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**A CASE STUDY OF EFL TEACHER ASSESSMENT PRACTICE
USING THE INDEPENDENT CURRICULUM**

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Abstract

This study involves a qualitative case study to explore and examine teachers' assessment processes and practices depending to the Ministry of Education and Culture by using the independent curriculum. The existing sample consisted of one English teacher and one class VII student of SMP Takhassus Al-Qur'an Tarub Tegal, Indonesia. Investigating teacher views is essential to test this transformation in the classroom, challenging teachers' pedagogical decision-making to expand their assessment practices and develop students' learning upcoming and manners. Compositioned learning observations combined with compositioned interviews, informal discussions, and monitoring of student labor were utilized. This study concentrates on teacher evaluation standards and assessment implementation following the assessment standards. The results showed that the assessment process carried out by English teachers at SMP Takhassus Al-Qur'an Tarub Tegal using the independent curriculum had gone sufficiently using formative and summative assessments. Assessment with these two aspects is used when learning takes place, especially in projects to strengthen the Pancasila Student profile (the six profiles of Pancasila students were; faith in and piety toward God, broad variety, mutual assistance, creativity, serious reasoning ability, and independence) at the end of the semester. Teachers must be creatively and continually explore the progress of Pancasila reinforcement profile projects with various variations so that formative and summative assessments can be conducted objectively.

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1. Introduction

The assessment offers remarks to students, instructors, and all factors of the training system, which is a critical part of the coaching and getting-to-know process. According to Nicol and MacFarlane-Dick (2006), suitable remarks will offer instructors data that may be used to form coaching. Therefore, it is far now not unexpected that Lesotho commenced a Curriculum and Assessment Policy which changed into delivered in 2009. This aimed toward converting coaching and getting to know, in addition to evaluation procedures, so that later it is far aligned with the rising wishes of people and the Basotho state in general (Ministry of Education and Culture) Training. The coverage clarifies that the assessment has numerous techniques to reveal scholars getting to know and decide regions wherein remedial paintings are needed.

The Integrated Main Curriculum that enforces the Curriculum and Assessment Policy in Lesotho additionally establish using assessment for mastering techniques as it elucidates that the trainer should percentage mastering effects and achievement standards with college students at the start of the lesson (Nguyen, 2017). Because of this, implementing this coverage has eventually added approximately substantial modifications to the techniques for assessing college students. As Raselimo and Mahao (2015) recommended, in studying the variations in exercise conventions and pedagogical checks followed in colleges' guidelines, those guidelines may be carried out at the school room level. For Kippers et al. (2018), the assessment ought to be included into school room coaching if the assessment for sensible mastering is to be robust and need to know no longer be visible as an 'extra activity.' The coverage located immense stress on instructors as they needed to abandon their vintage evaluation practices and adapt to the brand-new evaluation practices.

In response to those issues, Shepard (2000) also argues that assessment should be a vital part of persevering with a practice that is then used to expand vital wondering, problem-solving, software, and metacognition. However, the volume and nature of modifications in study room evaluation practices continue to be studied extensively, mainly concerning faculty restructuring models. In addition, the cutting-edge faculty reform version represents an essential shift in assessing scholars' getting to knowledge and achievement. In this case, the version's improvement immediately advocates using opportunity exams aligned with thematic, project-primarily based totally, and interactive getting-to-know with an emphasis on higher-order wondering and the software of abilities or content material to "actual world" problems. The instructional reform version is the sort of evaluation promoted in most, which include performance-primarily based evaluation, portfolio, scholar observation, and scholar self- evaluation.

Moreover, Shepard (2000) additionally shows that for instructors to inspire the usage of advanced gaining knowledge and assessment strategies, we want to protect "study room evaluation from the damaging outcomes of high-stakes responsibility testing" (p. 8). Koh (2011) concurs, noting that boycotts have been orchestrated. It takes a look at some points in America and different countries. Political guidelines have led to protests and safety in opposition to high-stakes exams (Nguyen, 2017; Shepard, 2000). No one has the same opinion that this is simple to achieve. However, it is miles vital to transport ahead on schooling reform. While academic evaluation of trainer evaluation practices has obtained growing interest that it has been given, it is miles an essential part of their insights and understanding approximately their ideals and efficacy in wearing out their evaluation initiatives.

An assessment of the theoretical framework prop was proposed by Quellmalz and Kozma (2003) at three ranges of effect on teachers' knowledge and engagement of contemporary schoolroom steering practices. Kozma's framework is stimulated by using paintings around the instructional generation and findings from studies on the effect of personal and contextual elements on trainer publicity to generation and related coaching strategies. Kozma discovered three ranges of contextual elements that might be various but nonetheless interconnected from these paintings: micro, meso, and macro. All three ranges assist the synonyms recommended with the aid using Plowman (2016). However, while he began thinking about whether or not impacts get up withinside the person kid's development, Kozma's paintings targeted trainer school room practices explicitly. Reinforced by using Fulmer et al. (2015) in their studies entitled: Multi-degree fashions of contextual elements and instructor assessment practices: an integrative Studies review. Considering the study's background, the research questions posed in this research are: 1) How is the teacher's belief in Formative and Summative assessment using Independent Curriculum, 2) How is the teacher's implementation practice of summative and formative assessment using the Independent Curriculum?

1.1. Formative assessment in language teaching

Concerning evaluating teacher practices, many research studies investigate the weightiness of formative assessment in the teaching-learning process, for instance, Box et al. (2015) conducted a research investigation in West Texas suburban community. They attempted to investigate three secondary school science teachers in the dynamics of formative judgment theory, beliefs, and practices that impact their judgments from contextual elements. Their result study indicated that teachers' knowledge plays a vital character in formatting their assessment practice and influences their ability to transform their controlled theories concerning assessment into authentic classroom practice. Furthermore, to respond to the policy connected to teaching practice and student-related outcomes, Dudek et al. (2019) also conducted a research investigation concerning teaching practice on a formative assessment by implementing CSC (Classroom Strategies Coaching) model practice in New Jersey and New York. The study indicated that teachers completed the TCES, a 14-item, 7-point Likert-type surroundings assessing teachers' gratification with the CSC guidance training process. The implication of their research study showed that the practices assess how teachers establish a positive classroom and measure teachers' efforts to reinforce students learning in particular.

Further study of formative assessment has yielded some interesting findings. Several investigative issues were encountered concerning challenges in implementing formative assessment. For example, the challenge in not western countries is regarding formative assessment as a high-stakes exam, and teacher-centred practice tends to predominate. Another example, research on a survey of 243 secondary school English teachers in Lombok, Indonesia, commented that they deficiency a perceptivity of formative assessment (Box et al., 2015). Likewise, Chen et al. (2014), in their research of the execution of formative assessment in EFL classrooms at two Chinese universities. Zhang, one of the participants, reported that he seemed to have difficulty implementing formative assessment by reason of needing a clear perceptivity of the term 'formative assessment' and a certain level of autonomy while conducting assessments in his class.

However, he still stated that assessment was reasonably practical to get feedback and determine student progress.

1.2. Curriculum reform and the enactment of summative assessment in Indonesia

Summative assessments are nearly continually rated, generally deficient frequently, and develop eventually a pedagogy segment. Instance of summative assessments are final exams, state exams, university entrance exams (e.g. GRE, SAT, and LSAT), final performance, and papers conditions (Broadbent et al., 2018). Usually, if the student is performing satisfactorily, there is no further formal knowing in the point being assessed since the summative assessment, besides in the matter of a cumulative final exam. Moreover, to specify a student's success or prowess at any given time, summative assessments are so applied to specify the advisability of specific arrangements (for instance, gifted and gifted education) to assess whether a student must be worked to the next rate (Revised Assessment Chapter 2-2-16, n.d.). Degrees supply career direction or evaluate proficiency for endows. In the classroom, summative assessment no need to only supply opportunities for students to verify their perceptive comprehending but also provide opportunities for students to consider critically as they adjust their fathom in new situations to crack new issues or to clarify new phenomenon.

One of the most commonly used summative assessments in schools is the state-credentialed test. The test has gone by means of periodical revisions, with one of the most span-new recurrences being Smarter Stability Assessments, which are predicated on the Common Core Standards (2014) take up by more than half of the US states. This test is patterned to be administered for the last three months of the school year in Grades 3–8 and 11.

1.3. Formative and summative assessment in Indonesian context practice

Curriculum reform has undergone significant changes in Indonesia, specifically in 2013. The curriculum reform changed from KTSP (Kurikulum Tingkat Satuan Pendidikan) to K-13 (2013 Curriculum). With regard to K-13, schools at all levels of education in 2020 will implement it by outlining significant changes (Kemendikbud, 2015), such as shifting from teacher center to student center and implementing formative assessment (Cookson & Stirk, 2019). In that case, teachers must fulfil the requirements demanded in the new curriculum system in learning activities using formative assessments, additionally summative assessments as assessments system in more conventional learning places (Kemendikbud, 2017). Considering this, Black and Wiliam (1998) declared, “assessment in education must, first and particular, serves the purpose of supporting learning”

Equally, several countries in Asia also seem inquisitive to consider the enactment of formative assessment since it emphasizes student-centred, making it a distinct trend. Instance, the Organization of Southeast Asian Ministers of Education, Innovation, and Technology Mohammad (2021) reported that around ten countries, Indonesia notably enforced assessment reforms to reconsider and influence the paradigm range from Assessment of Learning (AoL) to Assessment for Learning (AfL) and assessment as Learning (AaL)” (p. 34). The encouragement of holistic assessment is a sign of the reform of the assessment system and the integration of frameworks with assessment activities into the teaching and learning activities that involve independent and peer Assessment.

Speaking about this, the enactment of assessment either summative or formative in Asia has produced the evidence that these assessments gave an impact on students' perceptions that guide skills in learning outcomes. Zheng and Li (2015) proved in their research study on a public speaking assessment by developing a tentative model assessment involving formative assessment practice with ordinary summative assessment equipment in the Chinese EFL community. The results show that tentative assessment involving both assessments is influential in improving students' performance in English public speaking. Previous qualitative research studies have demonstrated some critical characteristics, FA was asserted to impact learning positively and identified, for example, the actions and characteristics of teachers involved in teacher assessment decisions. In addition, the use of FA in measuring student achievement results. Around 6 countries have produced research studies on implementing FA, and approximately 67,20 journals have raised them. As examined by Saito and Inoi (2017) the mixed-method study of FA use among secondary school EFL in Japan. The result shows significant implications that teachers often use FA for evaluation purposes. This evidence reinforces the assumption that teachers often operate formative information for summative purposes.

2. Problem Statement

Concerning policy reform, in the Indonesian context tends to be top-down or, in another sense, remains silent without a way out. In contrast, the role of the teacher is required to boost transformation. Therefore, it is of particular concern because several studies have found that classrooms in Indonesia have become commonplace with traditional teacher-centered pedagogy (Two et al., 2014). For example, Sudibjo and Aulia (2022) describes the characteristics of classroom conditions in Indonesia. He stated that many classes containing approximately 40 students with a general teaching style of transmission are "dormant individuals who come to school to see, listen to, and record what the teacher teaches". Moreover, memorization is a common way to be used as a learning style. This phenomenon is not more than just religion-based schools where students are requested to grind religious texts but also in general education (Wong, 2017)

Due to assessment of learning processes and outcomes is part of the pedagogic competencies that must be mastered by every teacher. In that case, a teacher must study laws and regulations regarding educational assessment, that is the Minister of Education and Culture Regulation Number 66 of 2013 concerning Educational Assessment Standards.

3. Research Questions

Considering the study's background, the question posed in this study is: What is the system used by secondary college English instructors to carry out assessments?

4. Purpose of the Study

This study examines the instructor assessment system using components of assessment aligned with the Ministry of Education and Culture using an independent curriculum.

5. Research Methods

This study involves qualitative case study which regard to independent curriculum implementation. In particular, the assessment of learning processes and outcomes is part of the pedagogic competencies that must be mastered by every teacher. In that case, a teacher must study laws and regulations regarding educational assessment, that is the Minister of Education and Culture Regulation Number 66 of 2013 concerning Educational Assessment Standards.

This research has been conducted at SMP Takhassus Al-Qur'an Tarub Tegal. It is located in Ponpes Al Amin Tarub District, Tegal Region, Central Java, Indonesia. Data collection were taken place for two months. Additionally, this research was established in the first semester of the academic year 2022/2023.

5.1. Participants

The entrants of this study were a teacher who taught English subjects in seventh grade, the school principal, and 32 students in seventh grade at SMP Takhassus Al-Qur'an Tarub Tegal. In addition, this research used a purposive sample to obtain accurate information related to the research investigation

5.2. Data collection and analysis

This study used a qualitative approach and focused on people within cultural boundaries. Additionally, it concentrates on how the English teacher, mainly in grade seven, evaluates the students in the class and whether the teacher applies the assessment following the assessment standards. In addition, to test this transformation in the classroom, challenging teachers' pedagogical decision-making in expanding their assessment practices and developing students' learning oncomings and attitudes, arrangement learning observations combined with structured interviews, informal discussions, and monitoring of student work were used. The project commenced in November 2022, and semi-structured interviews were organized with the teachers constantly in December 2022.

As Kiger and Varpio (2020) argued, thematic analysis is a consequential method that supports qualitative data analysis in both paradigmatic or epistemological orientations to process the data in the form of thoughts, experiences, and behaviors in data sets. Considering this, we analyzed the data obtained from high-quality data. The following entire analysis of the data:

5.3. Data reduction

The results of the first stage of activities obtained the theme or classification of research results. First, we attempt to draw the themes and classify them. The way we rewrote the field notes he made was of course after the interview was over. After the field notes are neatly rewritten, we read the entire field note or transcription. After that, we select important and unimportant information by marking it.

5.4. Data presentation

Presentation of data is a progressive stage of analysis to present research findings in categories or groupings form. Miles and Huberman recommend using matrices and diagrams to present research results which are research findings. They do not recommend using the narrative method because they think it is less relevant.

5.4.1. Conclusion or verification

Drawing conclusions or verification is an advanced stage where at this stage the research draws conclusions based on existing data. This is the researcher's interpretation of the findings from interviews or documents. After the conclusion is drawn, we then re-checks the validity of the interpretation by re-examining the process of coding and presenting the data to ensure that no errors.

6. Findings

Our research findings have been analyzed and generated significant implications. Based on the research data, we indicated that the SMP Takhassus Al-Qur'an Tarub Tegal has implemented and followed the circular directions of the Ministry of Education and Culture. The implementation of learning using the new curriculum and the assessment process conducted by an English teacher for class VII at SMP Takhassus Al-Qur'an Tarub Tegal proved reasonably implemented.

Schools make every effort so that the learning process may continue to run sufficiently and learning objectives may be achieved without having to make students feel challenged in the learning process. However, the implementation of the assessment process at SMP Takhassus Al-Qur'an Tarub Tegal certainly has several obstacles and differences in the assessment model when the assessment was carried out in the previous curriculum. Therefore, under this study's results, teachers face these problems, but not all results are the same as in previous studies. We present our results more deeply as follows:

- **Teacher belief in formative and summative using independent curriculum**

We assume that teachers' beliefs about the relationship between formative and summative lead to a sphere of confusion. It has descended from confusion in particular. For example, evidence from a study of implementing assessments and national examinations in Scotland suggests that summative assessment is likely for one student but not for another and is relatively common from a teacher's view (Harlen & James, 1997). With regard to curriculum reform in Indonesia, Indonesian teachers also encounter the same problem. Moreover, the curriculum changes have made the teachers there consider an excellent assessment with quality feedback. Intending to develop human resources, the Indonesian government implemented a new curriculum at various levels of education in Indonesia. Retnawati et al. (2016) pointed out that the difficulty for teachers in Indonesia was implementing both formative and summative assessment systems under the new curriculum standards. By taking data in the Special Province of Yogyakarta, Indonesia, from 22 vocational teachers and vice principals. The data prove that Indonesian teachers must fully understand the K-13 assessment system. They also need help developing attitude instruments, authentic assessments, formulating indicators, and designing assessment rubrics.

In the first interview, Isqi revealed that to find out the school's improvement and progress, students also implemented an assessment of student learning outcomes using formative and summative assessments. It was accomplished by adjusting to government programs and the independent curriculum learning model.

After the independent curriculum, I had to study the curriculum thoroughly. English is no exception, and the independent curriculum provides an assessment element for students slightly different from the previous curriculum. Automatically, I also have to understand that. Formative assessment and Summative assessment become a reference for assessment in the independent curriculum. I have to apply this assessment to class VII students who use the independent curriculum.

In addition, there are differences in the methods used by English teachers who also teach at SMP Takhasus Al-Qur'an Tegal in implementing the 2013 curriculum and summative and formative assessments. Isqi revealed this as a class VII English teacher;

In the 2013 curriculum, teachers assess students using each aspect, namely attitudes, knowledge, and skills, whereas, in the independent curriculum, teachers do not make such a separation. In the independent curriculum, our focus is on strengthening Pancasila values, especially in projects. In the 2013 curriculum, teachers assess each subject, now in the independent curriculum, we only focus on projects that students are doing, namely projects to strengthen the profile of Pancasila students. So, previously we used to assess students with each aspect, now it's no longer like that.

The outcomes show a prominent difference in the assessment process of English teachers who teach in class VII SMP Takhasus Al-Qur'an Tegal when using the old and the newest curricula. The previous curriculum was the 2013 curriculum with the latest curriculum, namely the independent curriculum.

- **Teacher implementation practice of formative and summative assessment**

To obtain data on the types of assessment used by English teachers to assess students' work, we attempted to execute interviews with English teachers in grade VII. Based on the observations and interviews, the English teacher for class VII at SMP Takhasus Al-Qur'an chose the type of assessment that followed the curriculum used, namely the independent curriculum. In the independent curriculum, there are Formative Assessments and Summative Assessments. Teachers in class VII use this reference.

In an independent curriculum, formative assessment is more accentuated than summative assessment. For example, Isqi stated;

In the independent curriculum, formative assessment is emphasized more than summative assessment. In formative assessment, it is carried out periodically during the project implementation, with the teacher giving a project that must be completed by students, regardless of the type of project, both individually and in groups. While summative assessments are only carried out during the middle of the semester and the end of the semester, namely determining how far the material they have mastered is used as an experiment to carry out the final exam, and assessment at the end of the semester which aims to determine whether or not students will go up to the next grade level. Formative assessment is carried out regularly and is carried out actively by both parties, namely us teachers and also students.

We conclude that formative assessment is emphasized periodically in each project implemented. From the student's point of view, students need to learn specifically about the type of assessment they receive. What they know, when they do the job right, that is they will be given a value according to the results they do.

- **Project celebration of Pancasila Profile Reinforcement**

The introduction of the adoption of school board history projects in the 1970s and 1980s was unique to educators. Moreover, in 1988, GCSE was introduced as a mechanism for assessing student knowledge and skills in subjects. It is not an extension of the system for teachers to determine what students need to achieve grades based on performance in external tests developed by the teacher. Indeed, it will enable teachers to know their achievements and the impact of learning outcomes on the quality of their learning (Patterson, 1994).

Simmonds (2015) attempted to investigate the adoption of an appraisal project. Indeed, the findings point to deficiencies in how current policies are enacted. In other words, they may encourage conducting assessments rather than necessarily using them. Even if teachers have sufficient in-depth knowledge of the children in their classes, the data of practicing teachers may need to acquire the desired results from policy initiatives. He used the General Assessment Arrangement and the Strengths and Troubles Questionnaire and examines the relations of the Development and Wellbeing Assessment (DAWBA) to estimate the comprehensive assessment. The results indicate that the project runs very close to the concern investigated. They state that assessment is essential in formulating goals, assisting, and accurately describing a child's difficulties.

Equally, we observed our sample during conducted project implementation. Project implementation that is documented and uploaded on YouTube is a project celebration, where a project celebration is a project carried out by all subjects who undergo a project for one semester in seventh grade, then when entering the end of learning in the semester or before the end of semester exam do the celebration of this project. English subjects were also included in the project celebration. Hence, in the project celebrations that are documented, use something other than English since the project material includes all subjects who previously carried out the project. We are endeavoring to adopt Armellini's techniques and strategies by leveraging technology in learning design and practice assessment to develop collaborative and innovative learning (Armellini & Aiyegbayo, 2010).

Under the project celebration that the participant observed through YouTube, the theme raised in this project celebration was, "Do not bully, be a friend." The theme is rising, and the issue is rife among school children. According to the source, the bullying theme was raised due to bullying cases that occurred among students, both in elementary and middle schools. In order to acquaint students with the dangers and adverse effects of bullying, as well as educate students so that they avoid bullying, become perpetrators, and even victims, the theme of this project celebration was raised. So, it is an assessment of students in carrying out their projects and education and increasing student awareness about bullying.

Because the documentation was only project celebrations focused on more than just English subjects, we could only observe this video project. However, we continued to observe how the project was going and what the teacher assessed from the project. In the video, we perceived that the project celebration was packaged as a drama. The drama carried out in this hall presented several students who played roles with the theme of the drama they raised, which was about bullying. In the video, school life is told with a background in the classroom. A student gets unpleasant treatment from his classmates. Then, after their teacher saw the bullying, the teacher immediately advised and gave directions to the bullies, who then realized their mistake and apologized to the bully-victims.

Project celebration as an event to close previous projects carried out in each subject. Project celebrations are included in the formative assessment category because they assess students in terms of readiness, implementation, and after implementation, what they reflect on after these processes have been passed.

- **The assessment process during independent curriculum and K-13**

The K-13 assessment method and independent curriculum found differences specifically. The striking difference is that an independent curriculum has an assessment that is packaged in the form of a project. This project is a self-contained curriculum only, where students, over several weeks, undertake an assessment project carried out in each subject, including English. SMP Takhasus Al- Qur'an Tarub Tegal implements a project that is carried out in an independent curriculum for two months each semester. In the implementation of the project, English learning was packaged in an unusual manner in which English learning was carried out in the classroom.

Students operated several discussions with their group mates in the project. Then the teacher gives several instructions that students must solve, both in groups and individually. Then, after the instructions from the teacher have been solved, the students provide the outcomes of the discussion in front of the class using presentation techniques. Not only these techniques yet English teachers must also think of various techniques by applying them differently in project classes. Students also feel energized, and their curiosity will be even greater. Formative assessment plays a significant role. Besides playing an active role in student projects, the teacher also plays an active role in assessing students. The teacher assessed the processes they completed during the project and their performance result. It is adequate in particular since students feel their hard work is appreciated.

However, in the 2013 curriculum, learning and assessment are all instructed in the classroom. Group sessions and presentations in front of the class with the student centre, meaning that the teacher does not play too huge a role in the student learning process and only assesses student performance from the results they work on.

7. Conclusion

We delineate the following conclusions based on the results that researchers at SMP Takhasus Al-Qur'an Tarub Tegal have completed.

- i. The preparation for the assessment carried out by the English teacher at SMP Takhasus Al-Qur'an Tarub Tegal was good, and the teacher had prepared a plan for the assessment process properly.
- ii. The evaluation process during the Pancasila profile strengthening project experienced several obstacles for teachers, but the rest was adequate and created a comfortable atmosphere for students.
- iii. Teachers must always be creative and innovative for ongoing projects and assessments to be carried out.

We inferred that the implementation of the formative and summative assessment processes at SMP Takhasus Al-Qur'an had made adequate preparations, as evidenced by the implementation of the

summative and formative assessment methods implemented. However, implementing formative and summative assessments solely sometimes runs smoothly. Sometimes, students need to be more conducive due to the project learning. We prioritize students' creations rather than learning in the classroom, which is driven by the teacher's orders.

Based on these findings, the English teacher for class VII at SMP Takhasus Al-Qur'an has successfully carried out summative and formative assessments. Even though there are several obstacles in the implementation, the teacher looks for alternatives so that the assessment process can run pleasingly. It was evidenced by the results of the researcher's discussion with the students, who expressed that they enjoyed and enjoyed more even though there were assessments they had to face.

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