



FORMATIVE ASESSMENT IN INDEPENDENT CURRICULUM FOR PRIMARY SCHOOL IN UPT SD NEGERI 224 GRESIK

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ABSTRACT. *This study aims to find out the implementation of evaluation in the teaching of English in the Independent Curriculum at the UPT SDN 224 Gresik. This study investigates the application of the formative evaluation of English teaching in the Curriculum. This research uses case studies. The subjects of this study are two first- and third-grade English teachers as well as students of the first and third classes. Data is collected and analyzed using qualitative methods. Observations and interviews are used to gather data. This study uses the theory of Miles and Huberman (1994). This research reveals that teachers have a fairly optimal formative implementation. Teachers use performance through presentation and role-play for formative assessment. Even the teacher gives feedback on the student's evaluation results. The teacher really understands the application and function of the formative assessment even assesses and assumes that the formation of the assessment is more important than the sumative.*

Keywords: *Assessment Formative, Independent Curriculum, Primary School, Teaching English*

ABSTRAK. Penelitian ini bertujuan untuk mengetahui implementasi evaluasi dalam pengajaran bahasa Inggris pada Kurikulum Mandiri di UPT SDN 224 Gresik. Penelitian ini menyelidiki penerapan evaluasi formatif pengajaran bahasa Inggris dalam Kurikulum. Penelitian ini menggunakan studi kasus. Subyek penelitian ini adalah dua orang guru bahasa Inggris kelas satu dan tiga serta siswa kelas satu dan tiga. Data dikumpulkan dan dianalisis dengan menggunakan metode kualitatif. Observasi dan wawancara digunakan untuk mengumpulkan data. Penelitian ini menggunakan teori Miles dan Huberman (1994). Penelitian ini mengungkapkan bahwa guru mempunyai implementasi formatif yang cukup optimal. Guru menggunakan kinerja melalui presentasi dan permainan peran untuk penilaian formatif. Bahkan guru memberikan feedback terhadap hasil evaluasi siswa. Guru sangat memahami penerapan dan fungsi penilaian formatif bahkan menilai dan berasumsi bahwa pembentukan penilaian lebih penting dibandingkan sumatif.

Kata Kunci: *Asesmen Formatif, Kurikulum Merdeka, Sekolah Dasar, Mengajar Bahasa Inggris*

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INTRODUCTION

Globalization has changed many things in this world, including communication. In this era, English is an important part of international communication. English now plays an important role in communication between countries. Some countries even set English as the second language of their country. With all these reasons, learning English has become an urgent and important thing in Indonesia, considering that in Indonesia itself not many people are proficient or even consider English as something important to learn. Independent curriculum provides a special space for English lessons at elementary school. The government brings back English to Elementary school which was before only as an extracurricular activity. It



is an attempt to improve students' English skills earlier because according to (Vivekanantharasa et al., 2022) learning English is better when it starts from an early age as they will get used to hearing and pronouncing English word that most people think are difficult.

Independent curriculum is a curriculum with diverse extracurricular learning content which is optimized so that learners have enough time to explore concepts and strengthen competencies (Lee, n.d.) Teachers have the flexibility to choose various teaching tools so that learning can be tailored to the learning needs and interests of student. Projects to strengthen the achievement of the Pancasila learner profile are developed based on specific themes set by the government. The project is not directed to achieve specific learning outcome target, so it is not tied to subject content. one of the most crucial tasks performed by language teachers is assessment in language learning.

Assessments, according to Al-Dabbus (2020) & Maysuroh et al. (2023), indicate how well students understand particular abilities and gauge their progress toward achieving specific learning objectives. Assessments used in the Independent curriculum are classified as formative, summative, and diagnostic.

Prior to the instructor designing the learning instruction, diagnostic assessments are implemented at the start of the academic year. This examination was used to determine the needs, characteristics, areas of weakness, and strengths of the children.

Formative assessments are used to gauge how well students are learning, and the results are utilized by teachers to provide feedback to the students (Akter & Khan, 2020). According to the ahli, formative assessment is an interactive assessment conducted during the learning process between the teacher and the student. The purpose of the formative assessment is to gather information about the quality and progress of the lessons that have already been taught and use that information to improve, modify, or modify the lessons so that they are more effective and can raise student competency (Astuti et al., 2008). Further information about the formativity assessment was provided by the Assessment Reform Group (2002).

The formative assessment involves searching and interpreting the resources used by students and teachers to determine the students' place in the class, how to proceed, and the best way to achieve the objectives. Popham (2011) defines formative assessment as a systematic



process that requires the completion of both basic and advanced student assessments. These are used by teachers to adjust lessons that are currently in progress or by students to adjust their learning strategy. In addition, (Astuti et al., 2008) identify five key factors that can enhance learning through asesmen. The five key factors are as follows: (a) providing an effective learning environment for students; (b) actively assisting students in their studies; (c) designing a learning program that enables students to perform well during assessments; (d) outlining the significant impact of assessments on students' motivation and self-esteem (both crucial for learning); and (e) emphasizing the need for students to reflect on their own lives and understand how to improve their academic performance.

Prior research has been done on the use of formative assessment in the Independent curriculum. The first study was carried out by Dewa Ayu Made. The authors of "The Implementation Of Assessment In Teaching English In Independent Curriculum," Juli Astari, Ni Nyoman PadmadLuh, and Putu Eka Sulistia Dewi (Astari et al., 2023), come to the conclusion that teachers had used formative assessment quite effectively. Formative assessment was done by teachers using role-playing and presentations. A case study was used in this study. The study's subjects included first-grade and third-grade students as well as two English teachers.

In 2023, this research was carried out. According to Grant Joseph Clifton's study, "Language Assessment Literacy And Formative Assessment In Indonesian EFL Education: A Study Of Assessment Policy, Teaching Materials, And Teacher Practices Under Kurikulum Merdeka," several important assessment concepts, including some for which teachers indicated a need for additional training, could receive more attention. Formative assessment is well-supported throughout Independent Curriculum and its English subject materials. The findings of this thesis can help Kemendikbud advise and prepare English teachers for assessments. This thesis draws from the author's experiences as a Peace Corps Volunteer with Peace Corps Indonesia, where she first taught English as a foreign language in a public high school in Indonesia before serving as a Peace Corps Virtual Pilot Participant and subsequently leading teacher training sessions for English teachers in Indonesian high schools. In their thesis titled "Implementation of Formative Assessment in Kurikulum Merdeka by English Teacher of Smpk Adisucipto Penfui," Yuliana A. Noning, Tans Felix, and Laurensius K. Bera (Noning, Yuliana A; Felix, Tans; Bera, 2021) further bolstered this claim. They state that: (1) the implementation of learning assessment has been done well because English teachers



are able to implement most of the assessment principles in learning activities in the class, (2) While the majority of assessment principles have been applied correctly, a few principles—such as self-evaluations, peer assessments, self-reflection, and peer feedback—have not been applied as well as they could have. Researchers conducted in-depth interviews with the seventh-grade English teacher who used Kurikulum Independent in order to collect data.

Based on the information above, the researcher is interested in conducting research on English assessment in elementary school. The purpose of this study was to investigate what kind of formative assessment used by English teachers in elementary school, what the consideration they had and the teachers' difficulties in assessing young learners under the Independent Curriculum at UPT SDN 224 Gresik.

METHOD

In this study, a descriptive qualitative research methodology was used. After investigating the formative assessment practices used by the English teachers at UPT SDN 224 Gresik, the researchers qualitatively described their findings. Cresswell (2014) defines qualitative research as an approach to investigating and understanding the importance that people or groups ascribe to a social or human issue. The research process includes arising questions and procedures, data collected in the participant's environment, inductive data analysis that progresses from specifics to broad themes, and the researcher's interpretations of the meaning of the data. The final written report has an adaptable structure.

In order to gather information, researchers interviewes with the English teacher one and three grade in depth and used Independent curriculum. According to Ahyar et al. (2020) (Noning, Yuliana A; Felix, Tans; Bera, 2021), interviews document not only the respondent's comprehension or ideas but also their feelings, experiences, emotions, and motivations. Because it was semi-structured, the interviewer could add new questions as the interviewee spoke, and the structure could change to suit their needs (Sarib & Rasak, 2022) . To create an analysis, the data was coded after transcription. To document and collect the necessary information about how the teacher implements the learning assessment in the English class



(Alhamid, 2021) in addition to the interview, class observations were conducted. Interview functions include obtaining information in person, supplementing scientific research, acquiring data to influence a particular situation or person, as well as avoiding misinformation or data storage.

FINDING

Based on the results of research and interviews that the researchers have done with students in 1st and 3rd grade at UPT SD State 224 Gresik for more than a month, i.e., from the end of November 2023 until the beginning of December, obtained the following data:

Project-Based Learning As Implementation Of Assessment Formative In Independent Curricula

In order to gather data on the formative assessment of first and third grade teachers at UPT SD 224 Gresik, the researcher conducted a series of interviews on the subject. The first question I asked was whether the teacher who taught English lessons in the first and third classes had already implemented the formative assessment and what methods were used.

“Alhamdulillah, I, as a teacher who teaches English in class 1, have integrated this formative assessment with project-based learning. Because I feel this assessment is very important.”

“Alhamdulillah, class 3 has already carried out formative assessment with project-based learning as one of the forms of implementation of love.”

Then, what the researcher wants to know is about the implementation of formative assessment, especially project-based learning, which has already been offended by the 3rd grade tutor. The answers of his two are a little different. The 1st grade tutors have not implemented project-based learning so far because the 1st grade is still in the process of adaptation and adjustment, so it seems that it is not yet time to implement project-based learning. One of his activities is to make an invitation card group, with each group containing two people.



"For first grade, not yet, sister, I think this first semester kids still need to focus on adaptation and training to be more independent. First-class captains.

"Alhamdulillah, project-based learning in 3rd grade is the plan that will always be implemented by me. So far, there's only one thing left, and that's to make an invitation card in groups, each group containing two people."

In this interview, the researcher also wanted to find out what obstacles are encountered in implementing project-based learning. For grade 3, as a teacher, he affirmed that there are no obstacles so far.

"So far, I don't think there's been any significant obstacles. It's still safe."

The next question the researcher asked is about the impact. Whether this project-based learning has an impact and how it impacts. The teachers concerned agreed that this project-based learning had a positive impact on the development of the students.

"So far, from some experience I've already had, including what I just did, I think this project-based learning has a pretty significant impact on children's learning motivation. Children are becoming more enthusiastic about learning because they think it's fun."

Some of the things the researcher presented above were directly compared with the results of my observations in two classes, namely class 1 and class 3, UPT SD 224 Gresik, and the researcher can draw the conclusion that class 1 did not do project-based learning. At that time, I did the observations during semester one in the end of November–early December of 2023, so the students counted are still young and still learning to socialize, so there is not much that teachers can do to apply project-based learning.

The first thing the researcher noticed when the researcher was observing was the classroom conditions and the atmosphere created when project-based learning was being done. The classroom atmosphere at that time was still quite conducive, even though the activity required an active child. The children looked enthusiastic, enthusiastic, and curious about what they'd do next. The teaching teacher is also so communicative that the child is not



confused and lagging behind. This time, the project-based learning that they do is create an invitation card.

Game Based Learning as Implementation Of Asessment Formative In Independent Curricula

The next question researcher asked during the interview was about assessment-based learning rather than project-based learning. Both teachers agreed to use game-based learning. In the interview, both teachers revealed that the method was effective.

"Game-based learning is a method that I will often apply. Because it's pretty effective. Besides being pleasant to the child, it's not hard to make it."

"Class 3 also really liked game-based learning because it was fun and quite effective, so the kids understood the material better."

The next thing researcher want to know is about the implementation of this game-based learning itself. What kind of game-based learning activity is implemented? And both teachers agreed to use the wardwall as the medium of implementation.

"So far, I've mostly used Wordwall as a game-based learning implementation medium. In addition to its many features, game-based learning is easy to operate, and kids love it. There are including open the box, finding matching pairs, matching games, quizzes, random wheels, anagram, searching for missing words, grouping, separating, random cards, finding matches, opening boxes, word search, tagged diagrams, quiz gameshow, flash cards, rolling tiles, and whack-a-mole."

"I use a wordwall. The features are many, easy, and fun. The most common features I use are opening the box and spinning the wheel."

In this interview, researcher also looked at the obstacles they encountered when applying game-based learning. And the two teachers agreed; so far, there has been no meaningful obstacle. Facilities are available, and the kids are very excited, so everything went smoothly and successfully.



"Wow, the names of the kids, yes, if the games are always like that. So I think so far it's been very smooth, and there's still no meaningful obstacle."

"There's no obstacle yet, brother. So far, it's all right."

And the last thing I'd like to know about, of course, is the impact of implementing game-based learning itself. So far, for one quarter, the results are quite visible and significant. Their spirit and their activity follow this series of thrills.

"In terms of learning motivation, children are very excited, enthusiastic, and motivated by the wordwall."

"So far, I've felt quite a significant impact; besides the kids becoming very excited, they're also becoming easier to understand the matter."

Some of the things researcher presented above were directly compared with the results of my observations in two classes, namely class 1 and class 3, UPT SD 224 Greek. Researcher can draw the conclusion that both classes have periodically implemented formative assessment in the form of game-based learning. At that time, I did an observation during the first semester in early November of 2023, and even though the students belonged to the first grade, they could still apply well. By the third grade, of course, it's easier to implement.

When researcher was observing a coincidence, class 1 was implementing an assessment formative using Wordwall and the open the box feature. The subject being studied is animals. When observing the class conditions, the atmosphere created can be said to be quite conducive, even though the activity requires active children. The children looked enthusiastic and curious about what they'd do next. The teaching teacher is also so communicative that the child is not confused and lagging behind. Before this formative assessment is done, the teacher first prepares an activity support tool, including a laptop and an LCD projector.

While class 3 is not very different, they both use wordwall, but when I do the observations, they use the spin the wheel feature. What I was studying at the time was things at home. When observing the class conditions, the atmosphere created can be said to be quite conducive, even though the activity requires active children. The children looked



enthusiastic and curious about what they'd do next. The teaching teacher is also so communicative that the child is not confused and lagging behind. Before this formative assessment is done, the teacher first prepares an activity support tool, including a laptop and an LCD projector.

As far as researcher concerned, game-based learning by using wordwalls is able to cultivate a sense of self-confidence, and the most visible is helping children understand what they're learning.

Song As Implementation Of Assessment Formative In Independent Curricula

The next thing that researcher learned after doing observations and interviews about the implementation of formative assessment other than the above exposed is the use of the song as a formative implementation. It's with laughter that both of the teachers are showing it. Because at first, the two of them weren't so sure about this one's method.

"At first I had doubts because I was confused about what kind of song it was, but when I was forced to do it, I ended up convinced it was a good method."

"I was a little doubtful at first, because the lyrics of my songs were less educational, but after I explored further, many good lyrics were educational."

Speaking of the constraints, it was initially a constraint on the selection of songs that still had to be educational, but the children still liked and attracted their attention. However, the two teachers attempted to explore further so that the restraints were a little overcome.

"At first, I was confused; this is what songs can be used. But after I explore a little further, there are many good but still educational songs, like If you're happy and you know it, and so on."

"As I've shown earlier, the constraints are selected by the song, but I'm trying to explore and overcome them quite well."



As for the impact, as a teacher, researcher feel it's pretty good. This method is easy to apply and is good for children. Language skills are quite well trained, from starting listening and speaking to reading and writing.

"Out of the ordinary has a positive impact on all of this. Besides fun, also train the language skills of the child."

"The language skills of the child are trained, from starting listening, speaking, reading, and writing."

Some of the things researcher presented above were directly compared with the results of my observations in two classes, namely class 1 and class 3, UPT SD 224 Greek, and researcher can draw the conclusion that both classes have periodically implemented assessment formative using song. At that time, researcher did an observation during the first semester in December 2023, and even though the students were new to the first grade, they could still apply well. Third grade, of course, is easier to implement.

When researcher was observing a coincidence, researcher was applying an assessment formative dengan using the song Head, shoulders, knees, and toes. The material that was being studied at the time was part of the body. When observing the class conditions, the atmosphere created can be said to be quite conducive, even though the activity requires active children. The children looked enthusiastic, enthusiastic, and curious about what they'd do next. The teaching teacher is also so communicative that the child is not confused and lagging behind. Before this formative assessment, the teacher prepares the supporting tools, including laptops and speakers, and uses paper media as a lyrics provider.

For class 3, the activity they do when doing the formative assessment using the song is to fill the lyrical void while listening to the song. The child will be trained in listening, reading, writing, and speaking skills. When observing the class conditions, the atmosphere created can be said to be quite conducive, even though the activity requires active children. The children looked enthusiastic and curious about what they'd do next. The teaching teacher is also so communicative that the child is not confused and lagging behind. Before this formative assessment, the teacher prepares the supporting tools, including laptops and speakers, and uses paper media as a lyrics provider.



As far as observations and interviews are concerned, researcher can conclude that formative assessment using song can nurture a child's creative attitude and make it easier for them to understand the material they are studying. It also trains children's skills in terms of listening, reading, speaking, and even writing. Here's the table of observations:

Table 1. Observation

DAY / DATE	GRADE	TOPIC	ASSESSMENT	ACTIVITY
Tuesday, November 21, 2023	3	Number	Using song	Complete lyrics
Tuesday, November 21, 2023	1	Part of body	Using song	Complete lyrics
Tuesday, November 28, 2023	3	Invitation card	Project based learning	Make invitation card
Tuesday, November 28, 2023	1	Animal	Game based learning	Using Wordwall and the open the box feature
Tuesday, December 05, 2023	3	Things at home	Game based learning	Using Wordwall and the spin the wheel feature

DISCUSSION

Based on observations and interviews, teachers of 1st and 3rd grade UPT SD 224 Greek in the process of learning English implemented formative assessment based on the independent curriculum. In Independent's curriculum, teachers implement formative assessment with the hope of improving student creativity, critical thinking, communication, collaboration and literacy. According to Nugrohadi & Anwar's (2022) research, the primary objectives of the Pancasila Profile are to preserve the morality and lofty ideals of the country, to equip students with the skills necessary to become global citizens, to exemplify social justice, and to develop 21st-century competencies. -prior research 2. Throughout the teaching process, the two educators used formative assessment to gauge their students' English language proficiency. Previous research by Putra & Faridi (2021); Hamidah (2021); and Sahibzada & Himat (2019) provided support for this outcome. An essential component of the teaching and learning process is formative assessment. The teacher can provide feedback on the



student's learning progress based on the results of this assessment. The purpose of formative assessment is to gather data regarding the learning process and enhance the attainment of the learning goal. As students engage in learning activities, their abilities and skills are assessed formatively. (Astari et al., 2023)

During the observation process, the researchers discovered that both teachers implemented formative assessment based on the characteristics of formative evaluation, i.e., the elementation of formational assessment carried out during learning activities, involving students and teachers as well as with simple activities and using strategies and methods appropriate to age.

According to Nugrohadi & Anwar's (2022) research, the primary objectives of the Pancasila Profile are to preserve the morality and lofty ideals of the country, to equip students with the skills necessary to become global citizens, to exemplify social justice, and to develop 21st-century competencies. Both teachers used these indicators in formative assessments since they were pertinent to the independent curriculum concept. Furthermore, formative assessment activities were implemented by both teachers in accordance with the function, validity, and reliability of the independent curriculum. These were based on the principles of assessment in the independent curriculum as well as the principal assessment of learning English. The assessment tasks taught students to think critically, assessed their performance, and were expected in the real world. This result supported by a previous study, which is implemented that assessment followed principles of assessment in the curriculum used. (Astari et al., 2023)

The results of observations and interviews show that the implementation of first- and third-grade teachers in teaching English is not very different. Both use the same application methods but have adapted to age. Both are equally implemented in the learning process. According to the guidebook from Kemendikbud (2022), formative assessment in the independent curriculum is more dominantly applied in the learning process. As for the implementation of the assessment formative that the two teachers are doing, it is project-based learning, with one of their activities being making invitation cards by class 3, game-learning using a wordwall application, and using songs by classes 1 and 3. All such formative



assessment activities help children improve their language skills as well as better understand the materials they are studying.

The formative assessment methods employed by educators aligned with the principles of the independent curriculum. Constructivist learning is incorporated into the independent curriculum and ought to be combined with critical thinking, teamwork, creativity, and communication. In addition to helping students become more proficient in English, these tests also help them become more creative, collaborative, critical thinkers, and communicators. In order to complete the assignment and develop their critical thinking and creative skills, the students must work together and communicate. In addition, the use of formative assessment included the use of self-assessment at the conclusion of the learning process as a reflection of the students' comprehension, although Teacher A was the only one who carried this out. According to a prior study by Nugrahani et al. (2018), students' self-assessment of their comprehension and progress during the learning process had a major influence.

Moreover, in the implementation of the assessment formative has several procedures. The procedure consists of pre-stages (preparation), core stages, and post-stages. (Astari et al., 2023) In this case, during observations, the researchers found shortcomings in the implementation of the formative assessment of both teachers. Both teachers did not analyze the results using rubric scores. Just giving a brief oral commentary like "smooth or nice," it could be said that both teachers did not do the post-stage optimally.

A rubric is a useful grading tool that teachers can use to rate students' work more consistently, reliably, and objectively, as stated in a previous study by Chowdhury (2018). Teachers should use a well-designed rubric so that students can better understand their strengths and limitations and become more realistic about their own level. Furthermore, Sutarto & Jaedun's (2018) earlier study used a scoring rubric to encourage teachers to be objective and steer clear of subjectivity when evaluating the students. Feedback has a number of advantages, such as assisting students in identifying their areas of weakness and providing recommendations for bridging them, fostering responsive learners, improving instructional strategies, providing instructors and students with helpful information, motivating students to learn, and much more.



Remarks from teachers can improve the learning process for students (Bashir et al., 2016). Students found great significance in their teachers' feedback since it could serve as inspiration for self-improvement and a sense of support from the teachers (Ayubi et al., 2021). It was in line with the results of a prior study by Dahlback et al. (2020), which discovered that giving students feedback could increase their motivation and inspire them to keep learning. Moreover, the instructor was pressed for time to finish the evaluation without giving the students any feedback (Prihandoko et al., 2020). The fact that students were not paying greater attention to the results of their efforts and advancement would also have an impact on their motivation to learn.

CONCLUSION

After conducting observations and interviews with both teachers, the researchers concluded that the two teachers have implemented formative assessment in the independent curriculum based on the principles of formative evaluation. Both teachers really quite understand the concept of formative evaluation. Even according to both teachers, formative assessment is more important than sumative evaluations for some reason. The strongest reason is that he considers the formative as the control point of the student's learning journey, which serves to examine every few steps concerning the students' understanding of the materials taught while at the same time knowing the obstacles of the students. Some of the methods he often uses are project-based learning, game-based learning, and the use of songs. But, in this case, during observations, the researchers found shortcomings in the implementation of the formative assessment of both teachers. Both teachers did not analyze the results using rubric scores. Just by giving a brief oral commentary like "smooth or nice," it could be said that both teachers did not do the post-stage optimally. For the rest, the researchers assessed that the formative assessments carried out by both teachers were well implemented.

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