaran: Telaah Evaluasi Formatif Dan Sumatif Dalam Kurikulum Merdeka," *Dewantara: Jurnal Pendidikan Sosial Humaniora* 2, no. 4 (November 2023): 172–80, <https://doi.org/10.30640/dewantara.v2i4.1783>.

¹⁵ Munir Yusuf and M Zuljalal Al Hamdany, "Implementasi Kurikulum Merdeka Belajar Pada Pembelajaran Pendidikan Agama Islam Dan Budi Pekerti Fase B Di SD Negeri 358 Pengkasalu Kabupaten Luwu Pendahuluan," no. 3 (2024): 169–75.

2. Interpretation of Results

The implementation of the Merdeka assessment has demonstrated a comprehensive positive impact on the quality of education. This improvement largely stems from continuous feedback, which enables students to independently understand their progress, identify areas for improvement, and adjust their learning strategies accordingly¹⁶. educators, this feedback is essential for adapting teaching methods to suit the unique needs of each student, fostering a learning process that is both flexible and responsive¹⁷.

However, teachers' readiness plays a crucial role in the success of this implementation. Interview results indicate that teachers are dedicated to understanding and applying the Merdeka Curriculum, as evidenced by their active participation in various training programs. Although their conceptual understanding is strong, challenges remain in its classroom application. This suggests that the transition from theory to practice requires ongoing adjustments and may necessitate additional support and guidance to overcome practical obstacles encountered in daily teaching and learning activities.

In addition, student engagement also emerged as a significant finding. Students demonstrated a high level of enthusiasm for learning, as reflected in improved assessment scores and consistent active participation in every lesson. This enthusiasm indicates that the Merdeka assessment effectively fosters a sense of ownership and intrinsic interest in their learning. When students feel more connected to and in control of their learning process, their motivation increases, ultimately creating a more productive learning environment and leading to better learning outcomes. In short, these findings highlight that the Merdeka assessment serves as an effective catalyst for enhancing education quality, with a focus on adaptive processes, teacher support, and student empowerment¹⁸.

3. Learning Outcomes in Islamic Religious Education and Character Education

Assessment results within the Independent Curriculum framework indicate that student learning outcomes in Islamic Religious Education and Character Education at SDN 6 Pulubala have significantly improved. Specifically, in terms of spiritual competency, students demonstrated a good understanding of worship materials such as ablution procedures, prayer, and daily prayers. This was demonstrated through summative assessments in the form of direct practice conducted in class, where most students were able to perform prayers orderly and correctly, although a small number still required additional guidance. Research by Sukardi (2023) shows that practice-based assessments in Islamic

¹⁶ Yendri Farma, Akmaluddin Akmaluddin, and Lili Kasmini, "Implementasi Kurikulum Merdeka Dalam Meningkatkan Mutu Pendidikan Di Sekolah Menengah Pertama (SMP) Negeri 1 Tapak Tuan Aceh Selatan," *Jurnal Manajemen Pendidikan Dan Ilmu Sosial* 5, no. 4 (2024): 748–56, <https://doi.org/10.38035/jmpis.v5i4.2120>.

¹⁷ Ulfa Maulita, Marzoan, and Fitriani Rahayu, "Analisis Kesiapan Guru Dalam Mengimplementasikan Asesmen Diagnostik Pada Kurikulum Merdeka," *JPIIn: Jurnal Pendidik Indonesia* 5, no. 2 (2022): 63–69.

¹⁸ Felia Fitri et al., "Dampak Asesmen Formatif Dalam Kurikulum Merdeka Belajar Terhadap Hasil Belajar Siswa Di SMP Darul Qur'an Padang," *Gudang Jurnal Multidisiplin Ilmu* 2, no. 5 (2024): 1–4.

Religious Education learning can simultaneously improve students' psychomotor skills and spiritual understanding¹⁹.

In terms of social and character competencies, such as honesty, responsibility, and tolerance, teachers observed an increase in students' active participation in daily habituation activities. Observation-based formative assessments showed that students were increasingly able to demonstrate mutual respect, help friends, and be disciplined in carrying out school assignments. These results support the assertion that ongoing and contextual assessments can foster character values that are an integral part of Islamic Religious Education²⁰.

Furthermore, the implementation of adaptive assessments also allows students to understand their strengths and weaknesses in affective and psychomotor domains. Teachers use portfolios and mini-projects such as "Daily Charity Sheets" to monitor students' daily worship habits and behavior. With this approach, Islamic Religious Education (PAI) learning not only focuses on cognitive knowledge but also fosters noble morals and social awareness concretely. This aligns with research findings confirming that character education through religious values-based assessments has proven effective in shaping students' behavior holistically²¹. These findings indicate that assessment in the Independent Curriculum plays an important role in encouraging the formation of religious and character-based students.

4. Experimental Conclusion

The implementation of assessment within the Merdeka Curriculum at SDN 6 Pulubala has proven effective in enhancing learning outcomes in Islamic Religious Education and Character Development. Through these assessments, teachers are able to gain a deeper understanding of students' initial conditions and learning needs. This comprehensive understanding serves as a crucial foundation for designing and delivering more targeted and efficient instruction. As noted in²² study, although some challenges may arise during implementation, the overall results of this experiment demonstrate that the assessments applied are in line with the principles of the Merdeka Curriculum. This affirms that assessment is not merely a tool to measure academic achievement but also plays a vital strategic role in the continuous improvement of educational quality in the future.

E. CONCLUSION

Based on the research conducted at SDN 6 Pulubala, Gorontalo Regency, the implementation of assessment under the Merdeka Curriculum has shown

¹⁹ Qoniatsu Styana and Moh Sahlan, "Strategi Efektif Laporan Hasil Asesmen Pembelajaran Pendidikan Agama Islam," *Journal of Islamic Education and Pedagogy* 2, no. 01 (2025): 62–68.

²⁰ AZZAHRA OKTAVIANI WIARTO, "PENERAPAN SELF ASSESSMENT DALAM PEMBENTUKAN KARAKTER PADA PEMBELAJARAN PAI DAN BUDI PEKERTI DI SMP NEGERI 6 PURWOKERTO," n.d.

²¹ Waode Yunia Silviariza et al., "Development of Evaluation Instruments to Measure the Quality of Spatial Problem Based Learning (Spbl): Cipp Framework," *International Journal of Instruction* 16, no. 2 (2023): 413–36.

²² Yus Meri Yanti, "Implementation of the Independent Learning Curriculum for Students," *PPSDP International Journal of Education* 3, no. 2 (September 2024): 354–65, <https://doi.org/10.59175/pijed.v3i2.253>.

significant effectiveness in measuring and enhancing the learning outcomes of Islamic Religious Education and Character Education. The assessment comprises diagnostic, formative, and summative components, allowing teachers to identify students' initial conditions, monitor progress, and evaluate final learning achievements. This approach has contributed to improving the quality of instruction, enabling educators to tailor feedback and instruction according to individual student needs. Furthermore, learning outcomes are comprehensively assessed through the cognitive, affective, and psychomotor domains, ensuring a holistic understanding of student development in both intellectual and character dimensions. Despite the positive impacts, challenges persist, including limited teacher training and resource constraints. Therefore, continuous professional development and institutional support are essential to maximize the benefits of Merdeka Curriculum assessment in the context of Islamic Religious Education and Character Education.

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