

Improving teachers' capabilities in preparation of Merdeka Curriculum intracurricular learning assessment

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ABSTRACT

The implementation of the merdeka curriculum (IKM) is inseparable from the student assessment process in learning. Teachers are expected not only to be able to plan and carry out learning, but also to be able to conduct assessments to see the achievement of learning objectives. Teachers who are less optimal in assessing the achievement of learning goals for each student will have a fatal impact on early childhood growth and development. Based on this urgency, the purpose of this activity is that RA teachers have the ability to prepare intracurricular learning assessments on the merdeka curriculum. The community service method used is the Community Based Research (CBR) method with tools using the Rapid Rural Appraisal (RRA) technique. Community service activities were carried out by involving Raudhatul Atfhal teachers of DAU District, stakeholders, and a team of experts as resource persons. The results of the activity showed that there was an improvement in the ability of RA teachers in the preparation of intracurricular assessments with an average of 4.0 indicators or in the very good category. The highest average was seen in the teacher's understanding that the summative assessment was used to determine the achievement of child development of 4.5 or as many as 65 participants (100 percent) stated that they strongly agreed and agreed with the statement. On the other hand, the lowest average (3.5) or as many as 28 participants (43.1 percent) teachers have the understanding that the assessment is used to see children's graduation.

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1. INTRODUCTION

Currently, madrasas are still colored by the process of adapting to curriculum changes from the 2013 curriculum (K-13) to an merdeka curriculum (Gumilar et al., 2023). The merdeka curriculum is still the latest topic in the world of education in Indonesia (Sherly et al., 2020; Yusuf & Arfiansyah, 2021). This change is inseparable from the essence of education which is experiencing dynamic development in accordance with the changing times, the needs of science, technology and art (IPTEKS), and the competencies needed by the community. Every change in the world of education must be supported by improving the quality of human resources in the educational environment, especially teachers. The increased quality of teacher competence will have an impact on the creation of conducive, innovative learning, and the achievement of learning goals.

Competencies that must be mastered by teachers include being able to conduct learning assessments in line with the merdeka curriculum. This is inseparable from the urgency that teachers must be able to: (1) Design learning plans; (2) Carry out learning; and (3) Conducting learning assessments (Apriatni et al., 2023). All of these stages must be adjusted to the learning conditions and the suitability of the type of learning carried out. In the merdeka curriculum, there are 3 learning activities, namely: (1) Intracurricular; (2) Co-curricular; (3) Extracurricular (Kemendikbudristek, 2022). In each learning activity, there is planning, implementation, and assessment of each learning. This is certainly interesting, when teachers are expected to be able to have the competence to do all things related to learning.

The results of observations and interviews with Raudhatul Atfhal (RA) teachers as one of the PAUD program units in Dau sub-district show that 14 institutions have implemented the merdeka curriculum. More than 95 percent of teachers have been able to make learning plans in line with the merdeka curriculum. However, in terms of designing and implementing appropriate learning assessments, more than 85 percent of teachers still experience difficulties. The data is in accordance with the initial needs analysis based on the number of teachers and RA institutions in Dau sub-district as in Table 1.

Table 1. Number of teachers and RA in institutions at Dau sub-district

Name of Institution	Number of Teacher(s)
RA Almadaniyah	2
RA Ar-Rohmah	9
RA Ash Sholikhin	3
RA Baiturrochman	2
RA Cahya Hati	3
RA Daarul Fikri	8
RA Fathul Huda	3
RA Hasanuddin	7
RA Hidayatul Muhtadiin	5
RA Qurrota A`Yun	5
RA Miftahul Jannah	4
RA Panglima Sudirman	5
RA Tarbiyatush Shibyan	6
RA Syihabuddin	6
Total	68

(Data Source: Data from the Raudhatul Atfhal Teachers Association (IGRA) Malang Regency, 2023)

The majority of assessment activities are still carried out based on teachers' perceptions without using assessment instruments that are in accordance with the concept of assessment in the merdeka curriculum. Even some institutions still use assessment instruments according to the 2013 curriculum, even though learning implements the merdeka curriculum. This is understandable because RA is still in the early years of implementing the merdeka curriculum. But on the other hand, of course, it is a special concern so that it does not become more sustainable and has an impact on children's development, so teachers really need assistance to recognize, design, and be able to implement the ideal intracurricular learning assessment in line with the merdeka curriculum.

In this case, intracurricular learning assessment is considered as core learning whose implementation time is more dominant than other types of learning such as co-curricular and extracurricular. This underlies the urgency of mentoring activities for RA teachers in Dau District, which is more focused on assisting in the preparation of intracurricular learning assessments. Teachers are expected to have competence in compiling learning assessments that can measure aspects that should be measured and are holistic.

Assessment can be both formative and summative (McTighe et al., 2017). Formative assessment can be in the form of an assessment at the beginning of learning and an assessment at the time of learning. Assessment at the beginning of learning is used to support differentiated learning so that participants. Therefore, this activity is carried out with several objectives, including: (1) RA teachers understand and are able to compile instruments, and implement assessments in the merdeka curriculum; (2) The existence of intracurricular learning assessments that are in accordance with the planning and implementation of learning; (3) Teachers conduct assessments based on the concept of assessment in the merdeka curriculum.

2. METHODS

Community service activities were carried out by involving Raudhatul Atfhal teachers of Dau District, stakeholders, and a team of experts as resource persons. The community service method used is the Community Based Research (CBR) method. Mayer et al. (2019) revealed that the method with a community-based approach involves the active participation of each community component. This method relies on the activeness of the community who acts as a partner in cooperation in service activities to collaborate to solve problems and make positive changes at each stage of service. The service activities start from planning, implementation, to evaluation which as a whole involves the community (cooperation partners). The service team acts as a facilitator, companion, or resource person who together with the community plans, implements and evaluates activities in the service program.

In the process of data mining, techniques (tools) are commonly used in participatory research. Data collection using techniques or instruments as tools aims to make the process easier and the results better, complete, and systematic. The tools used in this activity are the RRA (Rapid Rural Appraisal) technique. Direktur Jenderal Kelautan, Pesisir, dan Pulau-Pulau Kecil (2006) revealed that RRA is a data collection technique by studying the community participatively.

Service activities are carried out in stages, starting from the initial mapping in October-November 2023, preparations that have been carried out since January 2024, followed by implementation in February to evaluation in June 2024. In the mentoring activity, there were 65 participants present, and 3 out of 14 institutions were appointed as piloting projects. The activity was centered at RA Syihabuddin, DAU which is located at Jl. Tirto Mulyo No.66 C, Klandungan Hamlet, Landungsari, Dau District, Malang Regency. Meanwhile, the other 2 piloting institutions are RA Panglima Sudirman and RA Miftahul Jannah. The stages in this service activity refer to the CBR stages and are guided by the RRA technique. The stages include, laying foundation, planning, data collection and analysis, and follow-up of discoveries (Muluk, 2020).

Table 2. Questionnaire question indicator

Question Indicator(s)
Assessment of the workshop in general
Assessment of workshop topics
Assessment of the merits of the information presented/provided
Assessment of presentation quality
Assessment of the material presented during the workshop
Your level of understanding of the presentation given
Mastery of the material/ability of the presenter
Presenter services for the sustainability of the workshop
Assessment of scheduling arrangements and time of workshop activities
Participation in the next workshop

Evaluation activities are carried out through FGD and questionnaires. The indicators of the questions in the questionnaire are in Table 2.

3. RESULTS AND DISCUSSION

Service activities are carried out in stages, starting from the initial mapping in October-November 2023, preparations that have been carried out since January 2024, followed by implementation in February to evaluation in June 2024. The results obtained at each stage.

Initial Mapping

To get an initial understanding of the condition of the assisted group, the service team conducted an initial mapping stage. At this stage, the results obtained include: (1) Condition in Dau District; (2) Latest issues needed by RA teachers in Dau District; (3) Establish initial communication.

Condition in Dau District

Teacher Raudhatul Atfhal (RA) as one of the PAUD program units in DAU sub-district shows that 14 institutions have implemented the merdeka curriculum. This is also inseparable from the obligation of the institution to implement the merdeka curriculum in accordance with the provisions of the Ministry of Education, Culture, Research, and Technology related to the Merdeka Curriculum as a national curriculum.

In its implementation, it does not mean that there are no obstacles faced by teachers. The process of adapting from the 2013 curriculum to an merdeka curriculum is certainly not an easy matter. Not only teachers have to learn a lot, students and guardians also have to learn to adapt to different classroom conditions and playing methods. The results of observations and interviews (23/10/2024) show that 12 institutions out of 14 RA institutions in Dau District are still quite difficult in adapting to the merdeka curriculum. This adaptation can be easier if teachers thoroughly understand the concept of each component of the merdeka curriculum, one of which is related to assessment or learning assessment.

RA in Dau District have implemented 3 forms of learning, namely intracurricular, co-curricular, and extracurricular learning. In terms of learning assessment, what needs to be understood in more detail for the initial implementation of IKM is intracurricular assessment. The results of the interview with the chairman of IGRA Dau District showed that teachers who did not understand learning assessments, made it more difficult to implement the merdeka curriculum in accordance with the guidelines of IKM RA.

Latest issues needed by RA teachers in Dau District

More than 95 percent of teachers have been able to make learning plans in line with the merdeka curriculum. However, in terms of designing and implementing appropriate learning assessments, more than 85 percent of teachers still experience difficulties. The majority of assessment activities are still carried out based on teachers' perceptions without using assessment instruments that are in accordance with the concept of assessment in the merdeka curriculum. Even some institutions still use assessment instruments according to the 2013 curriculum, even though learning implements the merdeka curriculum. This is understandable because RA is still in the early years of implementing the merdeka curriculum. But on the other hand, of course, it is a special concern so that it does not become more sustainable and has an impact on the development of ana, so teachers really need assistance to recognize, design, and be able to implement the ideal intracurricular learning assessment in line with the merdeka curriculum.

Establish initial communication

At the end of November, the service team communicated with prospective assistance groups, consisting of the chairman of IGRA Dau District and the Principal of RA Syihabuddin. Initial communication was carried out online. The results of the initial communication showed that: 1) RA teachers had begun to implement the merdeka curriculum, but it was not optimal in terms of assessment of learning outcomes; 2) the majority of teachers have tried to assess learning outcomes in accordance with the concept of the merdeka curriculum, but there are still teachers who use the old assessment. Based on this initial communication, the chairman of IGRA DAU District provided proposals related to the theme of activities needed by RA teachers at this time.

Participatory Mapping

Participatory mapping consists of 4 stages using the RRA approach, including: (1) Laying foundation; (2) Planning; (3) Information gathering and analysis; (4) Acting on findings.

Laying foundation

Initially, agreement was reached on methods to change the behavior of Open Defecation Free (ODF). This is achieved through various Focus Group Discussions (FGDs), which regularly discuss the goals of service and divide tasks for the service team and partner groups. This step is very important to get to know the needs of assisted groups, especially related to the development of work programs. The team studied the conditions and challenges of teachers in the world of education through literature studies and interviews. The service team at this stage also communicated with the chairman of the Raudhatul Afthal Teachers Association (IGRA) of DAU District. In addition, the team conducted a Focus Group Discussion (FGD) with several representatives of RA teachers from DAU District. This FGD was conducted to identify common problems faced by teachers when using the Rapid Rural Appraisal (RRA) method.



Figure 1. Focus Group Discussion (FGD) with RA teacher representatives

After collecting data, the service team uses the problem tree to examine the problem and set goals. The results of the problem analysis showed that: (1) Lack of understanding of RA teachers about the concepts, instruments, and implementation of assessments in the merdeka curriculum; (2) There is no consistency between the design of planning, implementation, and assessment in the implementation of the merdeka curriculum in RA Dau District; (3) Teachers are still conducting assessments based on their own perceptions, and there are even institutions that use assessments based on the K-13 curriculum.

Planning

At this time, the service team conducted perspective negotiations. The purpose of the negotiations is to ensure that partner groups and service teams have reached an agreement and understand how to make efforts for behavior change open defecation free. To achieve social change (social change), participatory action activities are considered by considering the potential of assisted groups, individual capacities, social wealth, cultural assets, and other resources. At this point, the service team found a number of results that supported the initial conclusion that the assisted group needed the following: (1) Seminar on the Preparation of Intracurricular Learning Assessment in RA; (2) Training on Preparation and Assistance in the Implementation of Intracurricular Learning Assessment in RA.

Information gathering and analysis

Negotiation and learning process through data collection, analysis, and interpretation with the community. The data collected in this study were collected through an approach commonly used in participatory research. At this time, the service team conducted random interviews with five RA teachers from Dau District. The results of the interviews show that service activities are expected to be more focused on assessing the achievements of child development in intracurricular activities in accordance with the concept of the merdeka curriculum.

Acting on findings

At this point, the service team and partner groups began to determine what further actions to take and what service activities were most suitable for IGRA teachers in Dau District. It was agreed that the service team and partner groups would carry out the problem formulation stage.

Problem Formulation

At this stage, the service team and the assisted group identify the main problems and needs of the assisted group. The results of further analysis of this problem include: (1) Lack of understanding of RA teachers about the concept, instruments, and implementation of assessment in the merdeka curriculum; (2) There is no consistency between the design of planning, implementation, and assessment in the implementation of the merdeka curriculum in RA Dau District; (3) Teachers are still conducting assessments based on their own perceptions, and there are even institutions that use assessments based on the K-13 curriculum.

Preparation of Program Strategy

At the stage of preparing the program strategy, several results were obtained are: (1) The form of activities includes: (a) Training on the Preparation of Intracurricular Learning Assessments in RA; (b) Assistance in the Preparation and Implementation of Intracurricular Learning Assessments in RA; (2) Implementation time: (a) Seminar and training in May 2024; (b) Assistance or follow-up in June-July 2024; (c) The implementation of assistance on an ongoing basis will be discussed further after the initial follow-up in July.

All data collected will be used as a basis for continuing the program to the next stage. The program relies on the participation of teachers as participants, consistency in implementation as a follow-up, and optimism of all parties involved.

Organizing Assistance

At this stage, the team conducted a mentoring group with IGRA representatives and RA teachers in Dau District. The results of the discussion included: (1) All RA teachers in Dau District are required to participate in seminars and training activities; (2) The activity is carried out in 2 stages, namely training then continued with mentoring; (3) All participants were grouped into 10 groups.

Implementing Programs

Preparation for the implementation of the program

This stage will be carried out in April 2024 with several activities including: (1) Agreeing on the venue for the seminar and training activities that have been agreed to be carried out at RA Syihabuddin DAU; (2) The service team and representatives of IGRA Dau District held a discussion to determine the piloting project. Based on the results of the discussion, it was agreed that there was 3 RA that were used as piloting projects for the implementation of intracurricular learning assessments, namely RA Miftahul Jannah, RA Panglima Sudirman, and RA Syihabuddin Dau.

The agreement is based on several observations and interviews on the readiness of teachers and institutions in the implementation of intracurricular learning assessments in the merdeka curriculum. In addition, the three institutions were chosen because they were based on a proposal from IGRA representatives of Dau District consisting of 5 teachers.

Training on the preparation of intracurricular learning assessments at RA

The training was carried out for 1 day from 07.30 to 15.30 with participants of 65 RA teachers of Dau District. The activity was carried out at RA Syihabuddin which was guided by the MC from IGRA representatives of Dau District. The resource person for this activity was the expert of merdeka curriculum from Malang City. She is part of a team of service who is trusted as a resource person because of his experience in the merdeka curriculum at RA. The current resource person is also part of the team that prepares the merdeka curriculum guidelines at RA, as well as the chairman of the Malang City KKRA.

At the beginning of the activity, participants first register for the activity. Participant registration activities are assisted by students as part of the service team. The next activity was the opening, then continued with remarks from the supervisor of RA Dau District. In her speech she said that *"RA teachers are not only required to be able to teach well, but also must be able to prepare lesson plans and assessments. This assessment is important so that teachers really know the extent of their students' development."* Based on the statement from his remarks, it is very clear that the supervisor of RA Dau District welcomes teacher empowerment activities in the preparation of intracurricular assessments at RA.

In line with the remarks from the supervisor, the next speech was delivered by the chairwoman of IGRA Dau District. She said that she was always looking forward to the collaboration of activities between IGRA Dau District and the Islamic University of Malang. This statement is not without basis or reason, because every community service activity initiated by the service team of the Islamic University of Malang is always relevant, in accordance with the needs of RA teachers, and of course sustainable implementation.

The activity continued with the core activity, namely the presentation of material from resource persons as well as training for the manufacture of assessment instruments. This activity was guided by the head of the service team. The initial material presented by the resource person was related to Growth Mindset, assessment activities carried out by RA teachers. The growth mindset session began

with a presentation related to teachers' complaints in the implementation of the assessment. Most of the participants stated that assessment activities in RA were very time-energy-mind-consuming for teachers. For them, teachers should focus on development and play with children, but in fact they must be busy with the many kinds of assessment techniques that teachers must do every day for each student.

This statement is very interesting for the service team, because it is in line with the initial problem analysis, so that the idea of RA teacher empowerment activities emerged, especially in the preparation of intracurricular learning assessment instruments. RA teachers who feel preoccupied with assessment activities mostly decide to be careless in conducting child development assessments. The second statement that caught our attention during the initial session before the growth mindset was that the teacher considered anecdotal notes as part of the assessment technique to be notes that were only used to record important unexpected events experienced by students. Even though the actual concept of anecdotal notes on the merdeka curriculum guidelines in RA is not like that.



Figure 2. Aperception before growth mindset

Based on the statements delivered by the participants, it is increasingly necessary for the service team to conduct a growth mindset session, which is to try to change the mindset of RA teachers regarding the implementation of assessments. Basically, the implementation of intracurricular assessments in RA is not that difficult. The existence of this growth mindset aims to straighten out the initial views of RA teachers on intracurricular assessments in accordance with the RA merdeka curriculum guidelines released by the Ministry of Religion of the Republic of Indonesia.

In the growth mindset session, it was also explained regarding the implementation of assessments that "not all assessment techniques are carried out on every student every day". This is because not all developmental achievements can be assessed on that day also using all assessment techniques. Example: Today the indicative of the learning goal is that children are able to sort objects from large to small. Meanwhile, yesterday's ITP was that children were able to group objects based on their shape. Umar as a student of class B today is able to group objects based on their shape, while yesterday he did not seem to be able to sort objects from large to small. So any assessment technique yesterday could not be used for Umar, because the ITP expected of Umar only appeared today. That way, yesterday teachers did not need to conduct an assessment on the Umar according to the ITP at that time.

The explanation was simultaneously greeted with the response "oww..." of the majority of the trainees. This response further strengthens the belief that most RA teachers in Dau District still have a limited understanding of the technical assessment in RA that is in accordance with the current merdeka curriculum.

The next activity was the presentation of the material "The Concept of Preparing Intracurricular Learning Assessments in RA in accordance with the Merdeka Curriculum". The activity took place

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very interactively, even some moments of participants seemed impatient to ask things that were not understood. Participants are also occasionally invited to ice break to be more enthusiastic in receiving the material.



Figure 3. Growth mindset session

Figure 4. Resource persons provided material on the concept of intracurricular learning assessment in RA

The material presented in more detail includes: (1) Getting to know the assessment of intracurricular learning in RA; (2) Type of assessment; (3) Assessment techniques; and (4) The relationship between assessment and learning. All materials were well delivered to the trainees with various delivery methods, ranging from lectures-discussions-to assignments. Every pause in the material, a discussion and question and answer session is carried out so that it is ensured that all participants have understood the material. The next session was carried out after the break-prayer-meal, namely all participants were required to practice compiling intracurricular learning assessment instruments. On this occasion, each participant began to make instruments according to the direction of the service team.



Figures 5. Participants in practice compiling intracurricular learning assessment instruments

Each participant in 1 group is required to make a presentation of the assessment instrument that has been prepared. During the presentation process, all participants conveyed things that were not understood. There were even 3 participants who had a very long discussion with the service team to ensure that the assessment instruments prepared were in accordance with the concept of assessment in the merdeka curriculum. This kind of feedback process is simple but very meaningful for the achievement of the goals of the training activity. Teacher empowerment activities in the preparation of assessments do not stop in 1 day, but continue at the mentoring stage to ensure that RA teachers in Dau District have implemented assessments in accordance with the concept of an merdeka curriculum. This is an effort to follow up on the empowerment activities of RA teachers in Dau District. The results of this activity are

very meaningful for RA teachers in Dau District. This is evident from the survey results which show that the understanding of RA teachers in the intracurricular learning assessment is in the very good category, according to the data in the following table.

Table 3. Results of the survey of RA teachers' understanding of Dau District about intracurricular learning assessments

Indicator	Statement	Respondent's Answer Score (Teacher)										Mean
		Very Agree		Agree		Simply Agree		Less Disagree		Very Disagree		
		f	%	f	%	f	%	f	%	f	%	
Understanding of assessment	I understand that the assessment of child development consists of only 2 categories (appearing and not appearing)	26	40.0	36	55.4	1	1,5	0	0.0	2	3.1	4.3
	Assessment is carried out at the beginning, process, and end of learning	28	43.1	35	53.8	0	0.0	2	3.1	0	0.0	4.4
	Formative assessments are carried out to determine the learning needs and characteristics of children	28	43.1	37	56.9	0	0.0	0	0.0	0	0.0	4.4
	Summative assessments are used to determine children's developmental achievements	30	46.2	35	53.8	0	0.0	0	0.0	0	0.0	4.5
	Assessments are used to see a child's graduation	21	32.3	7	10.8	5	7.7	28	43.1	4	6.2	3.2
Implementation of the assessment	I have consistently carried out assessment activities in accordance with the concept of assessment in the merdeka curriculum	14	21.5	45	69.2	6	9.2	0	0.0	0	0.0	4.1
	I do an assessment based on the child's readiness as an initial assessment	15	23.1	45	69.2	5	7.7	0	0.0	0	0.0	4.2
	Assessment can be done through observation and performance	13	20.0	50	76.9	2	3.1	0	0.0	0	0.0	4.2
	I use checklist instruments and anecdotal notes when observing	19	29.2	45	69.2	1	1.5	0	0.0	0	0.0	4.3
	I do formative and summative assessments	14	21.5	47	72.3	4	6.2	0	0.0	0	0.0	4.2

Based on Table 3, it shows that the average of all indicators is 4.0 or in the very good category. The highest average was seen in the teacher's understanding that the summative assessment was used to determine the achievement of child development of 4.5 or as many as 65 participants (100 percent) stated that they strongly agreed and agreed with the statement. On the other hand, the lowest average (3.5) or as many as 28 participants (43.1 percent) teachers have the understanding that the assessment is used to see children's graduation. The results show that although overall teachers' understanding in the preparation of intracurricular learning assessments is in the good category, the mindset of RA teachers related to the function of assessment still needs to be optimized.

Reflection

Based on table 3, it shows that the average of all indicators is 4.0 or in the very good category. The highest average was seen in the teacher's understanding that the summative assessment was used to determine the achievement of child development of 4.5 or as many as 65 participants (100 percent) stated that they strongly agreed and agreed with the statement. On the other hand, the lowest average (3.5) or as many as 28 participants (43.1 percent) teachers have the understanding that the assessment is used to see children's graduation. The results show that although overall teachers' understanding in the preparation of intracurricular learning assessments is in the good category, the mindset of RA teachers related to the function of assessment still needs to be optimized.

Discussion

At the beginning of the RA teacher empowerment program in the preparation of intracurricular learning assessments, the service team conducted an initial analysis. At that stage, several findings were produced, including the process of adapting from the 2013 curriculum to the merdeka curriculum is certainly not an easy matter. Not only teachers have to learn a lot, students and guardians also have to learn to adapt to different classroom conditions and playing methods (Yudha et al., 2023). This is in line with the opinion (Dewi, 2024) At the beginning of the implementation of the merdeka curriculum, in a short time RA teachers and students must be able to adapt to the learning changes from the 2013 curriculum to the merdeka curriculum. The results of observations and interviews (23/10/2024) show that 12 institutions out of 14 RA institutions in Dau District are still quite difficult in adapting to the merdeka curriculum. This adaptation can be easier if teachers thoroughly understand the concept of each component of the merdeka curriculum, one of which is related to assessment or learning assessment. Imamah et al. (2023) said that the implementation of the merdeka curriculum can be easier if teachers want to learn to understand the concept of the merdeka curriculum in its entirety.

Training and assistance in the preparation of intracurricular learning assessments in RA as part of teacher empowerment activities to be more able to implement the merdeka curriculum is the urgency of today (Tsanja & Surawan, 2022). This activity is one of the main needs of RA teachers, especially in Dau District to be more adaptive to carry out learning in accordance with the concept of an merdeka curriculum initiated by the Ministry of Religion of the Republic of Indonesia. Therefore, all teachers are required to understand the learning component in the implementation of the merdeka curriculum (Gumilar et al., 2023; Hasni et al., 2024).

This urgency is one of the reasons why the training activities carried out by UNISMA and IGRA Dau District this time are different from previous activities. In activities related to the preparation of intracurricular assessments, all RA teachers of Dau District were attended, not only representatives. The expected results can also be achieved very well in accordance with survey data related to the

understanding of RA teachers in Dau District in assessing intracurricular learning in accordance with the merdeka curriculum. The results of the survey of the understanding of RA teachers in Dau District in the preparation of intracurricular assessments averaged all indicators of 4.0 or in the very good category. The highest average was seen in the teacher's understanding that the summative assessment was used to determine the achievement of child development of 4.5 or as many as 65 participants (100 percent) stated that they strongly agreed and agreed with the statement. On the other hand, the lowest average (3.5) or as many as 28 participants (43.1 percent) teachers have the understanding that the assessment is used to see children's graduation. The results show that although overall teachers' understanding in the preparation of intracurricular learning assessments is in the good category, the mindset of RA teachers related to the function of assessment still needs to be optimized.

The results show that the training in the preparation of intracurricular learning assessments is very helpful in optimizing the understanding of RA teachers regarding the concept of proper assessment. However, mentoring activities after preparation are also very necessary so that this understanding can be properly implemented in the RA institution of Dau District. Teachers who have the right understanding of the merdeka curriculum are better able to implement it better in their institutions (Ismiyati et al., 2024). The understanding of RA teachers who are in the good category can also be due to training activities that get positive appreciation from participants. This is evidenced by all participants expressing their satisfaction with this activity. This is evident from the average of the overall survey results of 4.4 or in the very satisfied category. Even in statements related to the possibility that participants will be involved again in the next activity, as many as 64 participants expressed interest in continuing to be involved in activities related to the preparation of intracurricular learning assessments by UNISMA and IGRA Dau District.

4. CONCLUSION AND RECOMMENDATIONS

Service activities are carried out in stages, starting from the initial mapping in October-November 2023, preparations that have been carried out since January 2024, followed by implementation in February to evaluation in June 2024. The results of the survey of the understanding of RA teachers in Dau District in the preparation of intracurricular assessments averaged all indicators of 4.0 or in the very good category. The highest average was seen in the teacher's understanding that the summative assessment was used to determine the achievement of child development of 4.5 or as many as 65 participants (100 percent) stated that they strongly agreed and agreed with the statement. On the other hand, the lowest average (3.5) or as many as 28 participants (43.1 percent) teachers have the understanding that the assessment is used to see children's graduation. The results show that although overall teachers' understanding in the preparation of intracurricular learning assessments is in the good category, the mindset of RA teachers related to the function of assessment still needs to be optimized. The results of the survey of the understanding of RA teachers in Dau District in the preparation of intracurricular assessments averaged all indicators of 4.0 or in the very good category. The highest average was seen in the teacher's understanding that the summative assessment was used to determine the achievement of child development of 4.5 or as many as 65 participants (100 percent) stated that they strongly agreed and agreed with the statement. On the other hand, the lowest average (3.5) or as many as 28 participants (43.1 percent) teachers have the understanding that the assessment is used to see children's graduation. The results show that although overall teachers' understanding in the preparation of intracurricular learning assessments is in the good category, the mindset of RA teachers related to the function of assessment still needs to be optimized.

This activity still has several limitations, including: (1) Less optimal assistance in the preparation of assessments if it is only carried out during the training which is carried out for 2 days; (2) The effectiveness of the activity has not been fully seen if it is only carried out during mentoring. Therefore, it is necessary to follow up on activities which are divided into several activities. All parties involved in community service activities are expected to be involved in the follow-up plan, including: (1) Mentoring every 2 weeks for all teachers. The activity was carried out with FGD and the practice of using RA intracurricular learning assessment instruments; (2) The service team collaborates with the pilloting school to schedule a visit in the context of evaluating the implementation of assessments in institutions; (3) The service team is directly involved in the agenda of the RA Working Group (KKRA) which is carried out every month, especially those that discuss further about the assessment; (4) Seek a special FGD to discuss the problems of assessment that have been planned; and (5) The use of the book "Smart Guide to RA Intracurricular Assessment" compiled by the service team.

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