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Independent Learning Curriculum Assessment in Textbooks Elementary School Science

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Abstract

This research aims to analyze and describe the form of independent learning assessment in the science and science textbook for grade III elementary school students and teachers. The focus of the research is the form of assessment in the science and science textbook for grade III elementary school students and teachers. The approach used in this research is qualitative content analysis. The data in this research are sentences contained in activities and assessment rubrics in the science and science textbook for grade III elementary school students which describe independent learning assessments. The source of research data is the science and science textbook for grade III elementary school students and teachers. Data collection was carried out using documentation techniques. The results of the research concluded that there are four forms of assessment in the science and science textbook for grade III elementary school students. The four forms of assessment are (1) attitude assessment and process assessment, (2) performance assessment and process assessment, and (3) performance assessment and results assessment, 4) summative assessment of product work. However, in these four forms of assessment there is no method for scoring each criterion being assessed. Researchers also did not find assessment guides for self-assessment and peer assessment as exemplified in the learning and assessment guidebook. This research provides an important contribution and impact on the development of pedagogy and assessment at the elementary level, especially in terms of developing quality textbooks and guides for teachers. These findings can form the basis for professional development for teachers. Training can be held to provide teachers with knowledge and skills in carrying out comprehensive and accurate assessments. Teachers can learn how to do fair and consistent scoring, and understand the importance of self-assessment and peer-to-peer assessments in the learning process.

Introduction

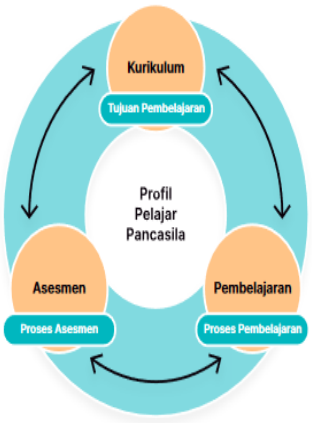
The Science and Technology Textbook for Elementary Schools is an important component in the basic education curriculum which is designed to integrate natural and social sciences (IPAS). As part of efforts to improve the quality of education in Indonesia, the government through the Ministry of Education, Culture, Research and Technology has implemented the Independent Curriculum which emphasizes improving the quality of learning. One of the efforts made is to provide student books and teacher books which serve as guidelines for the learning process at the elementary school level. This science and science textbook is designed to cover various aspects of natural and social sciences that are relevant to the level of development and needs of students in elementary schools. This science and science textbook is not just a source of information, but is also a very important learning tool for teachers and students(Fitri, Rasa, Safira, Ginanjarsari, & T. Zahroh, 2022). With material arranged systematically and structured, this book becomes a guide in planning, implementing and assessing learning in the classroom (Ministry of Education and Culture, 2021). In terms of planning, the science and science textbook provides guidance to teachers in preparing learning plans based on learning objectives, approaches that suit student characteristics, and innovative learning methods. Teachers can plan interesting and relevant learning activities using the material available in textbooks. When carrying out learning, science textbooks are the main reference source for teachers to convey lesson material in a way that is easy for students to understand.

This book presents natural and social science concepts systematically, accompanied by examples that can clarify students' understanding. Apart from that, textbooks are often equipped with pictures, diagrams or illustrations that enrich students' learning experience. Apart from being a guide in the learning process, science textbooks also play an important role in the assessment or assessment process. Teachers can use the material contained in the textbook as a basis for designing evaluation questions and use the assessment guide presented in the book according to the student's level of understanding. By providing quality and relevant subject matter as well as assessment guides for teachers, this book makes a major contribution to improving the quality of learning and creating a generation that is knowledgeable and has skills that are relevant to the demands of the times.(Fitri, Rasa, Safira, Ginanjarsari, & Zahroh, 2022). However, in this case the researcher will delve more deeply into the learning assessment section, where assessment plays an important role in the learning process that students must go through as a teacher evaluation tool in measuring the achievement of learning objectives.

According to Kumano (2001), assessment is an evaluation of the student learning process. Agreeing with this, Harsiati (2013) describes assessment as learning planning which aims to assess students' abilities before and after learning is carried out. Meanwhile, Hikmah (2021) emphasized that assessment is a tool used by teachers to measure student competency achievement. Assessment plays an important role in determining learning success, including measuring learning achievement, assessment provides a clear picture of the extent to which students have achieved the learning goals that have been set. By assessing student understanding and skills, teachers can adjust teaching methods to ensure that each student reaches the expected level of understanding. Assessment is an integrated part of the learning process, facilitating learning, and providing holistic information as feedback for educators, students and parents, so that it can guide them in determining further learning strategies (Kemendikbud). Assessment is the process of collecting and processing information to determine students' learning needs, development and achievement of learning outcomes. Types of assessments according to their function include; assessment as a learning process (assessment as Learning; assessment for reflection on the learning process), assessment for the learning process (assessment for Learning; assessment for improving the learning process), and assessment at the end of the learning process (assessment of learning; assessment for evaluation at the end of the process)(Ministry of Education and Culture, 2021). Meanwhile, so far the implementation of assessments tends to focus on summative assessments which are used as a reference for filling out learning results reports. The results of the assessment have not been used as feedback to improve learning (Ministry of Education and Culture, 2021). In independent curriculum learning, educators are expected to focus more on formative rather

than summative assessments and use the results of formative assessments to continuously improve the learning process.

The independent curriculum is a curriculum with a new learning paradigm that ensures learning practices are student-centered. Assessment in the independent curriculum paradigm is seen in terms of the timing of the assessment and is divided into 3 parts, namely, diagnostic assessment, formative assessment and summative assessment.



Gambar 1 Kerangka Pengembangan Pembelajaran pada Pembelajaran Paradigma Baru

Diagnostic assessments are usually carried out at the beginning of learning to help teachers understand students' needs and abilities better. This may include tests, observations, interviews, or other methods to identify a student's strengths and weaknesses. With the information obtained from diagnostic assessments, teachers can design learning strategies that suit students' individual needs, allowing them to develop optimally. Diagnostic assessments aim to identify students' competencies, strengths and weaknesses. The results are used by educators as a reference in planning learning according to students' learning needs. Under certain conditions, information related to family background, learning readiness, learning motivation, student interests, etc., can be used as consideration in planning learning.

Formative assessment is an evaluation process carried out during learning to provide feedback to students and monitor their progress in achieving learning goals (Black, P., & Harrison, C, 2018). The goal is to help students improve their understanding, identify weaknesses, and lead them toward greater achievement. Formative assessments can take the form of class questions, small assignments, discussions, or short tests conducted regularly. The teacher's role in formative assessment is to provide constructive feedback and guide students in developing student understanding. One example of implementing formative assessment is self-assessment and peer assessment. This assessment functions as self-reflection material, which can later be used by educators as data/information to confirm student learning outcomes.

Summative assessment is a type of evaluation carried out at the end of a certain learning period or learning cycle (McMillan, J. H, 2018). The aim is to evaluate the level of student achievement towards the learning objectives that have been set. Summative assessment is usually conducted through standardized tests, final exams, final projects, or other assessments that provide a comprehensive picture of what students have learned during that learning period. Summative

assessments provide options for creating presentation products, this can be by writing scientific reports, making radio play recordings, broadcast recordings or posters/infographics. In the water cycle experiment, educators provide challenging choices according to the level of readiness of students, with three different experimental activities.

Formatif	Sumatif
• **Terintegrasi dengan proses pembelajaran** yang sedang berlangsung, sehingga asesmen formatif dan pembelajaran menjadi suatu kesatuan. Demikian pula perencanaan asesmen formatif dibuat menyatu dengan perencanaan pembelajaran; • **Melibatkan peserta didik dalam pelaksanaannya** (misalnya melalui penilaian diri, penilaian antarteman, dan refleksi metakognitif terhadap proses belajarnya); • **Memperhatikan kemajuan penguasaan dalam berbagai ranah**, meliputi sikap, pengetahuan, dan keterampilan, motivasi belajar, sikap terhadap pembelajaran, gaya belajar, dan kerjasama dalam proses pembelajaran, sehingga dibutuhkan metode/ strategi pembelajaran dan teknik/instrumen penilaian yang tepat.	• **Dilakukan setelah pembelajaran berakhir**, misalnya satu lingkup materi, akhir semester, atau akhir tahun ajaran; • **Pelaksanaannya bersifat formal** sehingga membutuhkan perancangan instrumen yang tepat sesuai dengan capaian kompetensi yang diharapkan dan proses pelaksanaan yang sesuai dengan prinsip-prinsip asesmen; • **Sebagai bentuk pertanggungjawaban sekolah** kepada orang tua dan peserta didik, pemantauan kepada pemangku kepentingan (stakeholder); • Digunakan pendidik atau sekolah untuk **mengevaluasi efektivitas program pembelajaran**.

Review of previous research; there is research on book analysis, namely Budiwati in her research entitled Analysis of Class IV Science and Science Books in the Independent Curriculum Seen from Misconceptions;aims to identify class IV scientific textbooks in the 2021 Kemendikbudristek Independent Curriculum that contain misunderstandings; Based on research considerations, the results obtained were that there was misconception material in the Independent Curriculum Science and Science Book for students, there was no misidentification category, there was 1 concept in the overgeneralization category, namely photosynthesis, there were 4 concepts in the oversimplification category, namely plant body parts, pollination, muscle force, and gravitational force.(Budiwati et al., 2023). Mila Isma Nur Laila; Analysis of Science Textbooks Exploring Science in Elementary Schools for Class IV Viewed from the Aspect of Science Process Skills: Qualitative Research Content Analysis of Textbooks in Science Learning in Elementary Schools concludes the research resultsThe most dominant aspects of basic science process skills are found in each chapter, namely the ability to observe with 64 indicator statements and communication skills with 39 indicator statements (Laila, 2020). Based on this research study, researchers have not yet found a way to analyze science textbooks, especially from the perspective of learning assessment. So this research aims toanalyze and describe the form of independent learning assessment in the science and science textbook for grade III elementary school students and teachers.

Methods

This research applies a qualitative approach using content analysis methods. The data that is the object of research are the sentences contained in the activities and assessment rubrics listed in the textbook "Assessment in the Science Textbook for Elementary School Students and Teachers Class III Independent Learning Curriculum". The main data sources come from the textbook Science and Science Textbook for Primary School Students Class III Independent Learning Curriculum and the textbook Science and Science Textbook for Primary School Teachers Class III Independent Learning Curriculum published by the Ministry of Education, Culture, Research and Technology, Standards Agency, Curriculum, and Book Center Educational Assessment in 2022. Supporting source for Learning Guide and Assessment for Primary and Secondary Education Levels (SD/MI, SMP/MTs, SMA/SMK/MA) by the same publisher. The data

collection method used is documentation techniques, adapted to the type of data in the form of documents in the form of textbooks. The data collection process was carried out in three stages. First, read carefully and critically the entire contents of the textbook. Second, carefully identify texts related to assessment in the context of the Independent Learning Curriculum. Third, classify the data according to the research focus that has been determined. Meanwhile, data analysis techniques are carried out by conducting studies, in-depth analysis of the contents of the book, and describing them into scientific findings and conclusions.

Result

The researcher conducted an analysis of two textbooks, namely the Student Science Book and the Elementary School Teacher Science Book for Class III of the Merdeka Belajar Curriculum. In these textbooks, the forms of assessment that can be carried out in learning are then analyzed. formative and summative assessments. Below the researcher presents the data from the analysis of the 2 textbooks relating to the form of learning assessment;

Science and Technology Textbook for Primary School Students Class III Independent Learning Curriculum

Science and Technology Textbook for Class III Elementary School Students. The Merdeka Belajar Curriculum consists of 8 chapters with the themes, Let's Get to Know the Animals Around Us, Get to Know the Cycles of Living Things, Metamorphosis, Changes in the Forms of Living Things, Living with Nature, Getting to Know Energy, Me and the Environment Around Me, I'm Part of the Community, Stories from My Hometown, Indonesian Landscapes. Each chapter consists of; Topic A, Topic B, Topic C, Study project, Concept map and Test understanding.

Figure 1-4. Cover and Table of Contents for Class III Elementary School Students' Science and Technology Textbook Independent Learning Curriculum

This textbook places more emphasis on the material studied and the activities that students must carry out. In the learning process, it is carried out in various forms of activities including implementation in the activities of let's find out, let's try, do it together, let's reflect, learn further, choose challenges, what have I learned and study projects, concept maps and understanding tests.

Table 1. Forms of Activities in the Science and Science Textbook for Elementary School Students in Class III of the Independent Curriculum

No	Forms of activity	Activities performed
1.	Let's Find Out let's try	Exploratory activities to find out, observe, conduct experiments, interview, and much more.
2.	Do It Together	Group activities that emphasize discussion, collaboration and communication between friends. Studying together is certainly more fun, right?
3.	Let's Reflect	Reflecting on each study helps you relate what you have learned to life daily.
4.	Learn More	This section is for you to read to better understand the material being studied.
5.	Choose a Challenge	Need more challenge? This book provides a variety of challenges which you can choose.
6.	What I Have Learned	Come on, review the important things you have learned before moving on to a new topic.
7.	Learning Project	This is the most exciting part! You will be given a variety of interesting projects in each chapter. Without realizing it, you will use the concepts you have learned in one chapter to create a particular product. This project will also hone your creativity and independence.
8.	Concept maps	This is a large framework of the material you learn in each chapter. You can copy the layout of the concept map and Complete the contents in the assignment book.
9.	Comprehension Test	The questions in the comprehension test will help you develop higher-level thinking skills.
10.	New Vocabulary	If you come across this sign, stop by for a moment and learn the meaning of the new vocabulary you discovered. Of course there will be a lot of new vocabulary related to science and social studies in this book.

In each activity, let's find out, let's try, do it together, let's reflect, learn further, choose a challenge, what have I learned and learning projects, concept maps and understanding tests are presented with materials, questions, pictures, reflections, activities observations, discussions, creating projects/products and carrying out understanding tests with the various questions presented.

Science and Science textbook for Elementary School Teachers Class III Independent Learning Curriculum

Science and Science Textbook for Class III Primary School Teachers. The Merdeka Belajar Curriculum consists of 8 chapters with the themes, Let's Get to Know the Animals Around Us, Get to Know the Cycles of Living Things, Metamorphosis, Changes in the Forms of Living Things, Living with Nature, Getting to Know Energy, Me and the Environment Around Me, I'm Part of the Community, Stories from My Hometown, Indonesian Landscapes. Each chapter consists of; Content Coverage Information Topic Introduction Material in each CHAPTER Teaching Topics A, B, C and so on adapts to the content of the learning topics, then the Study Project Guide and Guide to Carrying out Comprehension Tests.

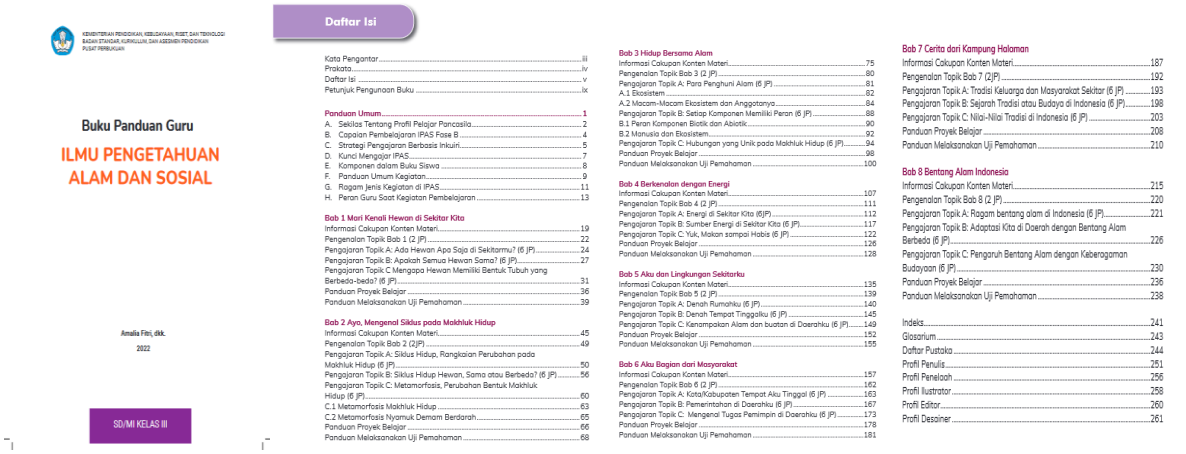


Figure 5-7. Cover and Table of Contents for Class III Elementary School Teacher Science Textbook Independent Learning Curriculum

Table 2. Forms of Activities in the Independent Curriculum Class III Elementary School Teacher Science and Science Textbook

No	Forms of activity	Activities carried out by students
1.	Let's Find Out let's try	Exploratory activities for the introduction of science and social studies. Students can work independently or in pairs partner.
2.	Do It Together	Group activities include discussions, role playing, interviews, and so on.
3.	Let's Reflect	Activities to help students realize what they have learned and correct previous misconceptions.

4.	Learn More	Contains further knowledge about the material being studied
5.	Choose a Challenge	Additional activities that can be done students independently.
6.	What I Have Learned	Summary of material from previous chapters studied.
7.	Learning Project	Contains project activities that must be carried out by students according to the material being studied.
8.	Concept maps	Contains a large outline of the material studied in each chapter. Students can copy the layout of the concept map and complete its contents.
9.	Comprehension Test	The questions are challenging and increase students' understanding of the material they have studied.
10.	New Vocabulary	

In the teacher's book, it was found that there are six process skills that students need to have during learning, including the process of 1) Observing, 2) Questioning and predicting, 3) Planning and conducting investigations, 4) Processing, analyzing data and information, 5) Evaluating and reflecting, 6) Communicate results. These six processes are the material for conducting formative assessments, namely placing more emphasis on the learning process. However, in this teacher's guidebook there are no formative assessments such as self-assessment and peer-to-peer assessments, and there is no method for scoring each criterion being assessed.

Summative Assessment in the Independent Curriculum Grade III Elementary School Teacher Science and Science Textbook

Summative assessment chapter 1; Students create works in the form of 3-dimensional media (sculptures) or 2-dimensional (drawings) of animals that are being observed and show the names of the members of the animal and their functions. Next, students will analyze the results, make reports, and make presentations. In summative assessment chapter 6; Students in groups interview one of the regional leaders and create an article from the results of the interview. The articles are then put together in an album to become a class work. The summative assessment is only demonstrated in chapters 1 and chapter 6.

Table 1. Example of a product assessment rubric in the Science Teacher Textbook Elementary School Class III Independent Learning Curriculum

Contoh Rubrik Penilaian Produk

Penilaian	Sangat Baik	Baik	Cukup	Perlu Perbaikan
Hasil karya: 1. Berbentuk sesuai kriteria 2. Terlihat ada tahapan siklus hidup hewan: telur/bayi → anak → muda → dewasa 3. Ada informasi singkat untuk masing-masing fase	Memenuhi seluruh kriteria yang diharapkan	Memenuhi 2 kriteria yang diharapkan	Memenuhi 1 kriteria yang diharapkan	Seluruh kriteria tidak terpenuhi.
Pemahaman konten 1. Menuliskan tahapan siklus hidup dengan benar 2. Menuliskan informasi yang benar untuk masing-masing fase	Memenuhi seluruh kriteria yang diharapkan	Terdapat 1-2 kesalahan	Terdapat 3-4 kesalahan	Terdapat ≥ 4 kesalahan
Kreativitas dan estetika: 1. Memanfaatkan penggunaan bahan yang ada 2. Membuat modifikasi atau pengembangan sendiri di luar arahan 3. Memberikan latar belakang yang sesuai dengan tempat tinggal hewan 4. Tampilan produk menarik 5. Produk rapi dan terbaca	Memenuhi seluruh kriteria yang diharapkan	Memenuhi 3-4 kriteria yang diharapkan	Memenuhi 1-2 kriteria yang diharapkan	Seluruh kriteria tidak terpenuhi.
Penyelesaian Masalah dan Kemandirian	Aktif mencari ide atau mencari solusi jika ada hambatan	Bisa mencari solusi namun dengan arahan sesekali	Memerlukan bantuan setiap menemukan kesulitan, namun terlihat ada inisiatif untuk meminta bantuan	Tidak terlihat ada inisiatif untuk meminta bantuan

Discussion

The Merdeka Curriculum is an initiative to improve education which aims to provide greater freedom to educators and educational institutions to design and implement curricula in accordance with local, regional and national needs. In the learning process in the Independent Curriculum, learning and assessment have a very important and interrelated role to achieve the desired educational goals. Learning is the core of the educational process in the Independent Curriculum (Witasari, 2022). Learning is not only about conveying information to students, but also about developing the skills, knowledge and attitudes needed to become active, creative and innovative learners. The Merdeka Curriculum emphasizes the importance of learning that is relevant to everyday life and provides opportunities for students to learn through direct experience, collaboration and reflection.

While assessment is an evaluation process to measure the extent to which students have achieved learning objectives, in the Independent Curriculum, assessment is not only about giving grades or assessing students' knowledge, but also about providing constructive feedback to help students in the learning process. Assessment in the Merdeka Curriculum includes a variety of methods, from written exams to collaborative projects that aim to measure student understanding holistically.

Learning and assessment in the Independent Curriculum are very closely related. First, effective learning requires good assessment. By using appropriate assessments, educators can understand the extent to which students have understood the course material and then adapt their instruction to meet students' individual needs. Good assessment also helps support ongoing learning by providing useful feedback to students to improve student understanding.

On the other hand, effective learning also helps prepare students to face various types of assessments. When students engage in active, in-depth learning, students not only gain knowledge, but also develop skills such as problem solving, critical thinking, and effective communication – all skills that are important in dealing with various types of assessments.

Apart from that, in the Independent Curriculum, learning and assessment also reinforce each other in supporting lifelong learning. By providing relevant and challenging learning experiences, students are helped to develop the ability to continuously learn and adapt in an ever-changing world. Regular assessments help identify new learning needs and provide direction for students on their learning journey.

The learning and assessment in the Merdeka Curriculum also contributes to the development of 21st century skills needed in an ever-changing world of work. By providing students with opportunities to develop skills such as creativity, collaboration, and problem-solving skills, education can help prepare them for success in an increasingly competitive and dynamic job market. Learning and assessment have a very important and interrelated role in the Independent Curriculum. Through relevant, in-depth, and experience-based learning, students can develop the knowledge, skills, and attitudes necessary to succeed in their personal and professional lives. Good assessment helps ensure that learning is effective and provides useful feedback to students on their learning journey. Thus, learning and assessment work together to achieve the desired educational goals in the Independent Curriculum Context. In learning, educators are given the freedom to plan and use types of assessment by considering: subject characteristics, student characteristics and abilities, learning outcomes and learning objectives, as well as available supporting resources. As explained in the previous section, types of assessment according to their function include: assessment as a learning process (assessment as learning), assessment for the learning process (assessment for learning), and assessment at the end of the learning process (assessment of learning). In the science and science textbook for grade III elementary school students and teachers, there are 4 forms of assessment including assessment of attitudes and processes, performance and processes, performance and results, and summative assessment in the form of product work.

directions may also be highlighted.

Conclusion

The results of the research conclude that in independent learning, educators are expected to focus more on formative rather than summative assessments and use the results of formative assessments to improve the continuous learning process by emphasizing the learning process (assessment as Learning), assessment for the learning process (assessment for Learning), and assessment at the end of the learning process (assessment of learning). There are four forms of assessment, including; (1) attitude assessment and process assessment, (2) performance assessment and process assessment, and (3) performance assessment and results assessment, 4) summative assessment of product work. However, in these four forms of assessment there is no method for scoring each criterion being assessed. Researchers also did not find assessment guides for self-assessment and peer assessment as exemplified in the learning and assessment guidebook. This research provides an important contribution and impact on the development of pedagogy and assessment at the elementary level, especially in terms of developing quality textbooks and guides for teachers. These findings can form the basis for professional development for teachers. Training can be held to provide teachers with knowledge and skills in carrying out comprehensive and accurate assessments. Teachers can learn how to do fair and consistent scoring, and understand the importance of self-assessment and peer-to-peer assessments in the learning process.

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