CHAPTER I

INTRODUCTION

This chapter discusses the background, research question, objective of the research, significance of the research, research methodology, and key terms. They are described as follows:

1.1 Background

As technology develops in the education sector, this coincides with changes in the curriculum. The curriculum itself is one component that has an important role in the education system because the curriculum is a set of subjects and educational programs provided by an education provider institution and contains lesson plans that will be given to study participants in one educational level period. In Indonesia, there have been numerous changes to the curriculum. The curriculum has changed numerous times since Indonesia gained its independence in 1945.

These changes include those that occurred in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013, and the most recent one is the independent curriculum *(Kurikulum Merdeka).* The history of the curriculum is extensive and intricate where each curriculum that has been implemented has different characteristics. Updates or innovations to the curriculum are meant to assess current learning outcomes to achieve learning objectives. The issue is with so many different curriculum already use in education, the government needs to work hard to make the most of those that

are already in place. Schools have to be able in adapt to the novelty of the curriculum, especially teachers and educators in implementing learning.

In the modern era, the difficulties posed by the quick advancement of technology and globalization. Preparing the present and future generations is largely dependent on education. By means of development the curriculum that is being implemented is one of the steps towards achieving the necessary competencies. Curriculum improvements from the 2013 curriculum to the independent curriculum to create in addressing this is a cautious first step. The independent curriculum is a curriculum that is implemented over time recovery from the emergency curriculum during the Covid-19 pandemic. Independent curriculum implementation needs to be supported by the provision of training, teacher learning materials and innovative open tools. Independent Curriculum has not been fully implemented in nationwide. However, this curriculum will continue to run and is still in the process of adaptation.

Since the curriculum determines educational success in school, it must adapt and responsive to all contemporary challenges and innovations. The process of digitalization is done to increase efficiency and effectiveness of performance. Digital is used in education for a number of reasons, including in the assessment process. Furthermore, many schools are currently utilizing the advancements in digital systems to streamline and expedite the process of managing their values. Several school has applied technology in the learning process, including in terms of school administration and assessment. The assessment of learning outcomes in primary education and secondary education is carried out by educators, educational

institutions, and the government as a stated in Minister of Education and Culture Regulation Number: 23 of the Year 2016 concerning Educational Assessment Standards.

In the context of education, assessment refers to the procedure of gathering and examining information about the academic performance or students' achievement of their learning progress. Assessment can be carried out in various forms, including through assignments, standardized tests, projects or classroom observations. The purpose of the assessment is to help teachers and educational institutions understanding students' needs and abilities. In the current of digital era, assessment is becoming increasingly important to improve the quality of learning.

An example of how technology is being used in the current assessment process is the existence of an internet-based report information system or commonly known as online report *(e-Rapor)*. According to ntt.kemenag.go.id, e-report is a new innovation from the realization of the 2013 curriculum in the world of education. Changes in the curriculum make the e-Report system also often experience updates and maintenance (Kemenag, 2021). The problem is maintenance and update in Curriculum and e-Report implementation will change the way teachers manage grades that are adjusted to indicators and basic competencies in the ongoing curriculum and will then be inputted using e-Report. Report are the outcome of an evaluation process designed to measure, assess and produce the level and quality of achievement of a Basic Competency. An e-Report based assessment system was developed in order to identify the strengths and weaknesses in the students' learning

process, and this information is utilizes as a foundation and standard for making decisions and enhancing future learning experiences (Monalisa et al., 2021). This e-Report thus serves as a link to DAPODIK.

The recently implemented e-Report is the independent curriculum e-report. One of the schools that have implemented the e-Report of Independent Curriculum is SMPN SATAP 2 Sangalla'. Based on the researcher's experience as a teaching assistance student and after pre-observed, this school began implementing the Independent Curriculum together with the e-Report of Independent Curriculum in 2022 odd semester. This means that SMPN SATAP 2 Sangalla' has been implementing the Independent Curriculum and the e-report for about 2 years. Thus, this school already has experience in implemented the e-Report of Independent Curriculum for inputting grades.

Based on the researcher's experience at SMPN SATAP 2 Sangalla', each teacher processes grades and inputs grades in accordance with the subjects taught. Some teachers have their own ways of managing grades and then input on the e-Report. In the e-Report, there will be several indicators that are assessed and then finally added into report scores. Some of the teachers at SMPN SATAP 2 Sangalla' said that of the many indicators assessed, students do not necessarily do some of the tasks.

Based on the problem, in this study the researcher want to know how the English teachers assess students' achievement from e-Report of Independent Curriculum indicator and how e-Report effect on English teachers evaluation process until getting the final results of the e-Report assessment.

1.2 Research Question

In relation to the background above, the researcher states that the research question of this research as formulated as follows:

1. How do English teachers assess students' achievement from e-Report of Independent Curriculum indicator?

2. How e-Report effect on English teachers evaluation process and the effect of e-Report assessment on English Language Teaching?

1.3 Objective of The Research

Based on the research questions above, the objective of this study are to find out how the English teachers assess students' achievement from e-Report of Independent Curriculum indicator and the effect of Independent Curriculum e-Report assessment on English Language Teaching.

1.4 Significance of The Research

In this research, the writer hopes it can give benefit or contribution to teacher, students and next researcher.

a. For the writer

After this study gets the results, the write will get knowledge about the assessment process on how the English teachers assess students' achievement from e-Report of Independent Curriculum indicator and its effect. Therefore, as a prospective of English teacher it is important for the writer to know the assessment process especially on English language teaching because the technology will develop in several aspect.

b. For the teachers

From the result of this study, the teachers can get a few of how English teachers assess students' achievement from e-Report of Independent Curriculum indicator and its effect. Which how the assessment of the English teachers at SMPN SATAP 2 Sangalla' can be used successfully to evaluate students' work.

c. For the students

This study will show how the English teachers assess students' work results and getting students' grade in e-Report of Independent Curriculum. This study will provide an overview so that students have the standards that the teachers want in the teaching and learning.

d. For the next researcher

For the next researcher who are interested in researching about assessment and e-Report.

1.5 Research Methodology

In this study, the researcher uses qualitative method to find out how English teachers assess students' achievement in e-Report of Independent Curriculum indicator and the effect of Independent Curriculum e-Report assessment on English Language Teaching.

According to Dr. Sandu Siyoto, SKM & M. Ali Sodik (2015:28) qualitative research is research where the data collection must be complete, namely in the form of primary data and secondary data so that the researcher can be truly qualified. Primary data is data in verbal form or words spoken orally,

movements or behavior carried out by trustworthy subjects, in this case the research subjects (informants) relating to the variables studied. Meanwhile, secondary data is data obtained from graphic documents (tables, notes, meeting minutes, etc.), photographs, films, video recordings, objects, etc. that can enrich primary data.

1.6 Key Terms

A. Independent Curriculum

Independent Curriculum is a curriculum that developing student competencies in each phase and focuses on essential material and students are also allowed the freedom to pursue their interest and talents

B. Assessment

Assessment refers to the procedure of gathering and examining information about the academic performance or students' achievement of their learning progress.

C. E-Report

E-Report is a tool option for teachers or educators and educational units to report student learning outcomes to be submitted to parents or guardians of students as a tool.

D. English Language Teaching (ELT)

English language teaching is the activity in help someone to learn English, give instructions, to guide learning and practice English.