

DIAGNOSTIC ASSESSMENT IN THE INDEPENDENT CURRICULUM: A LITERATURE REVIEW

Rona

Universitas Sultan Muhammad Syafiuddin Sambas, Indonesia
ronaaulia22@gmail.com

Abstract

This study is a literature review that aims to describe the concept, forms, objectives, and challenges of implementing diagnostic assessment in the Merdeka Curriculum. The method used is a literature study by collecting and analysing various sources such as journal articles, books, and educational policy documents related to diagnostic assessment. The results of the study indicate that diagnostic assessment in the Merdeka Curriculum consists of cognitive and non-cognitive assessments conducted before learning begins to identify students' strengths, weaknesses, knowledge, skills, and characteristics. The information from these assessments serves as a basis for teachers in designing adaptive and needs-based learning, thereby supporting the achievement of differentiated and personalised learning. However, the implementation of diagnostic assessment still faces a number of obstacles, such as limited teacher understanding, time, and supporting infrastructure. Therefore, continuous training and mentoring are needed so that diagnostic assessment can be optimised as the main foundation of learning in the Merdeka Curriculum.

Keywords: Diagnostic Assessment, Merdeka Curriculum, Literature Review.

Introduction

The Merdeka Curriculum is one of the innovations in the Indonesian education system that emphasises learner-centred learning. This curriculum gives schools and teachers the freedom to design, implement, and develop learning processes according to the needs and characteristics of learners. One important aspect of the Merdeka Curriculum is diagnostic assessment, which serves as the foundation for designing adaptive and effective learning (Muharrom et al., 2023); (Aslan, 2016); (Astuti et al., 2023).

Diagnostic assessment is an evaluation process conducted before learning begins, with the primary objective of identifying students' initial abilities, learning needs, interests, and potential. Through this assessment, teachers can obtain comprehensive data on students' conditions, both cognitive and non-cognitive, enabling learning to be designed more relevant and meaningful (Setiawan, 2023).

In its implementation, diagnostic assessment in the Merdeka Curriculum is carried out systematically at the beginning of the school year or before entering new material. The instruments used can be written tests, observations, interviews, and technology-based assessments. The data obtained from diagnostic assessment is not