

## Revealing the Practice of the Merdeka Belajar Curriculum: Implementation in Elementary Schools

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### Abstract

This study explores the implementation of the independent learning curriculum in elementary schools, focusing on SDN 118 Pekanbaru. Employing a qualitative approach, the research follows a descriptive method to elucidate the implementation of the Merdeka Curriculum. The process encompasses planning, execution, and conclusion stages. During planning, teachers analyze the Education Unit's characteristics, develop the Operational Curriculum, and create teaching modules like *Projek Penguatan Profil Pelajar Pancasila*. Implementation involves initial, core, and concluding activities. The teacher establishes a positive classroom environment through friendly greetings, checks attendance, and gauges students' readiness. Core activities entail a collaborative understanding of learning objectives, aligning them with the subject matter, offering alternative activities based on student's interests, and fostering engagement through practical tasks. The teacher assesses learning outcomes in the concluding phase through exercises, attendance, responses, homework, and Q&A sessions. Various assessment methods are employed, including practice questions, summaries, and group discussions. The teacher inspires students through engaging activities, challenges misconceptions, and provides positive feedback. Recognition is given to bold and correct answers, while guidance is provided for students requiring further support in understanding the material.

### Keywords

Implementation; Curriculum; Merdeka Belajar

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## 1. INTRODUCTION

Education, according to (R. Ahmadi, 2016; and Rahman et al., 2022), is a deliberate effort to acquire knowledge and character, which aims to change attitudes and behaviors, develop religious and spiritual strength, self-control, personality, intelligence, noble character, and skills necessary for oneself, society, nation, and state. Education aims to help people reach their full potential, fulfill their responsibilities, and experience happiness. Education is a planned and purposeful activity that helps students understand the purpose of life, its nature, and the corresponding tasks.

Curriculum According to (Hamalik, 2019; Lazwardi, 2017 Santika et al., 2022 and Zamili, 2020), the curriculum serves as a guideline for educational program plans that are systematically prepared and contain expectations that must be applied in Learning to achieve educational goals appropriately and quickly. The curriculum has a way of incorporating desirable characteristics such as discipline and problem-solving into everyday life so that it can be used not only inside the school but also outside the school. The curriculum is dynamic in that it will always develop according to students' needs and interests, society's demands, and science and technology.

Curriculum development (Manab, 2015; Mulyasa, 2016, 2018; Triwiyanto, 2015) involves creating new tools and methods to enhance student learning by encouraging cooperation and interaction. Periodic improvement is very important, especially in implementing graduate competency standards and content standards. Curriculum development aims to produce productive, imaginative, and empathetic Indonesian people by strengthening integrated attitudes, abilities, and knowledge. The curriculum emphasizes the development of students' competencies and character through knowledge, skills, and attitudes that help students understand context-appropriate concepts.

Curriculum development (Hasanah et al., 2022; Manalu et al., 2022) by Indonesian Education Minister Nadiem Makarim has introduced a curriculum change policy to return education management authority to schools and local governments. This aligns with the central government's independent learning policy, which allows schools and local governments to plan, implement, and evaluate education programs. The independent learning curriculum encourages students to become independent, allows access to knowledge from formal and informal education, and encourages creativity and openness to learning ideas inside and outside the classroom.

Furthermore, Nathasia & Abadi (2022) stated that in 2022, as part of the independent learning curriculum, the government, through the Ministry of Education and Culture and Research and Technology, will try to restore Learning after COVID-19. From 2022 to 2024, the restoration will last for two years. Based on the evaluation of learning activities, curriculum policies Merdeka Belajar will be revisited in 2024. At the same time, other classes continue to use the previous curriculum, namely Curriculum 2013.

Kurikulum merdeka belajar (Daga, 2020; Hattarina et al., 2022) provides a free and enjoyable learning experience for the students, focusing on the students' natural talents rather than mastery of the subjects. This approach allows students to create a portfolio that reflects the student's interests and knowledge. Independent Learning advocates a reorganized education system that adapts to national progress and change, returning education to its original goal of liberating individuals. This concept benefits elementary schools by simplifying curriculum, teacher roles, planning, and practice so that teachers and students can achieve happiness through freedom of Learning.

Implementation (Inyega et al., 2021; Putro & Nidhom, 2021; Sartini & Mulyono, 2022) Achieving goals and minimizing intentionality in Learning is very important. However, curriculum implementation has been a challenge in the past. Increasing the number of qualified and motivated teachers is critical to improving learning outcomes. Along with Indonesia's reduced emphasis on education, the independent learning curriculum is expected to foster courage, independence, enthusiasm, confidence, optimism, and the ability to accept success and failure.

(Nurhasanah et al., 2019) Educational learning activities involve partnerships between teachers and students, with teachers playing an important role in achieving learning goals and transforming knowledge, understanding, skills, values, and attitudes, requiring professional performance. Learning activities include three stages: initial, core, and closing.

There are two types of assessments in kurikulum merdeka (Mustika et al., 2021; Sari et al., 2019): formative and summative. Summative assessment is used at the end of a subject, whereas formative assessment is used throughout the learning process of a unit, chapter, or competency. It can be done at any time in the learning process or at the beginning. Assessment is in the form of oral or written tests. Written tests can be of two types: descriptive tests with limited or infinite descriptions and objective exams with questions complementing, multiple choice, matchmaking, filling, and true or false choices. The skill domain, also known as the psychomotor domain, is an exam that includes reactions or physical abilities and is divided into four levels: imitation, manipulation, articulation, and naturalization. Learning outcomes can drive changes in student behavior based on completing core skills and content learned.

Based on the interviews that researchers have conducted with UA mothers and LPD mothers as class teachers at SDN 118, Pekanbaru revealed that kurikulum merdeka belajar has been implemented in grades 1 and 4. According to the information provided by the two homeroom teachers, the difficulty in implementing the kurikulum merdeka belajar remains. These problems include still not being sure how to implement the curriculum, the need for extensive Google searches for information about the independent learning curriculum, unclear assessment procedures, textbooks not being maximized, and difficulty adjusting students and parents due to students' perceptions that lessons are getting worse, heavy and not by their grade level.

The problems found by researchers align with those raised by Kamiludin, namely similar problems found during curriculum changes. Implementation of learning assessments, time, understanding, productivity, teacher attention, and teacher mindset are some of them. A similar issue supports this issue. In addition, (Ariesca et al., 2021) stated that after the new curriculum is implemented, there are still obstacles in determining the type of assessment, material delivery, and student assessment. In addition, (Nurita et al., 2018) found several similar problems, including a lack of teacher and student manuals, difficulty adjusting learning methods, lack of mastery of learning models that are by the new curriculum, lack of time for the teaching and learning process and lack of guidance on the new curriculum from the education office, which means only teachers can adhere to school schedules.

This study aims to describe the implementation of the kurikulum Merdeka Belajar in Elementary Schools, starting from planning, implementation, and closing. This research is expected to provide insight and understanding of the independent learning curriculum, especially in learning activities starting from planning, implementation, and assessment.

## 2. METHODS

Implementation of curriculum implementation merdeka belajar at Sekolah SD Negeri 118 Pekanbaru uses a natural paradigm with a qualitative approach to descriptive methods. Researchers use data and data sources. Data consists of primary data and secondary data. Primary data was obtained from interviews, observations, and documentation. As well as secondary data collected from books, articles, and other relevant documentation. The data sources of this study were six teachers, six principals, and six students.

This research starts by finding a problem, namely a change in the curriculum in Indonesia, namely from kurikulum 2013 to kurikulum merdeka belajar. The teacher has no experience with kurikulum Merdeka, Limited references, access to Learning, and time management. Then, the researcher formulates the problem that will be the focus of the study. The focus of research in this study is three

focuses: the implementation of the independent learning curriculum, obstacles to the implementation of the independent learning curriculum, and solutions to overcome obstacles to curriculum implementation merdeka belajar.

The data that has been collected is tested for data validity using source triangulation, engineering triangulation, and time triangulation. Furthermore, it was analyzed using data analysis techniques from Miles and Huberman. Data analysis techniques from Miles and Huberman start from data collection, data reduction, data presentation, and conclusions.

### 3. FINDINGS AND DISCUSSIONS

#### *Learning Planning*

##### *Characteristics of Education Unit*

The results of interviews with teachers and principals found that teachers created and modified lesson plans using teaching modules and Pancasila student profile project modules. However, time constraints, lack of resources, and media limitations can hinder its effectiveness. Teachers analyze the characteristics of educational units and curriculum implementation and develop lesson plans based on previous training. As well as teachers collecting data to create effective learning environments and assessing facilities, infrastructure, teaching experience, and staff competencies. Context analysis helps to understand students, teaching staff, and sociocultural aspects that shape the vision and mission of the educational unit.

Identify the characteristics of the education unit. Before organizing classes, the principal and teachers must first understand the characteristics of the education unit. So that teachers can provide educational services that are contextual, prioritize students, and ensure that no student is left behind in the learning process. Therefore, examining the characteristics of educational units is very important to raise awareness that diverse student backgrounds require different services (Nurzila, 2022). The formulation of learning indicators is developed by the characteristics of regional potential education units and students (Marta et al., 2020).

This finding is supported by previous research, which states that schools have used learning environment analysis methods to find characteristics of educational units. All activities and learning processes in it are designed to meet maritime demands. Professional qualifications are required for teaching workers in maritime schools (Supriadi et al., 2023). The implications of this research are for educators to understand how to collect data to create effective learning environments and assess facilities, infrastructure, teaching experience, and staff competencies. Context analysis helps to understand students, teaching staff, and sociocultural aspects that shape the vision and mission of the educational unit.

##### *Operational Curriculum of Education Unit*

The results of interviews with teachers and principals found that operational curriculum development involves collaboration between educators, principals, and communities to improve the quality of students by adapting to school conditions. Teachers receive training in implementing the curriculum merdeka belajar, planning, mentoring, and evaluating educational goals, while the principal provides the necessary assistance. This process considers students, parents, policies, and stakeholders, ensuring seamless data collection.

The operational curriculum of the education unit strives for participants to be able to examine the qualities that are the basis for the development of the education unit's vision, mission, and objectives. Furthermore, participants must understand the importance of the vision, mission, and goals aligned with the characteristics and demands of educational units to meet national education goals.

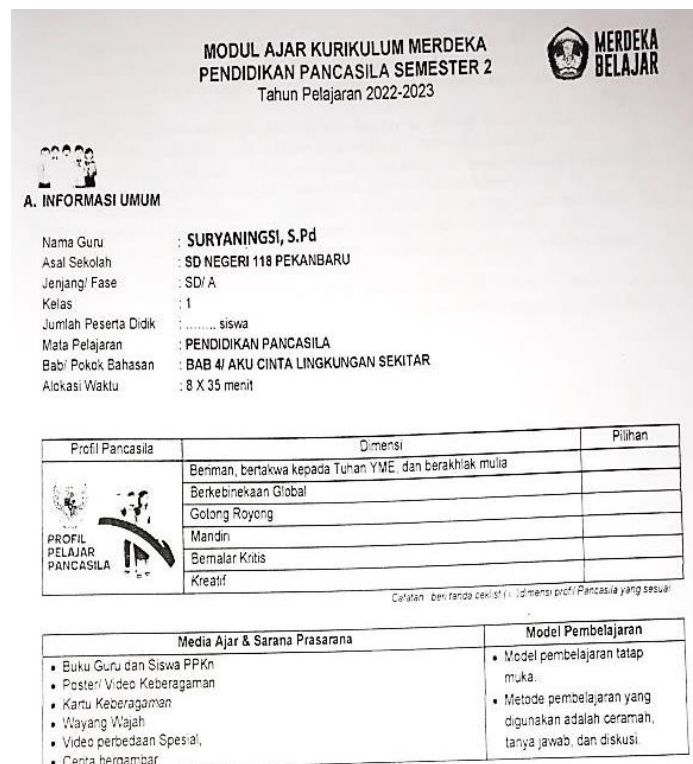
Furthermore, participants understood the importance of involving all school residents/education units in preparing education units' vision, mission, and goals (Merliza, 2022).

This finding is supported by previous research findings, which stated that the operational curriculum consists of the characteristics of educational units, vision, mission, goals, learning organizations, learning plans, assessment support, and professional development (Supriadi et al., 2023). The implication of this research is for educators to understand the development of operational curricula to improve student quality by adapting to school conditions.

**Teaching Modules**

The results of interviews with teachers and principals found that teachers create teaching modules with general information, including titles, educational units, levels, stages, classes, subjects, and the identity of the module creator. It helps in analyzing general information and removes barriers. Teachers create learning outcomes and objectives by analyzing outcomes, competencies, and ideas, focusing on student enrollment, facilities, infrastructure, and school conditions. These objectives include learning outcomes, learning objectives for all modules, learning objectives flow, and dimensions profil pelajar Pancasila. Teachers create teaching modules based on detailed usage plans, including allocating learning hours, number of meetings, determining learning models, infrastructure, and competency requirements. Teachers organize teaching module meetings by outlining learning activities, success indicators, lighter questions, materials, assessment plans, and differentiated plans. Teachers create and refine existing teaching modules to meet the needs and suit the unique characteristics of students. Teaching modules can be developed and revised seamlessly due to their adaptability to student characteristics and the format and guidelines provided, thus ensuring smooth teaching.

The documentation results show that a teacher has a teaching module that becomes a reference for learning during Learning. An example of a teaching module that the teacher has created can be seen in Figure 1.



**Figure 1.** Teaching Modules

Figure 1 shows the teaching module that has been designed by the teacher, which consists of

general information, learning achievements, and objectives, details of usage design, and meeting details. The module title, educational unit, stage, class, subject, and author identity are all included. Learning outcomes and objectives include learning outcomes, learning objectives, flow, and dimensions profil pelajar Pancasila. The usage plan outlines the total allocation of learning hours, number of meetings, learning model, facilities, infrastructure, and competency prerequisites. The meeting details consist of the allocation of learning hours and the number of meetings, details of learning activities, and attachments or supporting materials. These details are adjusted to the learning material implemented. Overall, teaching modules are important guidelines for effective teaching.

Learning planning in the teaching module in elementary schools is good because teachers have begun to understand, and there are guidelines or teacher references on how to design lesson plans correctly. The guidelines used to develop lesson planning are obtained from training that has been followed before. Learning planning is a decision-making process that involves analyzing specific learning goals and objectives, such as behavior change, and developing a set of activities to achieve them (Ananda, 2019; Jaya, 2019; Nursobah, 2019). Modul ajar sebagai "alat atau fasilitas pembelajaran" yang meliputi "material," "metode," "limitations," and "evaluation methods" designed to achieve expected competencies systematically and attractively. Teachers will have more time to guide and assist students in the learning process as a result of reduced amounts of material that must be delivered to students directly (Nurdyansyah & Mutala'iah, 2018; Putri et al., 2022; Riswakhyuningsih, 2022).

This finding is supported by the findings of previous research, which stated that elementary school students have very different conditions. Some students are considered intelligent, and some students are considered less intelligent. Some students are active, and some are inactive. In addition, most elementary school students come from various kindergartens with various backgrounds. Students' situation greatly affects the learning application's success by utilizing comic-format teaching modules, where students who have just entered elementary school are happier with illustrated learning media (Hosler & Boomer, 2020). The implication of this research is for educators to understand how to design innovative lesson plans using the guidelines taught in previous training. Design innovative plans so students do not feel bored when carrying out learning activities.

#### ***Reinforcement Project Module Profil Pelajar Pancasila***

The results of interviews with teachers and principals found that the Strengthening Project module profile Pelajar Pancasila is a tool that helps teachers create lesson plans. The Pancasila student profile project model comprises general information, core components, and attachments. General information includes the identity of the module author, facilities and infrastructure, target students, and the relevance of the project topic theme for educational units. Reinforcement project module profile pelajar Pancasila Follow the Merdeka Belajar curriculum and follow previous training guidelines. Modules are designed seamlessly, providing a seamless learning experience for students. Teachers carry out diagnostic tests, formative assessments, and summative assessments to assess intellectual potential, social and emotional learning abilities, and cognitive and non-cognitive abilities and include appendices such as student worksheets, reading materials, glossaries, and bibliography. However, teachers have difficulty adapting to student learning outcome reports. Modules are adaptive, but teachers can create and adapt them to suit student characteristics. Teachers should understand student characteristics, manage time effectively, use simple learning media, and collaborate with colleagues to enhance learning.

The documentation results found that teachers at this elementary school had developed a project module of Penguatan profil pelajar Pancasila with a focus on cross-disciplinary Learning and problem solving. An example of the Pancasila student profile strengthening project module made by the teacher can be seen in Figure 2.



Figure 2. Project Module Penguatan Profil Pelajar Pancasila

Figure 2 shows the project module Penguatan profil pelajar Pancasila. It includes general information, core competencies, and appendices. General information includes a brief description of the project, dimensions of the project module, Strengthening the related Pancasila student profile, specific objectives, project activity flow, assessment, lighter questions, remedial questions, and student and educator reflections. Core components include the material to be studied, the learning path, and the objectives of the learning activities. Appendices include student worksheets, reading materials for educators and learners, glossaries, and a bibliography. These materials are designed to help students remember the material and ensure students do not forget.

The amplification project module profile Pelajar Pancasila is an ideal profile that will be developed and realized in Indonesian students with the help of all parties through six competencies as key dimensions. Because the six competencies are interrelated and mutually reinforcing, the six dimensions must develop in tandem to realize the full profile of Pancasila students. Faith, devotion to God Almighty, and noble morals are among the six dimensions: global diversity, collaboration, independence, and critical and creative reasoning. (Juraidah & Hartoyo, 2022; Mery et al., 2022). Project module penguatan profil pelajar pancasila is an excellent program Kurikulum Merdeka. Project Penguatan profil pelajar Pancasila Present to help each student strengthen the profile of Pancasila students through project-based Learning. The project of strengthening the profile of Pancasila students comes when practitioners and educators realize that the educational process must be closely related to daily life (Ulandari & Rapita, 2023)

This finding is supported by the findings of previous research, which stated that there is a project module called Penguatan profil pelajar Pancasila, which is a reference in the Mobilizer School, producing students who are noble, independent, reason critically, and creatively, work together, and have a sense of diversity (Sumarsih et al., 2022). School principals are responsible for implementing an autonomous curriculum, and their teachers must be open to change (Rahayu et al., 2022). The autonomous learning curriculum will shift learning from inside the classroom to outside the classroom (Yamin & Syahrir, 2020). This research implies that educators use learning models in project modules profil Pelajar Pancasila, who are creative when implementing the independent learning curriculum in schools. Education in the kurikulum merdeka belajar module projek penguatan profil pelajar Pancasila necessitates the development of knowledge and technology in students who will become human resources. To adapt to every design, students must develop 4C abilities, which include *critical thinking, communication, collaboration, and creativity*.

## Learning Implementation

### Initial Activities

Interviews with teachers, principals, and students found that teachers create a positive classroom environment by motivating students through friendly greetings, innovative learning methods, and helpful responses. Early activities and an engaging atmosphere discourage boredom, while *ice breaking* and unique study aids enhance the learning experience. The teacher checks student attendance by asking about the previous course material, the subject matter to be learned, and readiness to start learning. Teachers increase students' learning readiness through lighter questions, initial tests, and lesson questions. To foster a democratic learning environment, teachers encourage class discussion, increased respect, and group work tasks. Group work faces obstacles due to conflicts and disputes between friends.

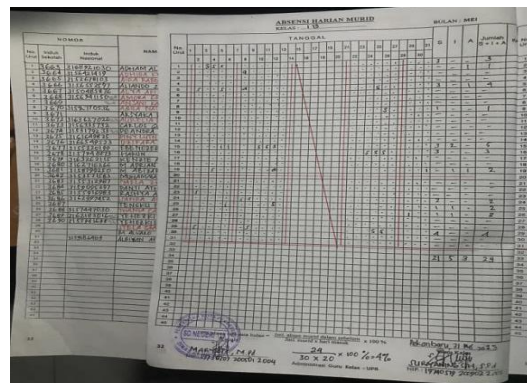
Teachers conduct lighter questions before starting lessons, design questions and assessments, and create posttests to assess student understanding. Students answer questions enthusiastically, and teachers give answers without difficulty. Teachers encourage students to share experiences through lighter questions, relate material knowledge to everyday life, and recount vacation experiences and daily activities. Grade 1 teachers facilitate experience-sharing activities, while grade IV teachers face obstacles because students feel shy and afraid to share experiences. To motivate students, teachers understand students' personalities, identify students who are not ready to learn, and use innovative media such as *ice-breaking*, songs, and props. This approach increases interest and rewards and fosters curiosity.

The observation found that teachers greet students in class, pray together, and start the lesson by asking how the students are doing. Teachers create an interactive learning environment by asking for news and singing the national anthem. Teachers help students prepare by making seats, increasing self-confidence, and using apperception and question and answer activities to link lessons to Pancasila education. Engage students through real-life questions, stories, and activities connecting the material with the surrounding environment.

The documentation results show that the teachers in this elementary school made an attendance book containing student data consisting of student parent numbers, student names, and attendance dates in a month. This document indicates compliance with attendance regulations. Teachers use codes for daily absences, such as S (illness), I (permission), and A (alpha), and point codes for students in attendance. At the end of the month, teachers recap attendance using a predetermined formula to ensure that students are recorded and attended effectively.



**Figure 3.** Develop an Engaging Classroom Attitude and Atmosphere



**Figure 4** Attendance Book





Figure 5. Checking Student Attendance



Figure 6. Ask questions about teaching materials

These teachers create an engaging classroom environment by motivating students through friendly greetings, innovative learning methods, and feedback. Teachers use early activities, such as reading prayers, singing national songs, and *ice breaking*, to develop an attitude of preventing boredom. Teachers also use unique learning media to enhance the learning experience. Student attendance is monitored through an attendance book containing student data, and teachers check student attendance regularly. Teachers increase students' learning readiness through lighter questions, initial tests, and lesson questions. Teachers also encourage students to tidy up the environment around students to increase self-confidence and prepare students for learning activities.

Early learning activities occur before children arrive at school and are not directly associated with learning materials or competencies to be discussed in learning activities (Adinoto, 2019). The design of an atmosphere that allows students to learn actively is closely related to the learning process at the beginning of the activity. Classroom management skills are needed to provide an appropriate learning environment (Widyanto & Wahyuni, 2020).

This finding is supported by previous research findings that state that *ice breaking* in Learning can be interpreted as breaking students' mental or body ice. *Ice Breaking* is a game or activity used to break the ice in a meeting. The fundamental purpose of ice breaking, *which is to increase student motivation in following the learning process, shows a relationship between motivation and ice breaking*. It is intended that by doing *ice breaking* activities, children will be more eager to engage in learning activities (Haifaturrahmah et al., 2020). This research implies that educators can make innovations to dilute the classroom atmosphere so that students are excited to participate in learning activities.

#### a. Core Activities

Interviews with teachers, principals, and students found that teachers collaborate with students to understand and communicate learning objectives, ensuring alignment with the subject matter. Teachers offer alternative learning activities based on students' interests and talents, creating practical tasks, exercises, and homework. Barriers may arise, but adequate facilities, consistent education, and appropriate policies can remove impending obstacles. The teacher randomly divides students into groups, assigns assignments, and conducts group discussions. However, students with different IQ levels may face challenges. Teachers summarize lessons, motivate students, and engage students with quizzes to improve understanding. Teachers must address misconceptions, engage less active students, create interactive experiences, and connect material to everyday life to improve understanding. Innovative learning facilities and media can enhance the teaching and learning experience.

The observations found that teachers increased students' readiness to learn by asking relevant questions, outlining goals, and randomly assigning students. The teacher explains the results, holds discussions, and conducts questions and answers. Teachers encourage students to make learning conclusions by inviting students to discuss Learning.



**Figure 7.** Material discussion and Percentage of teaching materials



**Figure 8.** End a lesson by providing conclusions

Teachers play an important role in improving student readiness by understanding the purpose of the material, explaining the learning objectives, and providing an outline. Teachers also offer alternative learning activities by understanding students' interests and talents, creating practical tasks, exercises, and homework, and overcoming barriers by providing learning options, engaging students, and adequate facilities.

Implementing Learning in the core activities in elementary schools faces obstacles because students feel embarrassed and do not dare to share experiences and answer questions from teachers. To motivate students, teachers understand students' personalities, identify students who are not ready to learn, and use innovative media such as *ice breaking*, songs, and props. This approach increases interest and rewards and fosters curiosity. There are changes in student behavior, character, and knowledge for students who participate in learning. Educational learning activities involve a partnership between teachers and students, with teachers playing an important role in achieving learning goals and transforming knowledge, understanding, skills, values, and attitudes, requiring professional performance (Fauzi & Mustika, 2022).

This finding is supported by previous research findings stating that education is a process that helps students understand the purpose of life, the essence, and the right tasks through Learning. This process involves changes in character, personality, thinking, and behavior, as well as more than just conveying academic information and facts, determining graduation standards, and printing diplomas (Meri & Mustika, 2022). As has become the goal of national education, implementing Learning in the classroom demands not only the completeness of the material but also the development of students' cognitive, affective, and psychomotor domains. Conceptual understanding is an important cognitive domain in teaching and learning (S. Ahmadi & Syahrani, 2022). The implications of this study are for teachers to understand student personalities and identify students who are not ready to learn and do not dare to answer questions by using innovative media such as *ice breaking*, songs, and props and involving students in learning activities. This approach increases interest and rewards and fosters curiosity.

#### **b. Concluding Activities**

Interviews with teachers, principals, and students found that teachers assessed learning outcomes through various methods, including practice, attendance, student responses, homework, and Q&A. However, teachers face challenges due to the diverse characteristics of students. Homework is assigned if the material given is difficult, short of time, and adjusted to the student's level of education. Teachers can also face challenges due to students' addiction to gadgets and lack of motivation. Effective teachers provide motivation and tutoring through motivational sentences, appropriate techniques, and innovative methods. Teachers overcome obstacles by maximizing learning facilities and choosing innovative methods. Teachers also provide alternative learning activities outside of class hours, encouraging students to study outdoors and observe the surrounding nature.

The personal, humanistic model encourages student participation and confidence by doing

students' assignments. Passive students have difficulty learning due to a lack of understanding, limited interaction, limited guidelines, and limited facilities. Behavior modification modules help teachers assess student character and develop innovative models. To create a pleasant learning atmosphere, teachers must understand students' individual characteristics, reward students who understand the material, increase creativity, foster enthusiasm, and offer concluding activities such as singing or educational games.

The observations found that teachers assess learning outcomes through practice questions, summaries, and group discussions. Teachers assign homework when students find difficult material or time constraints hinder its completion and deepen the subject matter. Teachers inspire students through engaging activities, challenging misconceptions, and providing positive feedback. Teachers reward bold and correct answers and guide learning for students who do not understand.



**Figure 9.** Provide motivation and tutoring

Teachers assess learning outcomes through various methods, including exercises, attendance, student responses, homework, and group discussions. However, teachers face challenges in assigning homework due to students' addiction to gadgets and difficulties in assigning assignments based on students' interests and talents. Effective teachers motivate and guide students through motivational sentences, appropriate techniques, innovative methods, and engaging activities, fostering morale, avoiding boredom, and increasing self-confidence.

Teachers can overcome obstacles by maximizing learning facilities, using innovative methods, and engaging students with alternative outdoor activities and real experiences to foster cooperation and a pleasant atmosphere. Personalized humanistic models encourage participation and confidence. Behavior modification modules help assess student character and develop innovative models. Offering concluding activities and quizzes can add added value.

Concluding and follow-up activities, such as summarizing learning outcomes, storytelling, reading books, mime, and moral messages, help calm children and assess learning outcomes according to the teacher's plan (Hesti et al., 2022). Concluding activities are essential after the core learning activities, where the teacher summarizes the lesson, assesses and reflects on the activities consistently, provides feedback on the learning process, plans follow-up activities, and communicates the lesson plan for the next meeting to ensure the learning process is completed effectively (Khoiruddin & Kustiani, 2020).

This finding is supported by the findings of previous research, which stated that the closing activities carried out by teachers include summarizing/summarizing lessons and commenting on activities that have been carried out, providing feedback, organizing follow-up activities, and making lesson plans for the next meeting (Pohan & Dafit, 2021). The purpose of assessment in the concluding learning activity is to determine the success of the student's goals and understanding of the subject. These exercises help students understand the subject's key elements and develop the mentality necessary to relate the interconnectedness of the material taught to the conclusion (Dewi & Masniladevi, 2021). The implications of this study are for teachers to maximize learning facilities, choose innovative methods, and excite students.

**Valuation**

**a. Formative**

Interviews with teachers, principals, and students found that teachers used various methods to assess Learning, including exercises, tests, and homework. Teachers tailor assessments to students' unique needs and abilities to accurately measure learning outcomes. Encouraging enthusiasm for Learning will encourage accurate assessment. Teachers review notebooks, assignments, and assessments to assess student understanding and enthusiasm. Analyzing learning difficulties in students, such as sleepiness and noise, can improve focus and performance, fostering discipline, responsibility, and commitment to continuous Learning. There are obstacles when teachers carry out assessments. Namely, teachers still feel confused about the application and making of assessments.

Observations found that teachers provide exercises and homework to improve students' understanding and conduct attitude assessments through observation during discussion activities rather than cognitive assessments.

The results of the review documentation show that teachers use formative assessment during the learning process, using instruments designed for observation and written and oral tests to evaluate knowledge. An example of a formative assessment that the teacher has made can be seen in Figure 4.

No	Nama Siswa	Kelas						Rata-rata	Nilai Tertinggi	Nilai Terendah
		1	2	3	4	5	6			
1	ALYAN	85	80	80	80	80	80	80	85	
2	ALYAN	85	80	80	80	80	80	80	85	
3	ALYAN	85	80	80	80	80	80	80	85	
4	ALYAN	85	80	80	80	80	80	80	85	
5	ALYAN	85	80	80	80	80	80	80	85	
6	ALYAN	85	80	80	80	80	80	80	85	
7	ALYAN	85	80	80	80	80	80	80	85	
8	ALYAN	85	80	80	80	80	80	80	85	
9	ALYAN	85	80	80	80	80	80	80	85	
10	ALYAN	85	80	80	80	80	80	80	85	
11	ALYAN	85	80	80	80	80	80	80	85	
12	ALYAN	85	80	80	80	80	80	80	85	
13	ALYAN	85	80	80	80	80	80	80	85	
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25	ALYAN	85	80	80	80	80	80	80	85	
26	ALYAN	85	80	80	80	80	80	80	85	
27	ALYAN	85	80	80	80	80	80	80	85	
28	ALYAN	85	80	80	80	80	80	80	85	
29	ALYAN	85	80	80	80	80	80	80	85	
30	ALYAN	85	80	80	80	80	80	80	85	
RATA-RATA		81,20	81,20	81,20	81,20	81,20	81,20	81,20	81,20	
NILAI TERENDAH		80	80	80	80	80	80	80	80	
NILAI TERTINGGI		85	85	85	85	85	85	85	85	

**Figure 10.** Formative Assessment

Figure 10 shows the teacher creating a formative assessment instrument consisting of student names, learning 1 to 6, grade point averages, and report card scores. Assessment uses various methods to assess Learning, including exercises, tests, and homework to adjust teaching strategies, analyze assessments, and get grades. Teachers provide exercises and homework to improve students' understanding and conduct attitude assessments during discussion activities. Formative assessment is based on learning outcomes and is completed using written and oral tests. Teachers must tailor assessments to students' unique needs and encourage enthusiasm for Learning. Teachers review notebooks, assignments, and assessments to assess student understanding and enthusiasm and analyze learning difficulties to improve focus and performance. This fosters discipline, responsibility, and a commitment to continuous Learning.

Learning assessment in elementary schools has obstacles when teachers carry out assessments. Namely, teachers still feel confused about the application and making of assessments. So teachers still need training with expert mentors again to overcome obstacles to learning assessment. Conducting assessments can encourage students to have abilities by interests and talents. Appraisal is the process of measuring something. Effective learning methods can be known through the learning assessment process. By conducting an assessment that emphasizes learning outcomes and the learning process that affects the quality of Learning, the desired information will be collected according to needs (Pambudi et al., 2019). Formative assessment is also known as assessment. Assessment aims to track and improve the learning process and evaluate how well the learning objectives have been met. Depending on the purpose, formative assessment can be used at any time in the learning process (Kemendikbud, 2022).

This finding is supported by the findings of previous research, which stated that the formative assessment used by elementary schools is a comprehensive assessment that encourages students to have competencies that match their talents and interests without requiring students to get the minimum required grades, or it is said that KKM is no longer part of the independent learning curriculum (Rahayu et al., 2022) which are as the relationship between assessment, measurement, test, and evaluation. Learning outcome data is called measurement results when measured using test instruments. Afterward, you can use assessments or learning outcomes from these activities to make decisions. Assessment follows data collection and concludes the learning process (Teluma & Rivaie, 2019). This study implies that teachers still need training with mentors who are experts again to overcome barriers to formative assessment. Conducting assessments can encourage students to have abilities by interests and talents.

#### **b. Summative**

Interviews with teachers, principals, and students found that teachers assessed students' mastery of a subject through assignments, project work, and knowledge assessments. Students forget the subject matter, and low grades often affect exam results. Clear assessments ensure an optimal learning experience. Effective teaching involves students remembering, asking questions, creating test forms, and creating imaginative projects. Remedial and overcoming low grades are essential to improve students' knowledge.

Summative assessment is the basis for class advancement and graduation of an educational unit. This assessment, also called education-based summative assessment, aims to assess the achievement of learning objectives and student learning achievement. The achievement of learning outcomes is assessed by comparing the attractiveness of learning objectives with the wishes of student learning outcomes (Ministry of Education and Culture, 2022). This summative assessment is an activity that often consists of a written examination at the end of the semester or year for assessment, evaluation, or certification (Susilawati et al., 2023).

This finding is supported by previous research, which stated that the summative assessment used in elementary schools is in the form of exam questions at the end of the semester (Arzfi et al., 2022). Summative evaluation is used to track overall student success in a particular method. Summative assessments are often given at the end of the topic, in the midterm, and at the end of the semester or for grade advancement (Oktaviana & Prihatin, 2018). This study implies that teachers still need training with skilled mentors to overcome barriers to summative assessment. Conducting assessments can encourage students to have abilities by interests and talents.

#### **4. CONCLUSION**

The implementation of the independent curriculum carried out by teachers at SDN 18 Pekanbaru is carried out with the planning, implementation, and closing stages. At the planning stage, teachers carry out activities by analyzing the characteristics of the Education Unit, developing the Operational Curriculum of the Education Unit, and making teaching modules / Project Modules for Strengthening the Profile of Pancasila Students. The teacher conducts initial, core, and closing activities at the implementation stage. At the beginning of the activity, the teacher creates a positive classroom environment by motivating students through friendly greetings, and the teacher checks student attendance by asking about previous subject matter, subject matter to be learned, and readiness to start learning. Teachers increase students' learning readiness through lighter questions, initial tests, and lesson questions. Teachers use early activities, such as reading prayers, singing national songs, and *ice breaking*, to develop an attitude of preventing boredom. Teachers collaborate with students in core activities to understand and communicate learning objectives, ensuring alignment with the subject matter. Teachers offer alternative learning activities based on student's interests and talents, create

practical tasks, exercises, and homework, and increase students' readiness to learn by asking relevant questions, outlining goals, and randomly assigning students. The teacher explains the results, holds discussions, and conducts questions and answers. Teachers encourage students to make learning conclusions by inviting students to discuss learning. In the closing stage, the teacher assesses learning outcomes through various methods, including exercises, attendance, student responses, homework, and questions. The teacher assesses learning outcomes through practice questions, summaries, and group discussions. The teacher inspires students through engaging activities, challenges misconceptions, and provides positive feedback. Teachers reward bold and correct answers and guide learning for students who do not understand.

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