

FORMATIVE ASSESSMENT IN KURIKULUM MERDEKA FOR ORNAMENTAL DRAWING LESSONS IN SECONDARY SCHOOL

ABSTRACT

This study aims to identify the form of formative assessment instruments used by teachers and to understand the implementation of formative assessment within Kurikulum Merdeka in ornamental drawing lessons at the secondary school level. The research employs a descriptive qualitative approach with activity analysis methods. Primary and secondary data were obtained through interviews and observations. The sample in this study consists of eight cultural arts teachers from secondary schools. The results indicate that the application of formative assessment in learning leads to students achieving good learning outcomes because teachers can identify students' strengths and weaknesses, thus facilitating the improvement of the learning process and focusing on indicators such as the process of cultural arts (decorative patterns) learning in class, the form of formative assessment instruments, the implementation of formative assessment, and examining the strengths and weaknesses of formative assessment implementation. Furthermore, the implementation of formative assessment has been well-executed in the learning process, as observed directly by the researchers during the learning activities and the teachers' evaluation methods. Formative assessment in ornamental drawing lessons at the secondary school level applies three assessment instruments within one sub-chapter or material, including knowledge, attitude, and skill assessments. Teachers conduct formative assessments for each sub-material, and the evaluations cover the three aspects in every session.

Keywords: Implementation, Formative Assessment, Ornamental Drawing Learning, secondary school

1. INTRODUCTION

Formative assessment stands as a valuable instrument in the realm of teaching and learning, proven to be an efficacious method in enhancing learning outcomes (Herodotou et al., 2019). It entails continuous evaluation and feedback throughout the learning process, aimed at aiding students in adjusting their learning approaches and refining their performance. Formative assessment constitutes a method for evaluating student learning as it unfolds, with the aim of aiding students in enhancing their comprehension and performance. This process is structured to deliver timely, precise, and interactive feedback to students, thereby augmenting their learning outcomes. (Diggelen et al., 2016). Formative assessment is conducted throughout the ongoing learning process. During each in-person class meeting, this assessment can be carried out multiple times. Formative assessments can be conducted at the beginning, middle, or end of a lesson. The frequency of formative assessment holds considerable sway over learning outcomes. Formative assessment is designed not to assign grades but to evaluate students' learning progress and address any misunderstandings or gaps in knowledge (Hotaman, 2020). Formative assessment can be seamlessly integrated with complementary learning tools, such as diagnostic assessment, to further amplify learning enhancement. Diagnostic assessment serves to pinpoint areas requiring improvement among students,

thereby facilitating the provision of tailored feedback through formative assessment. (Bakhrudin et al., 2023).

The concept of independent learning in schools aligns with progressivism educational philosophy, promoting progressive, innovative, flexible, open, rational, and scientific education (Yunaini et al., 2022). Improving independent learning in higher education can be achieved by providing clearer instructions, assignments, and in-class assistance. However, the most impactful factor on students' learning is the guidance and collaboration of seasoned peers in informal settings, even when not directly evaluated (Hockings et al., 2018). Implementing formative assessment effectively is considered very challenging. While it is beneficial for educators to evaluate knowledge, attitudes, and skills, many teachers tend to focus solely on assessing knowledge. Kurikulum Merdeka is self-directed learning in higher education has the potential to tackle the challenges posed by industry 4.0 by fostering student-focused learning, encouraging collaboration among various academic programs, and ensuring access to learning resources and tools Skills and attitudes are rarely evaluated (Lutfi and Anisa, 2023). Additionally, many teachers are still confused about how to assess students effectively, and many are not fully familiar with Kurikulum Merdeka, which bases its assessments on the Profile of Pancasila Students.

Drawing lessons in the arts effectively improved students' skills and knowledge, particularly in areas such as perspective, proportion, and shading (Polynskaya & Schurinova, 2021). Educational drawing is crucial for future art teachers, as it helps students master visual literacy, develop creative thinking, and master technical tools and artistic means. (Babenko & Perepelytsia, 2022). Letting art teach can develop a curiosity-driven desire for meaningful dialogue with the world, offering access to different types of learning and generating ideas through enactive physical, cognitive, and perceptual processes (Wagstaff, 2019). Learning to draw is crucial for visual art and general education at all levels in the digital age, despite a decline in instruction due to the digital revolution (Simmons, 2019).

Kurikulum Merdeka requires teachers to assess students in terms of knowledge, skills, and attitudes, aligning their practices with the Profile of Pancasila Students (Profil Pelajar Pancasila). Incorporating Pancasila student profiles into primary education fosters values such as faith, critical thinking, appreciation for global diversity, cooperation, and creativity. This approach aims to cultivate a generation that is both intellectually adept and productive (Rabbani et al., 2023). Teachers must also reflect the characteristics of their students in the learning activities. Other complaints include the difficulty of implementation, the considerable amount of time required, and the potential for these assessments to distract teachers from their teaching.

2. METHODS

The type of research used in this study is a descriptive qualitative approach, with a focus on descriptive activity analysis. This involves a descriptive design utilizing the activity analysis research method, which guides researchers in analyzing the activities performed during the execution of a task or job without regard to causal or other hypotheses (Aggarwal, R., & Ranganathan, 2019). In other words, the researcher is required to analyze all activities related to formative assessment in ornamental drawing lessons at the 9 Binamu Jeneponto District Secondary School for 7th grade. In this study, the researcher collects data using four data collection techniques: direct interviews with research subjects, direct observations, documentation, and questionnaires.

3. RESULTS AND DISCUSSION

Result

1. Formative Assessment Instruments in *Kurikulum Merdeka* for Ornamental Drawing Lessons in Secondary Schools.

a. Cognitive Assessment

In the cognitive aspect assessment, teachers evaluate students' understanding through formative tests or written projects/tasks. The formative test for ornamental drawing typically consists of an essay format with five questions. The instrument used by teachers includes a score sheet for the students' formative test results, which is attached to a scoring guide. Below is the assessment instrument used by secondary school teachers.

b. Affective/Attitude Assessment

In assessing the affective aspect, teachers use a journal instrument that focuses on the Pancasila Student Profile traits. For ornamental drawing lessons, teachers use two dimensions of the Pancasila Student Profile (Profil Pelajar Pancasila) is independence and creativity. This instrument is implemented through direct observation, with teachers evaluating students in four categories: requiring guidance, developing, developing as expected, and exceeding expectations.

c. Psychomotor Assessment

In assessing the psychomotor aspect, teachers evaluate their students through their performance outcomes. Students are given performance tasks to be completed over two sessions. The aspects assessed by the teacher from the performance tasks include ideas/concepts, thematic relevance, ornamental pattern, proportion, and the completion/detailing stage of the artwork. The assessment of these skills is divided into four categories: requiring guidance, developing, meeting expectations, and exceeding expectations.

Table 1. Assessment of skills in skill tasks

Assessed Aspects	Requiring Guidance (1)	Developing (2)	Developing as expected (3)	Exceeding Expectations (4)
Idea/concepts	Still Developing Ideas/Concepts in Creating Flora Arrangements into Ornamental Patterns	Lacks development of ideas/concepts in transforming floral arrangements into ornamental patterns	Good in developing ideas/concepts in transforming floral arrangements into ornamental patterns	Very good in developing ideas/concepts in transforming floral arrangements into ornamental patterns
Thematic relevance	Requires guidance in creating effectively	Creating effectively but not in line with the theme	Creating effectively and in accordance with the theme	Creating effectively and aligning with the theme exceptionally well
Ornamental pattern	Unable to stylize initial object shapes into ornamental patterns	Insufficiently stylizing initial object shapes into ornamental patterns	Able to stylize initial object shapes into ornamental patterns	Proficiently stylizing initial object shapes into ornamental patterns

Proportion	Requires guidance in creating images and image proportions	Can create images but lacks accuracy in image proportions	Can create images and is accurate in image proportions	Can create images and is very accurate in image proportions
Completion	Unable to complete the project or performance task	Partially able to complete the project or performance task	Able to complete the project or performance task well	Able to complete the project or performance task very well

Table 2. Assessment of Pancasila Student Profile (Profil Pelajar Pancasila)

Pancasila Students Profile	Requiring Guidance (1)	Developing (2)	Developing as expected (3)	Highly developed (4)
Independent	Less capable of critiquing one's effectiveness in working independently	Able to critique one's effectiveness in working independently	Capable of critiquing one's effectiveness in working independently but has yet to identify factors that support or hinder in achieving goals	Capable of critiquing one's effectiveness in working independently by identifying factors that support or hinder in achieving goals and able to regulate oneself
Creative	Less capable of exploring and creating thoughts into actions/artworks and evaluating them	Able to explore and create thoughts into actions/artworks and evaluate them	Capable of exploring and creating thoughts into actions/artworks and evaluating them but has yet to consider the impact on others	Capable of exploring and creating thoughts into actions/artworks, evaluating them, and considering the impact on others

2. Implementation of Formative Assessment in Kurikulum Merdeka for Ornamental Drawing Lessons in Secondary Schools

Based on the results of the research conducted using direct observation, the researcher obtained findings regarding the formative assessment instruments and the implementation of formative assessment by teachers in secondary schools. In ornamental drawing lessons on floral patterns, teachers determine two dimensions of the Pancasila Student Profile: independence and creativity, which are used during the learning and formative assessment processes.

Direct observation results, the researcher also observed that the art teachers in junior high schools conducted visual arts learning activities until the last meeting of the first semester. Meetings 1-6 covered topics such as drawing flora, fauna, and inanimate objects. Subsequently, meetings 7-12 focused on ornamental drawing. In ornamental drawing lessons, the teacher divided the subtopics/materials into only 6 meetings. The focus of this research is on the ornamental drawing of floral patterns in meetings seven and eight. The teacher implemented formative assessment during the learning process and also based on the results of several projects or tasks carried out by the students.

Based on the questions and answers:

1. "Could you please provide an explanation of what is meant by formative assessment?", The school teacher responded, "Formative assessment is the process of gathering data on students' abilities to master their competencies, and then utilizing the gathered data as material for teachers to create more effective learning experiences."
2. "Have you implemented formative assessment?" The school teacher responded, "Yes, since our school started implementing the Kurikulum Merdeka, we have begun implementing formative assessment."
3. "How does the teacher implement formative assessment based on the Pancasila student profile?" The school teacher responded, "The initial step involves examining the material, the students' learning interests, or their readiness to learn, as well as their learning profile. From there, we can determine which elements of the Pancasila student profile can be incorporated and applied in conducting formative assessment of the students."
4. "How does the teacher select and determine the dimensions of the Pancasila student profile that align with the form of assessment being used?" The school teacher responded, "In determining the dimensions of the Pancasila student profile, we need to consider the material being taught. By examining the material, we can determine which dimensions are relevant to the content being taught."
5. "What are the inhibiting factors or difficulties encountered in implementing formative assessment?" The school teacher responded, "There are no inhibiting factors in implementing formative assessment. However, the difficulty lies in the data input process after obtaining it because in conducting this assessment, teachers need to allocate time to input the data so that they do not feel overwhelmed at the end of the semester when inputting students' grades."

Based on the provided statements, the conclusion regarding formative assessment can be drawn as follows: 1) Formative assessment is defined as the process of collecting data on students' competencies to enhance their learning experiences, 2) The implementation of formative assessment has been initiated since the introduction of the Kurikulum Merdeka, 3) Teachers conduct formative assessment by considering students' learning interests, readiness, and their profile based on Pancasila principles, 4) Dimensions of the Pancasila student profile are selected based on the material being taught.

While there are no inhibiting factors in implementing formative assessment, challenges arise in the data input process, requiring teachers to manage time effectively to avoid feeling overwhelmed during grading periods.

Discussion

Based on the research findings, it can be shown that the formative assessment instruments in the learning of drawing decorative patterns in secondary schools encompass three aspects: knowledge, attitude, and skills. The instruments created by teachers are tailored to the subtopics/materials. The assessment instruments created by teachers can assist in identifying students who require significant guidance and those who have mastered the learning in terms of both understanding and skills. Furthermore, the assessment instruments facilitate teachers in identifying deficiencies and improving the learning process. To effectively implement formative assessment, students need to cultivate the ability to assess the quality of their own work, refine their evaluative skills, and possess a repertoire of strategies to adjust and improve their work. These skills can be honed through authentic evaluative experiences. (Sadler, 1989).

In terms of knowledge, teachers employ formative assessment in the form of descriptive test questions. Subsequently, teachers input the obtained scores into a scoring guide with four assessment criteria: needing guidance (0-60), developing (61-70), meeting expectations (71-80), and exceeding expectations (81-100). Regarding skills, teachers use assessment based on the results of students' skills demonstrations. In skill assessment criteria, teachers evaluate students' work based on five aspects: ideas/concepts, thematic suitability, decorative pattern designs, proportions, and completion/detailing stages. Meanwhile, in terms of attitude, teachers create assessment instruments in the form of attitude journals regarding the Pancasila Student Profile embedded within students. This assessment involves observation during students' learning processes, grounded in the Pancasila Student Profile, with dimensions determined by the teacher according to teaching material needs. The Pancasila Student Profile instilled in the learning of drawing decorative patterns encompasses independent and creative dimensions.

The research results indicate that the implementation of formative assessment in the learning of drawing decorative patterns in secondary schools focuses more on the three assessment aspects: knowledge, attitude, and skills. The aspects utilized in each meeting vary according to the taught material, with emphasis placed on attitude and skills. The application of formative assessment in learning leads to students achieving good learning outcomes because teachers can identify students' strengths and weaknesses, thus facilitating the improvement of the learning process. This is evident from the data collected through interviews and observations, focusing on indicators such as the process of cultural arts (decorative patterns) learning in class, the form of formative assessment instruments, the implementation of formative assessment, and examining the strengths and weaknesses of formative assessment implementation. During the early and mid-20th century, print publications advocated for the integration of pattern-making into school curricula, presenting it as a modular and constructivist approach to learning. This method encouraged students to engage in multisensory exploration and promoted democratic creativity (McCannon, 2019).

Consistent with the application of formative assessment, which is used to measure students based on three aspects: knowledge, attitude, and skills, the implementation of formative assessment in the learning of drawing decorative patterns in junior high schools encompasses three assessment aspects applied to each subtopic/material. In assessing knowledge, teachers evaluate students based on projects or assignments and student question-and-answer processes. Following the assessment, if most students do not understand the discussed material, teachers will conduct brief reviews of the materials that have not been mastered for students who have not achieved the Minimum Mastery Criteria or *Kriteria Ketuntasan Minimal (KKM)*. Formative assessment in arts education lessons should be integrated with effective teaching, as it improves pupil achievement and progress (Kazragytė & Kudinovienė, 2019). Formative assessment contributes to students' autonomous motivation by enhancing their feelings of autonomy, competence, and relatedness (Leenknecht et al., 2020). Formative assessment improves student performance and promotes collaboration in the teaching-learning process (Menéndez, 2019).

In assessing attitude, teachers must understand the assessment rubric from the created assessment instruments. The assessment of attitudes is conducted through observation during students' learning processes. The attitude assessment created by teachers in the learning of drawing decorative patterns covers the assessment of Pancasila Student Profile attitudes, focusing on two-dimension aspects: independent and creative. Teachers conduct attitude assessments during learning processes by observing behavior, character development, and student learning processes.

Furthermore, in assessing skills, teachers observe students' processes in creating artwork. In this assessment, teachers focus more on students' creative thinking development. Teachers assess students' skills based on five main aspects: ideas/concepts, thematic suitability, decorative pattern designs, proportions, and completion/detailing stages. Teachers evaluate students by observing their development processes, categorizing them as requiring guidance, developing, meeting expectations, or exceeding expectations based on the five predetermined aspects. In determining the scores obtained by students, teachers have created score interval formats for each assessed aspect, which are included in the scoring guidelines.

4. CONCLUSION

Based on the study above, it can be concluded that:

1. The formative assessment instruments used by teachers in junior high schools consist of three types: a knowledge aspect evaluated through tests, and attitude and skill aspects assessed through non-test methods. The knowledge assessment involves descriptive formative tests, the attitude aspect employs a Pancasila Student Profile attitude journal assessment, and the skills aspect is evaluated through performance task assessments. These instruments focus on two dimensions of the Pancasila Student Profile, specifically independence and creativity, as determined by the teacher. However, teachers face challenges in determining the appropriate format for their assessment instruments and feel that the instruments they have created still need improvement.

2. The implementation of formative assessment in the learning process of decorative drawing in junior high schools has been carried out in teaching, as observed by the researcher during direct observations of the teaching process and how teachers assess their students. Formative assessment in this context utilizes three assessment instruments within a single subchapter/material, covering knowledge, attitudes, and skills. By applying formative assessment, teachers can identify the strengths and weaknesses of their students and improve the teaching process, thereby ensuring that students achieve good learning outcomes. This is facilitated by categorizing students into four criteria: those who need guidance, those who are developing, those who meet expectations, and those who exceed expectations. Despite implementing formative assessment, teachers also face obstacles, particularly in assessing attitudes, as it involves using three separate assessments and difficulties in entering data into the provided assessment format.

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