



## ASSESSMENT OF THE INDEPENDENT LEARNING CURRICULUM IN ELEMENTARY SCHOOLS

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### Abstract

Assessment of learning outcomes can provide evidence in every aspect of learning, both in cognitive, affective and psychomotor aspects. It can also be associated with learning goals. Where the purpose of learning, according to Sadirman, is to form knowledge and skills, students live a certain learning environment system such as critical and creative thinking skills. Some common assessment objectives include, Assessing the abilities of individuals or groups, providing feedback on work results and actions, Assisting in decision-making in the form of appropriate actions and steps based on the results of the evaluation or assessment, Identifying the strengths and weaknesses of individuals or groups to develop more effective strategies or programs. Monitor and evaluate the development or progress of students. Making decisions in employee recruitment or promotion. Making decisions in awarding/sanctioning. Freedom of learning encourages the formation of the character of an independent spirit where teachers and students can freely and happily explore the knowledge of Freedom of Learning.

**Keywords:** Assessment, Independent Learning, Elementary School

### 1. INTRODUCTION

Learning outcome assessment is an activity to standardize student learning outcomes which is carried out through two main activities, namely essay and evaluation activities. Assessment is defined as the activity of collecting learning outcomes, while evaluation is interpreted as the activity of standardizing or processing learning outcomes. Learning outcomes are students' ability to fulfill a stage of achieving a learning experience in one basic competency. (Magdalena et al., 2020).

Assessment of learning outcomes can provide evidence in every aspect of learning, both in cognitive, affective and psychomotor aspects. It can also be associated with learning goals. Where the purpose of learning, according to Sadirman, is to form knowledge and skills, students

Living a certain learning environment system such as the ability to think critically and creatively, have an open and democratic attitude and be able to be a wise person in accepting the opinions of others. In order to achieve learning goals, it is necessary to create a new learning environment. This environment is influenced by several components that influence each other such as the learning goals to be achieved, both in the form of material to be taught and teachers and students as role players in social relationships. (Herawati, 2018)

Therefore, in general, learning objectives follow the learning outcomes of cognitive, affective & psychomotor aspects. Cognitive is associated with the realm of intellectual learning outcomes, the affective realm is related to attitudes, while the psychomotor realm

regarding skills and the ability to act. (Mahananingtyas, 2017) In addition, according to the expert, Bloom, he argues that Cognitive is a domain that emphasizes development ability and intellectual skills. Affective is a realm related to the development of feelings, attitudes, values and emotions. While psychomotor is a realm related to motor activities or skills.

This shows that the learning outcomes of students emphasize more on the cognitive realm as evidenced by written and oral tests in school that lead to the discovery of cognitive abilities. This is certainly related to the purpose of this article, which is to find out valuation Independent Learning Curriculum in Elementary Schools.

## 2. RESEARCH METHODS

The method used by the researcher in conducting research is a qualitative approach with a descriptive method, where the researcher will collect data from relevant sources. These sources are obtained through literacy and collection of library data, reading and taking notes related to the problems in the language of the article. Resources are obtained both journals, instruments to guide the implementation of the independent curriculum, and books related to the problems to be discussed.

## 3. RESULTS AND DISCUSSION Definition of Assessment

Assessment is the main component in the teaching learning process. Assessment for learning, assessment as learning, and assessment of learning are 3 approaches that allow teachers to collect evidence and make assessments about student competence. These three approaches are important to understand and recognize contradiction Including. That understanding will make teachers able to decide when and why

The approach is used and can be used wisely and well. (Anisah, 2022)

Assessment is a general term defined as a process taken to obtain information that is used in order to make decisions about students, curriculum, programs, and educational policies.

Assessment in the Independent Curriculum refers to an evaluation process that is carried out to measure students' abilities and skills effectively, objectively, and accurately. The assessment aims to provide an overview of the extent to which students have achieved the competencies set out in the curriculum. In addition, the assessment also provides feedback to students and teachers regarding the student's learning progress and helps in identifying weaknesses and strengths in teaching and learning. (Agung, 2023)

### Prinsip Assesment

Briefly, the principles of assessment are outlined as follows:

1. Assessment is an integrated part of the learning process, facilitating learning, providing information as feedback for teachers, students, and parents. Therefore, an educator must do a number of important things: (a) the assessment is carried out at the beginning of learning as a foundation to design learning according to the needs of students, (b) make a learning plan by paying attention to the goals to be achieved and give feedback, (c) students must be given support and stimulated so that their mindset grows, (d) students must be involved in the assessment process related to self-assessment, assessment between peers, self-reflection and giving feedback between peers, (e) encouraging students to reflect in order to improve their competence.
2. Assessments are made and designed according to

with a specific purpose. Therefore, students must do the following: (a) make an assessment plan in accordance with the learning objectives and explain it to students about the objectives of the assessment to be carried out, (b) conduct an assessment in accordance with the targets to be achieved, formative assessments for feedback on the learning process, summative as a reporting of learning outcomes

3. The assessment made must be proportional, fair, valid and reliable in describing learning progress and can be used as a benchmark to design the next learning. Therefore, educators must do the following: (a) set the ideal time and duration in the implementation of the assessment, so that the assessment is not interpreted only as the sake of evaluation, (b) explain the criteria and desired achievements to students, (c) collaborate with other educators to get more aligned assessment objectives, (d) the results of the assessment are used as a proxy for determining learning follow-up.
4. Assessments must be designed to include various forms of tasks, instruments, and techniques that are in accordance with the targeted learning objectives. Here are some things that must be done by educators: (a) Designing student development reports (b) Communicating the results of student development to parents.
5. The results or reports of students' learning progress are simple and informative, so that they are useful for students and parents, so that these results can be used as quality improvement. (Ritonga et al., 2023)

### **Tujuan Assessment**

The purpose of the assessment has various forms of this according to different situations and contexts. However, in general, the purpose of the assessment is to provide assessment and evaluation

both ability, performance, and achievements. (Ismail, 2020:23). Some common assessment objectives include:

- a. Assessing the ability of individuals or groups to achieve predetermined goals.
- b. Provide feedback on work and actions.
- c. Help decision-making in the form of Actions and appropriate steps based on the results of the evaluation or assessment.
- d. Identify the strengths and weaknesses of individuals or groups to develop more effective strategies or programs.
- e. Monitor and evaluate the development or progress of students.
- f. Making decisions in employee recruitment or promotion.
- g. Making decisions in awarding/sanctioning. In addition, the identification can also be done in an authentic manner, based on Kunandar's view, authentic identification can be done in the following way:
- h. To measure the progress of students. Teachers can conduct assessments to see whether student learning outcomes improve or decrease.
- i. To find out the achievement of students' competencies. Teachers can find out whether students have achieved the expected competencies or not through the assessments carried out. With this, teachers can take action according to the ability of students who are left behind in achieving the expected competencies.

To detect competencies that have not been mastered by students. Teachers can do things like, how to improve techniques, tactics, methods, styles,

as well as learning strategies as a goal to improve the teaching and learning process that is interesting and easy to understand for students.

As a return feed for students, which is used as a basis to improve students' low scores. In addition, according to experts, Daryanto explained that authentic assessments have several objectives which include:

(a) evaluate abilities (b) determine learning needs (c) provide assistance and encouragement to students, (d) assist teachers in teaching students better, (e) determining the procedures for teaching in education. Therefore, it can be concluded that the purpose of authentic assessment in the independent learning curriculum is very Needed

how is the responsiveness of students to learning and proving the success of teachers to help help the learning process. (GH et al., 2023)

### **Independent Learning Curriculum**

Freedom of thought for students and teachers. Independent learning encourages the formation of an independent spirit character where teachers and students can freely and happily explore knowledge, attitudes and skills from the environment. freedom of thought for students and teachers. Freedom of learning encourages the formation of the character of an independent spirit where teachers and students can freely and happily explore the knowledge of Freedom of learning implemented in the learning process has meanings and implications both for teachers and students. Referring to several literatures, the meaning of freedom of learning in the learning process can be stated, namely freedom of thinking, freedom of innovation, freedom of independent and creative learning.

Freedom is a state of mind. The mind will be able to understand the meaning of independence and connect in liberating activities. If teachers understand the concept of independent learning with

Appropriately, the teacher will also carry it out. In fact, one of the problems in education as well as in the implementation of the curriculum in elementary schools is that teachers lack a climate of freedom of thought both in designing and in implementing the learning process. (Daga, 2021)

Education in the future will require students to be more creative, innovative and intelligent so that it becomes a challenge to create competitive challenges. These educational challenges can be created through several activities, including creative reading activities on learning resources and natural phenomena as well as technological developments. The demands of the 21st century make students more intense towards domestic and foreign literacy. Anticipating boredom and boredom in reading or literacy, teachers must find ways by providing opportunities for students to work independently, explore learning ideas and concepts through open references and learning resources, so that they feel comfortable in reading and more diligent in learning activities, reading and writing or educational literacy. (Bahar & Herli, Sundi, 2020)

### **4. CONCLUSION**

Freedom of learning provides a joyful and happy education, that is what it embodies education

Education that provides a sense of division is accompanied by a sense of security and peace in the scope of education, both for teachers, students, and parents can interact educatively synergistically in the learning process. So that in its stages this education must create gambaran

Innovative and creative learning, students learn with their abilities and potential, it is hoped that students will be able to be more independent in learning activities and provide more opportunities

to them to construct knowledge independently.

The competencies created in the learning process are able to make the process manifest if teachers and students experience learning in real life and can feel the results directly. Which will later give birth to intelligent children as well as characters who are devout, knowledgeable and morally good as a manifestation of the goals of National Education.

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