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OF ENGLISH LANGUAGE ASSESSMENT
IN THE *MERDEKA* CURRICULUM**

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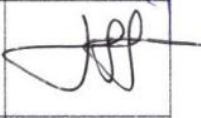


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MERDEKA CURRICULUM**

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Program : English Education Department

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Assalamu'alaikum wr.wb

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ABSTRACT

NISA KHOIRIYAH (232623101), Evaluating the Implementation of English Language Assessment in the *Merdeka* Curriculum

This study evaluates the implementation of English language assessment within the Merdeka Curriculum at SMA Islam Al-Azhar 6 Cilegon using Kirkpatrick's Four-Level Evaluation Model: Reaction, Learning, Behavior, and Results. Employing an explanatory sequential mixed-methods design, data were collected from 41 students through questionnaires and follow-up interviews with one English teacher and four students (two high scorers and two low scorers). Observations and student score documents further supported the findings. Quantitative results revealed generally positive student reactions regarding fairness, motivation, and alignment with classroom learning, though concerns about clarity and time sufficiency were noted. Learning outcomes showed moderate perceived gains in grammar, vocabulary, and confidence. Behavioral changes included increased effort to practice English, though not all students showed consistent improvement in language use. Document analysis revealed a gap between final and midsemester scores, especially in Class XI.2, indicating potential issues with assessment consistency or instructional follow-through. Qualitative findings followed the survey data: while students appreciated interactive assessments, vocabulary limitations and limited feedback affected their learning experience. The teacher perceived the assessment model as familiar and practical but acknowledged varying levels of student performance. Overall, the study highlights the importance of aligning assessment practices with the curriculum's goals and student needs. It suggests that while the *Merdeka* Curriculum's assessment principles are promising, ongoing teacher support, clearer task design, and scaffolding for lower-proficiency learners are needed to enhance effectiveness and equity in English language assessment.

Keywords: English Language Assessment, *Merdeka* Curriculum, Kirkpatrick Model

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Finally, the writer realizes that this thesis is still far from perfection. Therefore, constructive criticism and suggestions will be highly appreciated for the improvement of this work.

May Allah Almighty always bless us with knowledge, patience, and wisdom.

The Writer,

Nisa Khoiriyah
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