

Implementation of Formative and Summative Assessments In English Learning in The Kurikulum Merdeka

Eka Purwanti^{a, 1*}

¹ STAI DDI Pinrang, Indonesia

^aekapurwanti@staidi-pinrang.ac.id

*Corresponding Author

DOI:

ABSTRACT

Keywords:
*Curriculum,
Formative
Assessment, and
Summative
Assessment*

This study aims to understand the application of formative and summative assessments in the learning process. The method used was a library study, with data sources drawn from literature reviews related to assessment in education. The results indicate that formative assessments are conducted during the learning process to integrate, refine, and disseminate student development, while summative assessments are conducted at the end of the learning process to assess overall learning outcomes. These two types of assessments have complementary functions in enhancing mutual learning. Developing appropriate assessment techniques is crucial for teachers to accurately assess and continuously improve the learning process, resulting in effective learning oriented toward student competency achievement.

Article Info:

Submitted:
12/04/2026

Revised:
25/04/2026

Published:
16/05/2026



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International \(CC BY-SA 4.0\)](https://creativecommons.org/licenses/by-sa/4.0/)

INTRODUCTION

In an effort to improve the quality of education in Indonesia, the government has designed and implemented various policies. One of the most recent policies issued by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (Kemendikbud RI) is the Independent Learning Curriculum. This policy aims to create a more creative and innovative learning environment and provide students with the freedom to learn according to their interests, talents, and needs (Nur et al., 2024).

The importance of Learning Assessment in Schools is crucial to ensure effective learning processes and outcomes. Assessment is an information processing process aimed at identifying students' learning needs and learning outcomes. The results are then used as reflection material to improve the quality of learning. The importance of assessment is the effort to obtain information from these processes to determine the extent and effectiveness of student performance against learning objectives. The objectives of

Learning Assessment are: 1) Assessing Student Progress: Assessment supports teachers in determining the extent to which students have achieved learning objectives. 2) Providing Feedback: Feedback can help students understand their strengths and weaknesses. 3) Improving the Learning Process: Teachers can also adapt teaching methods to meet students' needs. 4) Supporting Decision-Making: related to curriculum development and education policies.

In learning using the Kurikulum Merdeka, assessments are usually referred to as formative and summative assessments. Therefore, these aspects comply with the Regulation of the Minister of Education, Culture, Research, and Technology concerning Assessment Standards for Early Childhood Education, Elementary Education, and Secondary Education. Therefore, assessment plays a crucial role during learning. From these various definitions, it can be concluded that learning media are tools used by students during learning.

As a component that has a significant impact on student competency achievement, assessment collaboration still has several important aspects in determining student competency, but student-centered learning is key to creating a positive learning environment. Assessment is also a tool for identifying student strengths and weaknesses, understanding learning preferences, and measuring long-term progress.

Assessment also plays several central roles in assisting or contributing to student competency achievement within this independent curriculum. Therefore, a deep understanding of the role of assessment in the independent curriculum will be key to improving the quality of education, enabling it to be more stable and meet the needs of the times..

LITERATURE REVIEW

In the system of education, assessment plays a crucial role (E. Y. P. Sari et al., 2024). Assessment can be defined as a structured and systematic process of collecting various information and data related to the abilities, development, and characteristics of individuals, groups, or specific situations. The primary objective of assessment is to obtain a comprehensive and in-depth picture of students' potential, abilities, and needs (Finiel Manik & Dhia Octariani, 2024). The results of the assessment are used as a basis for decision-making, evaluation, improvement, and formulation of recommendations tailored to the students' circumstances.

Therefore, assessment is an appropriate instrument for assessing student learning processes and outcomes. While the student learning process is a crucial aspect assessed through assessment, the final outcome, in the form of learning outcomes, remains a crucial aspect. In practice, the use of assessment is essential in the educational process because it is an integral part of the learning process itself. In addition to serving as a tool for teachers to determine the extent of students' skills and understanding of the material taught, assessment also serves as a benchmark for the success of the designed learning process.

Furthermore, teachers' skills in designing and implementing assessments effectively are crucial to realizing the Pancasila student profile through the Independent Curriculum. Teachers are expected to develop appropriate assessments to create enjoyable learning experiences and provide opportunities for students to develop according to their potential. To carry out these tasks, educators need a high level of expertise, competence, and professionalism to conduct assessments and process their results optimally.

In the context of education, teachers hold a strategic position as educators, mentors, and role models for their students. Teachers are tasked with helping students grow into individuals who are qualified, knowledgeable, dignified, and useful to society. As the Javanese proverb goes, "ing ngarso sung tulodo, ing madyo manguk karso, tut wuri handayani," which means teachers must be able to be good examples, raise enthusiasm among students, and provide encouragement from behind. Therefore, the competencies that professional teachers must have include the ability to design, implement, and develop learning activities, identify strengths and weaknesses, and utilize them for continuous improvement.

In line with the Kurikulum Merdeka policy launched by the Indonesian Ministry of Education, Culture, Research, and Technology, assessment in learning is divided into three types: diagnostic, formative, and summative (Martatiana et al., 2023). These three types of assessment have different characteristics and implementation techniques. However, in this study, the researcher focused on two types of assessment: formative and summative, because both are directly related to the process of collecting student grades and recording learning outcomes.

RESEARCH METHOD

Essentially, every research study requires a proper design to ensure systematic implementation and relevant results to the stated objectives. This study employed a descriptive qualitative method, an inductive approach to building knowledge by reviewing previous research and emphasizing the researcher's subjectivity in understanding the data obtained.

The data sources in this study come from various literature reviewed in depth by the researcher to explore relevant discussions and support the research findings. The type of research applied is library research, which utilizes various library sources as primary data in the information gathering process (Pringgar & Sujatmiko, 2020; R. K. Sari, 2021).

The data collection technique was conducted through a literature review, which involved reviewing, reading, and examining various previous research findings, reference books, scientific articles, and other reliable sources related to the topic being studied. In this case, primary data sources were the primary focus for the study, providing accurate information that met the research needs.

RESULT AND DISCUSSION

In education, assessment is a crucial component for measuring various aspects of the student learning process. Assessment is generally defined as the assessment of the learning process, progress, and outcomes achieved by students. According to Kumano, assessment is "the process of collecting data that indicates learning progress." Therefore, the term "assessment" is very appropriate to describe the assessment of student learning activities (Nur et al., 2024).

While the primary focus of assessment is the learning process, learning outcomes cannot be ignored. Assessment serves as a crucial tool for monitoring student progress. Therefore, it is an integral part of learning activities. This assessment focuses more on the student's learning process, thus revealing how a concept is developed and understood by students, rather than simply assessing the final results. In other words, assessment plays a role in assessing student learning progress, as well as the learning outcomes and processes they have undergone.

Furthermore, assessment is a key element of the curriculum, serving as a planning tool for teaching and learning activities. Assessment is not only used to gather information on student learning achievement but also closely relates to other curriculum components. Through learning evaluation, various other components of the curriculum can be indirectly examined, thereby enriching the understanding and development of the curriculum itself.

In practice, every assessment process in learning always requires appropriate and effective assessment. Therefore, assessment techniques are continuously developed to provide an accurate picture of the success of lesson delivery. Through appropriate assessment, teachers can not only assess student learning outcomes but also continuously improve and optimize the learning process (Setemen et al., 2019).

Thus, it can be concluded that assessment is a crucial component of the educational process, serving to assess student learning processes, progress, and outcomes. Assessment not only monitors final results but also focuses on the ongoing learning process. In addition to being an evaluation tool, assessment also serves as a curriculum planning tool and contributes to the development of other curriculum components. Therefore, developing appropriate and effective assessment techniques is essential to obtain an accurate picture of learning success and to continuously improve the learning process.

Formative Assessment

In the learning process, formative assessment plays a crucial role as a tool for monitoring, improving, and evaluating the learning process and the achievement of predetermined objectives (Asworo et al., 2024). In line with its primary objective, formative assessment is conducted at the beginning and throughout the learning process.

Through this assessment, teachers are expected to conduct themselves professionally in their assessments, from the beginning through the entire teaching and learning process.

Formative assessments focus on periodically monitoring student progress, not as a basis for making important decisions such as graduation, promotion, or final grades. The results of these assessments are used more as reflection material to improve and refine the learning process, so that students can achieve maximum mastery of the material in accordance with expected competencies.

In more detail, formative assessment has several important functions. First, for teachers, formative assessment helps evaluate the learning strategies used during the teaching and learning process (Munaroh, 2024). This allows teachers to adapt more effective methods or techniques to improve the quality of the learning process. Furthermore, this assessment is also a valuable source of information regarding students' learning needs, both individually and in groups.

Second, for students, formative assessment serves as a means of introspection. Through these assessment results, students can identify the learning progress they have achieved, the challenges or obstacles they are facing, and the corrective steps they can take to improve their learning outcomes. This process is crucial for fostering self-directed learning awareness and shaping students into lifelong learners capable of continuously evolving in line with the demands of the times.

It can be concluded that in the learning process, formative assessment plays a crucial role as a tool for monitoring, improving, and evaluating the learning process and the achievement of established objectives. This assessment is conducted at the beginning and throughout the learning process, focusing on student development, rather than as the basis for final decisions such as graduation. The results are used for reflection and improvement of learning. For teachers, formative assessment helps evaluate and adjust learning strategies, while for students, this assessment serves as a means of introspection to identify developments, obstacles, and improvements in their learning process, thus encouraging the creation of independent learners who are adaptive to current developments.

Summative Assessment

In education, assessments take various forms and serve different purposes, one of which is summative assessment. Summative assessment is a form of assessment that aims to measure the extent to which students have achieved the learning objectives and learning outcomes (CP) that have been set (Munaroh, 2024). The results of this assessment serve as the basis for making important decisions, such as determining class promotion or student graduation from an educational institution.

The summative assessment process is conducted by comparing student learning outcomes with the achievement standards established in the learning objectives. Through this assessment, teachers can obtain a clear picture of what material students have

mastered during the learning period. In terms of its characteristics, summative assessment is the opposite of formative assessment, which emphasizes the process and continuous improvement during learning.

The primary function of summative assessment is as a tool to assess students' competency, understanding, and ability to absorb course material. Furthermore, this assessment plays a role in providing feedback to students regarding their learning outcomes, so they can understand their achievements. For educators, summative assessment serves as a benchmark for learning success, a tool for monitoring the quality of education personnel, and a basis for educational accountability in specific educational units.

Summative assessments also play a crucial role in motivating students to continuously improve their enthusiasm for learning. These assessments require teachers to be professional in assessing student learning outcomes throughout the entire school year. Through these final assessments, teachers can determine the extent to which students have understood the material, mastered competencies, and applied the skills taught (Ardiansyah et al., 2023).

From the explanation above, it can be concluded that summative assessment is a form of assessment that aims to measure student achievement against predetermined learning objectives and learning outcomes (CP). This assessment is conducted at the end of the learning period and the results are used as the basis for making important decisions, such as graduation and class promotion. In addition to assessing student competence and understanding, summative assessment also provides feedback to students, serves as a benchmark for teacher success, and serves as a tool for monitoring the quality of education in educational units. Furthermore, summative assessment plays a role in motivating students to continuously improve their learning achievements and demands teacher professionalism in assessing student learning outcomes comprehensively.

Comparative Analysis

In learning, formative tests are carried out at the end of each topic to evaluate student understanding and provide feedback to the teacher. Meanwhile, summative tests are carried out at the end of the learning phase, such as the end of the semester, to assess students' overall achievements and become the basis for decisions such as graduation or promotion (Taqiyuddin et al., 2024).

The following are the differences between formative and summative assessments:

Formative assessment, according to (Iriana et al., 2024):

1. Evaluations conducted to improve the learning process take the form of learning assessments.
2. Assessments are conducted during the learning process.
3. This evaluation serves as a formative evaluation.

Summative Assessment, according to (Iriana et al., 2024):

1. Evaluation conducted at the end of the learning process.

2. Implementation throughout the learning process.
3. Functioning as a comprehensive evaluation.

It can be concluded that formative assessment is carried out during the learning process to monitor and improve student understanding, while summative assessment is carried out at the end of learning to assess students' overall achievement and become the basis for making important decisions such as graduation or promotion.

The importance of learning assessment in schools is crucial to ensure effective learning processes and outcomes. Assessment is an information processing process aimed at identifying students' learning needs and learning outcomes. The results are then used as reflection material to improve the quality of learning. The importance of assessment is the effort to obtain information from these processes to determine the extent and effectiveness of student performance toward learning objectives.

CONCLUSION

Assessment is a crucial component of the educational process, playing a role in assessing the overall learning process, progress, and outcomes of students. Assessment focuses not only on final results but also on ongoing learning processes, thus providing a more comprehensive picture of student development. In practice, assessments are divided into two main types: formative and summative.

Formative assessment is conducted throughout the learning process, from the initial stages through the entire teaching and learning process. Its primary purpose is to monitor, improve, and evaluate the learning process and the achievement of established objectives. This assessment serves as a reflection tool for both teachers and students; teachers can adjust their learning strategies and methods, while students can identify progress, obstacles, and improvement measures in their learning. Thus, formative assessment plays a crucial role in fostering adaptive learning and independent learning.

In contrast, summative assessments are conducted at the end of a learning period, such as at the end of a semester or the end of an academic year. Their primary function is to measure students' overall competency and understanding based on established learning objectives and outcomes. Summative assessment results are used as the basis for important decisions, such as graduation, promotion, and final grade determination. Furthermore, summative assessments serve as benchmarks for the success of the learning process, a tool for monitoring educational quality, and a source of feedback for students to motivate them to improve their academic performance.

Thus, both formative and summative assessments play complementary roles in improving the quality of learning. Developing appropriate and effective assessment techniques is crucial to ensuring the assessment process provides an accurate picture of learning success and serves as a basis for continuous improvement in the learning process.

REFERENCES

- Ardiansyah, Sagita, F., & Juanda, J. (2023). Asesmen dalam Kurikulum Merdeka Belajar. *JLPI*, 3(1).
- Asworo, A. F. C., Hasanah, L., Solehah, S. F., Komariyah, S., & Lasha, V. (2024). Pentingnya Penilaian Formatif Terhadap Perkembangan Siswa Sekolah Dasar. *Jurnal Pengembangan Dan Penelitian Pendidikan*, 6(3).
- Finiel Manik, & Dhia Octariani. (2024). Pentingnya Assesmen Diagnostik Dalam Proses Pembelajaran. *Jurnal Pendidikan Ilmiah Transformatif*, 8(12).
- Iriana, D. A., Nuraeni, H., S, M. P. A., & Carsiwan, C. (2024). Konsep Dasar Evaluasi Pembelajaran pada Era Merdeka Belajar dalam Perspektif Pedagogik. *Jiip - Jurnal Ilmiah Ilmu Pendidikan*, 7(7), 6734–6742. <https://doi.org/10.54371/jiip.v7i7.5337>
- Martatiyana, D. R., Derlis, A., Aviarizki, H. W., Jurdil, R. R., Andayani, T., & Hidayat, O. S. (2023). Analisis Komparasi Implementasi Kurikulum Merdeka Dan Kurikulum 2013. *Muallimuna : Jurnal Madrasah Ibtidaiyah*, 9(1), 96. <https://doi.org/10.31602/muallimu na.v9i1.11600>
- Munaroh, N. L. (2024). Asesmen dalam Pendidikan : Memahami Konsep, Fungsi dan Penerapannya. *Dewantara : Jurnal Pendidikan Sosial Humaniora*, 3(3), 281–297. <https://doi.org/10.30640/dewantara.v3i3.2915>
- Nur, K. D., Amin, F., & Rifa'i, A. A. (2024). Guru Profesionalisme Dalam Asesmen Formatif Dan Sumatif Pada Penerapan Kurikulum Merdeka. *Tadris*, 18(1). <https://doi.org/https://doi.org/10.51675/jt.v18i1.892>
- Pringgar, R. F., & Sujatmiko, B. (2020). Penelitian Kepustakaan (Library Research) Modul Pembelajaran Berbasis Augmented Reality Pada Pembelajaran Siswa. *Jurnal Teknik Informasi Dan Teknologi Pendidikan*, 5(1).
- Sari, E. Y. P., Ramadhani, N., Mutiah, P., & Inayati, N. L. (2024). Analisis Efektivitas Model Asesmen Pada Kurikulum PAI Abad 21. *Counselia; Jurnal Bimbingan Konseling Pendidikan Islam*, 5(1), 285–293. <https://doi.org/10.31943/counselia.v5i1.141>
- Sari, R. K. (2021). Penelitian Kepustakaan Dalam Penelitian Pengembangan Pendidikan Bahasa Indonesia. *Jurnal Borneo Humaniora*, 4(2), 60–69. https://doi.org/10.35334/borneo_humaniora.v4i2.2249
- Setemen, K., Erawati, L. J., & Purnamawan, I. K. (2019). Model Peer Assessment Berbasis Teknologi Informasi Dan Komunikasi. *Jurnal Pendidikan Teknologi Dan Kejuruan*, 16(1), 55. <https://doi.org/10.23887/jptk-undiksha.v16i1.16619>
- Taqiuddin, T., Supardi, S., & Lubna, L. (2024). Evaluasi Formatif dan Sumatif dalam Pembelajaran Pendidikan Agama Islam. *Jurnal Ilmiah Profesi Pendidikan*, 9(3), 1936–1942. <https://doi.org/10.29303/jipp.v9i3.2392>