



Analysis of performance assessment on Kurikulum Merdeka and Kurikulum 2013

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ABSTRACT

Research on performance assessment in education is crucial to ensuring the quality and effectiveness of the learning process. This study aims to examine the implementation of performance assessments in the Kurikulum Merdeka and Kurikulum 2013 and identify the challenges and opportunities educators face. The method used is a literature review, which involves collecting, analyzing, and interpreting previous research on performance assessment and curricula. The results show that in Kurikulum 2013, performance assessment is focused on final student outcomes and serves as a tool for providing guidance and encouragement, helping students reach their maximum potential. In Kurikulum Merdeka, performance assessment encompasses 21st-century skills such as critical thinking, creativity, communication, and collaboration, connecting learning to real-life situations. Despite challenges like educator readiness and resource limitations, valid and reliable instruments provide a strong foundation for improving the quality of performance assessments. To enhance the implementation of performance assessments, it is recommended that advanced training for educators, adequate resources, and advanced instruments be provided, and collaboration among educators and integration of project-based assessments be encouraged. These steps are expected to offer more significant benefits for student development and the achievement of educational goals.

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ABSTRAK

Penelitian tentang penilaian kinerja dalam pendidikan sangat penting untuk memastikan kualitas dan efektivitas proses pembelajaran. Penelitian ini bertujuan untuk mengkaji implementasi penilaian kinerja dalam Kurikulum Merdeka dan Kurikulum 2013, serta mengidentifikasi tantangan dan peluang yang dihadapi oleh pendidik. Metode yang digunakan adalah literature review, yang melibatkan pengumpulan, analisis, dan interpretasi penelitian sebelumnya terkait penilaian kinerja dan kurikulum. Hasil penelitian menunjukkan bahwa dalam Kurikulum 2013, penilaian kinerja tidak hanya difokuskan pada hasil akhir belajar peserta didik tetapi juga sebagai alat untuk memberikan bimbingan dan dorongan, membantu peserta didik mencapai potensi maksimal mereka. Dalam Kurikulum Merdeka, penilaian kinerja mencakup keterampilan abad ke-21 seperti pemikiran kritis, kreativitas, komunikasi, dan kolaborasi, serta menghubungkan pembelajaran dengan situasi kehidupan nyata. Meskipun terdapat tantangan seperti kesiapan pendidik dan keterbatasan sumber daya, instrumen yang valid dan reliabel memberikan dasar yang kuat untuk peningkatan kualitas penilaian kinerja. Untuk meningkatkan implementasi penilaian kinerja, disarankan pelatihan lanjutan bagi pendidik, penyediaan sumber daya yang memadai, pengembangan instrumen lanjutan, serta mendorong kolaborasi antar pendidik dan integrasi penilaian berbasis proyek. Langkah-langkah ini diharapkan dapat memberikan manfaat yang lebih besar bagi perkembangan peserta didik dan pencapaian tujuan pendidikan.

Kata Kunci: asesmen kinerja; kurikulum merdeka; kurikulum 2013

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INTRODUCTION

Education is an important factor that determines the quality of human resources and the progress of a nation. Through the education process, creative and innovative ideas driven by the times' dynamics can emerge. One important aspect in education is curriculum development, which is the main instrument for improving the quality of education. An effective education policy is a policy that can be implemented through the application of a predetermined curriculum, because the curriculum is the core of education that determines the direction and course of the education process (Almazroui, 2023; Gleeson, 2022). Without a good curriculum, the educational process will not achieve its goals optimally.

National education aims to educate the nation, develop abilities, and shape the character and civilization of a dignified nation. National education aims to form individuals who believe in and are devoted to God Almighty, have noble morals, are knowledgeable, healthy, capable, independent, creative, and become democratic and responsible citizens. The curriculum is important in directing all educational activities to achieve these goals. With a structured and relevant curriculum, education can be expected to produce graduates who are competent in academics, have strong characters, and can adapt to global developments (Hermanto, 2020).

Curriculum and learning are two interrelated elements in the context of education. Without effective implementation in the learning process, the curriculum will lose its essential meaning. Conversely, learning will not achieve its goals without a strong curriculum foundation. Curricula, such as the 2013 Curriculum and the Merdeka Curriculum, are well designed to reflect the demands of the times, such as the information and communication era in the 21st century (Mirnawati et al., 2021). Learning based on this curriculum aims to produce productive and innovative individuals by combining attitudes, skills, and knowledge.

Learning is not only the implementation of the curriculum, but also a concrete effort to achieve the learning objectives that have been set. Assessment plays an important role in evaluating students' achievement of the learning material (Rohim, 2021). Assessment is a part of the learning process and an integral element that facilitates comprehensive understanding (Purnawanto, 2022). Good assessment is important not only to provide an accurate picture of students' learning progress but also to enable appropriate next steps in education.

Effective, efficient, and productive learning is accompanied by good assessment, which allows for assessment based on various sources of evidence (Oktriawan et al., 2015). Educator competence in conducting assessments contributes to improving the overall quality of education. Competency-based curriculum, such as in Chemistry, allows educators to manage the classroom learning process (Syafii, 2022). Performance assessment is an effective evaluation technique in collecting information about various aspects of student behavior or skills (Depiani et al., 2019). With a clear rubric, performance assessment can accurately show students' progress in achieving the established competencies. Thus, the relationship between curriculum, learning, and assessment is key to achieving quality educational goals. Good assessment is not only a reflection of effective learning, but also ensures that the established curriculum appropriately achieves learning objectives.

About assessment, several previous studies provide a comprehensive picture of the challenges and needs in the performance assessment process, especially in the context of science literacy and curriculum implementation. Performance assessment instruments based on science literacy in integrated thematic learning, where it was found that educators wanted practical instruments that were adapted to learning conditions in schools. Although some educators already possess knowledge of psychomotor assessment, some still have difficulty implementing it, especially in performance assessment (Ambarwati et al., 2022; Dadd & Hinton, 2023). Students responded positively to the performance assessment model, especially in the context of implementing science practices and content. However, there is still a need to improve

teachers' understanding in providing information about assessment criteria before implementing performance tasks, as an effort to motivate students (Qiao *et al.*, 2022).

Previous research highlighted that the implementation of Kurikulum 2013 was not optimal, especially regarding using assessment instruments and rubrics (Rohmatulloh *et al.*, 2019). Teachers experience obstacles in planning, implementing, and reporting performance assessments, as well as difficulties in compiling rubrics aligned with the assessment's characteristics. In line with previous findings, although teachers understand the concept of performance-based assessment, they still experience difficulties implementing it due to a lack of understanding of the characteristics and preparation of assessment rubrics (Nurhaifa *et al.*, 2020). In this context, many researchers recognize the importance of teachers' understanding in preparing assessment rubrics. A deep understanding of the characteristics of performance assessments and skills in compiling rubrics is the key to ensuring that assessments are carried out by established assessment standards (Isnaini, 2020).

The scientific novelty of this article lies in the study of the implementation of performance assessment in the Kurikulum 2013 and Kurikulum Merdeka. Although there have been many studies on assessment in education, specific studies comparing the implementation of performance assessment in the two curricula are still limited. This study is expected to provide a more comprehensive picture of how performance assessment is implemented in these two different curricula and what challenges and opportunities educators face.

The research problems that will be answered in this article include how to implement performance assessments in Kurikulum Merdeka dan Kurikulum 2013, what the challenges faced by educators are in implementing performance assessments in both curricula, and what opportunities can be utilized to improve the quality of performance assessments in both curricula. This study aims to examine the implementation of performance assessments in Kurikulum Merdeka and Kurikulum 2013 and provide practical recommendations for educators in improving the quality of their performance assessments.

LITERATURE REVIEW

Curriculum and Assessment Concepts

The concept of curriculum and assessment is two essential elements in the education system that support each other in achieving the desired educational goals. The curriculum is an educational activity that includes various detailed student activity plans in the form of educational materials, suggestions for teaching and learning strategies, program arrangements so that they can be implemented, and activities aimed at achieving the desired goals (Muttaqin, 2021). Thus, the curriculum is not only a lesson plan, but also includes all learning experiences provided by the school for students. Assessment is a set of procedures carried out systematically and continuously to collect information about the process and results of student learning in order to make decisions based on specific criteria and considerations (Mujiburrahman *et al.*, 2023). In this context, assessment measures the effectiveness of the curriculum and provides the necessary feedback for improvement and refinement of educational programs.

The curriculum functions as a container in determining the direction and success of the implementation of education in order to create good education in terms of efficiency and effectiveness. A well-designed curriculum will provide clear guidance for implementing the education process, ensuring that all education components run harmoniously and educational goals are achieved optimally (Mirnawati *et al.*, 2021). In organizing education, assessment plays an integral role in ensuring the quality and meaningfulness of learning. This is in line with the statement of the Ministry of Education and Culture that assessment is a series of activities that include the stages of collecting, analyzing, and processing learning outcomes that provide a conclusion from students (Purnawanto, 2022).

The relationship between assessment and curriculum is very close. Applying assessment to the curriculum becomes a system that mutually supports learning. Assessment provides valid and reliable data on student achievement, which can be used to evaluate and develop the curriculum. Therefore, in educational practice, integrating curriculum and assessment is the key to creating an effective and sustainable learning environment, ensuring that every aspect of the educational process contributes to the holistic development of students.

The Concept of Performance Assessment in Kurikulum 2013 (Kurtilas)

Kurikulum 2013 is a curriculum with 21st-century characteristics in which data processing, automation, and communication are expected. Learning by the 2013 curriculum is aimed at individuals who are more productive, creative in acting, innovative in solving problems, and effective in making decisions by strengthening integrated knowledge, attitudes, and skills. Based on the curriculum's expectations, learning is carried out through activities. In its implementation, the success of the 2013 curriculum is seen from various sides, both from the school organizational structure, more creative educators, more productive students, social interactions, facilities and infrastructure, media in implementing learning, as well as a supportive environment in the process of learning continuity and the 2013 curriculum emphasizes more on character education (Dalle *et al.*, 2021).

Assessment in the Kurikulum 2013 is carried out based on an emphasis on aspects of knowledge, attitude, and skills, and can use various methods such as project and portfolio assessments (Astuti *et al.*, 2018). The assessment techniques used in assessing these three aspects are designed by considering the scientific approach applied in scientific activities that align with the focus of the Curriculum 2013, namely, providing experience to each student. However, its implementation in the field is still lacking, so it has not been appropriately realized (Mirnawati *et al.*, 2021).

Factors that support success in implementing the implementation of assessments by the guidelines depend on the parties involved in organizing education, starting from well-functioning school facilities, providing sufficient training on assessment for educators, increasing student involvement, productive educators in the MGMP forum, the ability to use information technology, and the role of parents. Things that hinder the assessment process in implementing the 2013 curriculum are the lack of understanding of curriculum implementation, assessment techniques, the use of good information technology, and the development of the era (Astuti *et al.*, 2018).

In carrying out assessments, educators need to provide feedback based on student performance results during learning (Schellekens *et al.*, 2021). The feedback that students receive shows the results of their performance during learning, which can increase their motivation to give meaning to the learning process. This also triggers educators' understanding of performance assessment as an evaluation tool that can support the development of various skills (Sudria *et al.*, 2020).

The Concept of Performance Assessment in Kurikulum Merdeka

Based on Keputusan Menteri Pendidikan, Kebudayaan, Riset dan Teknologi Republik Indonesia Nomor 56/M/2022 tentang Pedoman Penerapan Kurikulum dalam Rangka Pemulihan Pembelajaran, Kurikulum Merdeka is a curriculum with diverse intracurricular learning that is established as an effort to recover learning loss that occurs in special conditions (Nugraha, 2022). This new curriculum has improved every aspect of learning outcomes from knowledge, attitudes, and skills (Utami, 2022). The Kurikulum Merdeka aims to create more meaningful learning without replacing the existing curriculum, but improves the existing curriculum system through a more straightforward process (Kurniati *et al.*, 2022).

In the implementation of assessments that prioritize freedom in carrying out learning activities, this authentic assessment provides benefits, namely that it can help students visualize their understanding into a solution in answering life's problems, in addition to this independent curriculum, prioritizing effective meaningful learning through more formative authentic assessments is one of the focuses in answering the challenges of 21st century education. Authentic assessments that include performance assessments are permitted assessments that meet the needs of students by providing authenticity and usefulness for results (Mahmoud *et al.*, 2023).

The problem in implementing this performance assessment is that educators still have many difficulties implementing a series of learning activities according to the curriculum (Marwa *et al.*, 2024). Based on this problem, a re-evaluation is needed to get a fair and complete picture of student performance. Educators must use various strategies over a period of time and in different situations (Mahmoud *et al.*, 2023).

METHODS

This research begins by using the literature review method to investigate the implementation of performance appraisals in Kurikulum 2013 and Kurikulum Merdeka. Literature review is a research methodology that aims to collect, analyze, and filter previous research and review the views of various experts in the text. This approach is the basis for various types of research because it can provide an understanding of the development of knowledge, encourage policy making, trigger new ideas, and guide research in a particular field.

The type of research used in this study is descriptive research. Descriptive research is a method that attempts to describe and interpret a phenomenon, such as situations and conditions with existing relationships, opinions that develop, consequences or effects that occur, and so on (Rusandi, 2021). In the context of this research, descriptive research is used with a literature review method to collect, identify, and interpret the implementation of performance assessments in Kurikulum 2013 and Merdeka.

The data sources used come from national and international journals relevant to the keywords "penilaian kinerja," "curriculum 2013," and "kurikulum merdeka," with articles published between 2019 and 2024. Journals published within that period and that have complete full text, including title, author name, publisher, abstract, and article content, are included in the selection criteria. Exclusion criteria include original research articles and journals not available in full-text form.

This literature review uses the narrative method to group similar extracted data according to the research objectives. Journals that meet the inclusion criteria will be collected and summarized in a table that includes the journal's name and year of publication, the author's name, and the title. The journal summary will then be analyzed using journal content analysis and coded using categories "Implementasi penilaian kinerja pada kurikulum 2013 dan merdeka". The results of the reviewed research will be analyzed to draw relevant conclusions.

RESULTS AND DISCUSSION

Implementation of Performance Assessment in Kurikulum Merdeka and Kurikulum 2013

After conducting a scientific article search through Google Scholar, PubMed, and ScienceDirect, articles that meet the inclusion criteria for the research literature review published between 2019 and 2024 are shown in **Table 1** as follows:

Table 1. Characteristics of the Articles Analyzed

Journal Name and Year of Publication	Author Name	Title	Result
Al asma: Journal of Islamic Education, 2020	Dewi Sartika, Santih Anggereni, Ali Umar Dani, dan Suhardiman	Pengembangan Instrumen Penilaian Kinerja Praktikum Fisika Kurikulum 2013	The study results indicate that the performance assessment instrument developed for class XI IPA 1 at SMA Negeri 14 Gowa is valid with an average score of 0.81 and effective with a score percentage of 100%. The instrument is suitable for use in the classes mentioned (Sartika et al., 2020).
Journal of Educational Sciences, 2020	Dea Rian Firmansyah, Nahadi, Harry Firman	<i>Development of Performance Assessment Instruments to Measure Students' Scientific Thinking Skills in the Quantitative Analysis of Acetic Acid Levels</i>	The study results show that the performance assessment instrument developed is suitable for measuring students' scientific thinking skills, with a CVR value of 1.00 for the 42 target skills developed, so the instrument is valid (Firmansyah et al., 2020).
Journal of Baltic Science Education, 2023	Muhammad Yakob, Ratih Permana Sari, Molani Paulina Hasibuan, Nahadi Nahadi, Sjaeful Anwar, R. Ahmad Zaky El Islami	<i>The Feasibility Of Authentic Assessment Instrument Through Virtual Laboratory Learning And Its Effect On Increasing Students' Scientific Performance</i>	The study results showed that applying authentic assessment through virtual laboratory learning is suitable for improving students' scientific performance, with a significant increase in scientific performance. Students' scientific performance is in the high category on several indicators, and there is a significant difference in improvement after authentic assessment is applied (Yakob et al., 2023).
Jurnal Pendidikan IPA Indonesia 2020	Ade Irma Isnaini dan Lisa Utami	Pengembangan Instrumen Penilaian Kinerja untuk Mengukur Kemampuan Psikomotorik Siswa dalam Praktikum Laju Reaksi	The study's results include the development of a performance assessment instrument for the psychomotor aspect of reaction rate, analysis of item performance in the assessment instrument, and validation of the instrument's reliability with an alpha value of 0.734. In addition, this study involved 36 students, used a mixed research approach, and applied data collection techniques such as participant observation, in-depth interviews, and documentation (Isnaini & Utami, 2020).
Jurnal UPI: Inovasi Kurikulum, 2024	Neneng Widya Sopa Marwa, Pajar Reza Pitria, Faisal Madan	<i>Development of authentic assessment of 21st-century skills in Kurikulum Merdeka</i>	The research results include the development of authentic assessment media for 21st-century skills in elementary schools, the importance of authentic assessment in implementing a Kuikulum Mandiri, and the readiness of several teachers to implement it, Kurikulum Merdeka (Marwa et al., 2024).
JPD: Jurnal Pendidikan Dasar, 2020	Wiku Aji Sugiri dan Sigit Priatmoko	Perspektif Asesmen Autentik Sebagai Alat Evaluasi Dalam Merdeka Belajar	Integrating authentic assessment into the curriculum can help teachers assess various aspects needed for making the right decisions related to students' development in affective, cognitive, and psychomotor aspects. Teacher performance assessment at SDN Model Banyuwangi is carried out by attention to

Journal Name and Year of Publication	Author Name	Title	Result
			learning indicators, including cognitive, affective, and psychomotor aspects. According to the syllabus prepared by the Ministry of Education and Culture, teachers at SDN Model Banyuwangi also develop their creativity when giving project assignments (Sugiri & Priatmoko, 2020).

Source: Research 2024

Overall, performance assessment in modern education, especially in Kurikulum Merdeka and Kurikulum 2013, plays a crucial role in improving the quality of learning. Implementing this performance assessment not only evaluates students' learning outcomes but also provides specific and constructive feedback that supports the development of students' skills and competencies. The curriculum serves as the main guide in directing and determining the success of education, with assessment as an integral element that ensures the achievement of educational goals (Mirnawati *et al.*, 2021). Performance assessment in this curriculum provides comprehensive data on student abilities, which are then used to improve the quality and meaningfulness of learning. This is supported by the Ministry of Education and Culture statement, which states that assessment is a series of activities involving collecting, analyzing, and processing learning outcomes to provide a clear picture of student development. Performance assessment is a bridge between curriculum theory and daily educational practice. Through systematic assessment, educators can identify areas that need improvement and design more effective teaching strategies. Thus, performance assessment functions as an evaluation tool and a mechanism for continuous improvement in the learning process.

Implementation of Performance Assessment in Kurikulum 2013

Kurikulum 2013 implements activity-based learning and character education. The Kurikulum 2013 is designed to prepare students to face the challenges of the 21st century with a focus on developing individuals who are productive, creative, innovative, and effective in decision making (Dalle *et al.*, 2021). Performance assessment in this curriculum covers aspects of knowledge, attitudes, and skills through various methods such as project and portfolio assessments (Astuti *et al.*, 2018). This assessment method emphasizes a scientific approach that provides direct experience to students, although its implementation still encounters various challenges (Mirnawati *et al.*, 2021).

Performance assessment in Kurikulum 2013 helps integrate various aspects of learning that involve hands-on activities and an emphasis on character education. Through this assessment, educators can provide more specific feedback, help students understand their strengths and weaknesses, and encourage them to continue to grow. This reinforces the constructivist learning theory, which states that learning is an active process in which students construct knowledge based on their experiences.

Several factors highly influence the success of implementing performance assessment in Kurikulum 2013. Adequate school facilities, sufficient teacher training, and active student involvement are the main supporting factors (Astuti *et al.*, 2018). However, obstacles such as a lack of understanding of curriculum implementation, assessment techniques, and information technology skills are also challenges that need to be overcome. This shows the importance of adequate support from various parties to ensure that performance assessments can be carried out effectively and efficiently.

Performance assessment in Kurikulum 2013 serves as a tool for evaluating learning outcomes and as a means of providing ongoing guidance to students. By providing specific and constructive feedback, educators can help students understand areas that need improvement and provide appropriate strategies to overcome these difficulties (Schellekens *et al.*, 2021). This is in line with the theory of learning motivation, which emphasizes the importance of feedback in improving student motivation and performance (Sudria *et al.*, 2020).

Implementation of Performance Assessment in Kurikulum Merdeka

Kurikulum Merdeka was introduced to overcome learning loss and improve the existing curriculum system in a more straightforward and meaningful way (Nugraha, 2022). Performance assessment in this curriculum provides authentic assessments that help students visualize their understanding and apply it in real situations (Puteri *et al.*, 2023). This aligns with the constructivist learning approach, which emphasizes contextual and authentic learning.

Performance assessment in the Kurikulum Merdeka is designed to develop 21st-century skills such as critical thinking, creativity, communication, and collaboration. Collaborative projects allow students to learn to work in teams, communicate effectively, and think critically to solve complex problems. This supports social learning theory, which emphasizes the importance of social interaction in the learning process (Mahmoud *et al.*, 2023).

Kurikulum Merdeka also allows students to develop creativity through challenging and open-ended tasks. Projects that ask students to create innovative solutions to real-world problems allow them to think creatively and apply their knowledge practically (Ainulhaq, 2023). In this process, students learn from their own experiences and the feedback they receive from educators and peers.

Performance assessment in the Kurikulum Merdeka provides a more relevant learning experience to real life, allowing students to see the relevance of what they learn in class to the outside world. This is important to prepare students to face future challenges more confidently and competently.

Challenges Faced by Educators

In its implementation, performance assessment in the Merdeka Curriculum still uses terms or focuses from the Kurikulum 2013, namely cognitive, affective, and psychomotor aspects. Educators create instruments consisting of checklists, journals, and anecdotal note sheets. Although this approach offers a more holistic insight into students' abilities, educators face several challenges. One of the main challenges is educators' readiness and the limited resources available to support performance assessment. In addition, another obstacle is in the implementation of self-assessment in students, which requires coaching and habituation so that students can carry out self-assessment effectively (Yakob *et al.*, 2023).

These challenges show that while the performance assessment approach offers many benefits, its implementation requires support and thorough preparation. Educators must be given adequate training and access to the necessary resources to perform performance assessment effectively. In addition, getting students used to conducting self-assessment is also important to ensure that they can internalize the assessment process and use it for self-development.

Opportunities to Improve the Quality of Performance Appraisals

Despite the challenges, some opportunities can be utilized to improve the quality of performance assessment in both curricula. One important step is developing valid, feasible, and practical performance

assessment instruments. In this article, the instrument produced is good quality and has high content validity (CVR value of 1). Further development can be focused on improving the reliability and consistency of the assessment using methods such as the Cronbach Alpha coefficient. In addition, performance assessment can be optimized by involving students in group assessments and projects appropriate to their abilities, which can develop creativity and learning independence. Thus, the Kurikulum 2013 and the Merdeka Curriculum can support each other in improving students' science process skills and achieving more comprehensive learning outcomes (Firmansyah, 2020).

Discussion

This research provides several significant benefits in implementing performance assessment in Kurikulum Merdeka and Kurikulum 2013. First, developing more specific and targeted performance assessment instruments improves the quality of educators' feedback. With clear aspects and indicators, educators can provide more constructive and detailed feedback, which in turn helps students understand areas that need improvement and provides motivation to continue learning and developing. This shows that performance assessment acts as a tool to provide continuous and targeted guidance and encourages students to achieve their maximum potential. Performance assessment in this curriculum provides authentic assessments that help students visualize their understanding and apply it in real situations (Puteri et al., 2023), in line with the constructivist learning approach that emphasizes contextual and authentic learning.

Second, performance assessment in Kurikulum Merdeka that includes 21st-century skills such as critical thinking, creativity, communication, and collaboration, provides excellent benefits in preparing students to face future challenges. Through this assessment, students are not only evaluated based on their academic learning outcomes, but are also trained to develop skills that are relevant to real life. Collaborative projects provide opportunities for students to learn to work in teams, communicate effectively, and think critically to solve complex problems, supporting social learning theory that emphasizes the importance of social interaction in the learning process (Mahmoud et al., 2023). This is very important to create competent and versatile individuals who can apply their knowledge in various contexts. In addition, this study shows that performance assessment can be optimized by integrating a scientific approach into the learning process. In Kurikulum 2013, the emphasis on the scientific approach through several processes, such as observing, asking, collecting information, reasoning, and communicating, allows students to develop science process skills more comprehensively.

Another benefit of this study is that valid and reliable assessment instruments provide greater confidence in the assessment results. With high content validity and good inter-rater consistency, performance assessment results can be trusted and used for more effective learning planning. This helps educators to be more precise in designing teaching strategies that meet the needs and abilities of students. Performance assessment in Kurikulum Merdeka provides a more real-life learning experience, allowing students to see the relevance of what they learn in class to the outside world (Ainulhaq, 2023). Finally, this study also shows opportunities for further improvement in the implementation of performance assessment. Despite challenges such as educator readiness and resource constraints, the results of this study provide a strong foundation for further development. With proper training and adequate resource support, educators can be more effective in implementing performance assessment, improving the overall quality of education, and helping achieve broader curriculum goals.

CONCLUSION

Implementing performance assessment in Kurikulum Merdeka and Kurikulum 2013 plays a vital role in evaluating students' abilities comprehensively, covering knowledge, attitudes, and skills. Implementation

in Kurikulum 2013 emphasizes activity-based learning and character education through methods such as projects and portfolios, while Kurikulum Merdeka focuses on diverse intracurricular learning and authentic assessments relevant to real-life situations to address learning loss. Challenges faced by educators include educator readiness, limited resources, understanding of curriculum implementation, assessment techniques, IT skills, and the need for coaching in student self-assessment. However, there are opportunities to improve the quality of performance assessment by developing valid and reliable assessment instruments, and involving students in group and project assessments that are appropriate to their abilities to develop creativity and independent learning. By addressing existing challenges and utilizing available opportunities, performance assessment in Kurikulum Merdeka and Kurikulum 2013 can help students achieve their maximum potential and be ready to face future challenges more confidently and competently.

AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article and confirms that the data and content are free from plagiarism.

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