



Teachers' Performance Evaluation Instrument Designs in the Implementation of the New Learning Paradigm of the Merdeka Curriculum

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Abstract: This research aims to design an instrument for evaluating teachers' performance in the implementation of the new learning paradigm of the Merdeka Curriculum. This research employed a qualitative approach with a literature study method. This research data is secondary data collected through the exploration of sixty-four literary references from books and articles in nationally accredited and internationally reputable scientific journals. The data were analyzed by using Miles' and Huberman's interactive model, which includes data reduction, data presentation, and conclusion drawing/verification. The results of this study indicated that the design of the teacher performance evaluation instrument in the new learning paradigm of the Merdeka Curriculum take into account teachers' planning, implementation and assessment of the learning. Lesson planning is evaluated based on the comprehensiveness of the components contained in the teaching modules composed by a teacher. The teaching module must contain indicators of general information and core components. The instrument utilized is a documentation review using a checklist sheet with a Guttman scale. The implementation of the learning is evaluated based on the teachers' learning practices, using the indicators of the teachers' skills in preliminary activities, core activities and closing activities. The instrument utilized in this case is an observation sheet in the form of a rubric with a 4-point Likert scale. The evaluation of the learning process is referred to as an assessment, using the learning assessment indicators include diagnostic, formative, summative, and assessment principles and components. Teachers' performance evaluation instruments designs in the implementation of the new learning paradigm of the Merdeka Curriculum was serve as a reference in conducting evaluations. Through performance evaluation, teachers' competencies can be measured, learning obstacles can be identified, feedback on classroom needs can be provided, and opportunities for schools and teachers to develop themselves can be created.

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Introduction

Improving education is essential in developing the national education standard. The government's efforts to reform the national education has been well-reflected through the change of the 2013 curriculum to the Merdeka Curriculum. The current curriculum applies to all academic units, including early childhood education, primary schools, junior high schools, senior high schools, vocational schools, and special education and equivalency. The Merdeka Curriculum, also known as *Merdeka Belajar* (Independent Learning) (Angga & Iskandar, 2022), aims to provide educational units, teachers and students with freedom to innovate, to create, to be creative and to learn independently (Daga, 2021).



Educational units can adopt an Merdeka Curriculum from a selection of categories, ranging from the independent learning category, the independent changing category and the independent sharing category (Ayundasari, 2022). In the independent learning category, an academic unit adopted a Merdeka Curriculum by applying several parts and principles that still refer to the 2013 curriculum or the simplified 2013 curriculum. The change in the independent category has resulted in the use of the Merdeka Curriculum in 2022/2023 with teaching tools provided by PMM (*Platform Merdeka Mengajar/Independent Teaching Platform*) based on the level of the educational unit. In the independent category, an educational unit adopted the Merdeka Curriculum by developing its own teaching tools. Noticeably, the teaching resources in the Merdeka Curriculum still refer to the 2013 curriculum, using the resources provided by PMM or allowing an educational unit to develop their own teaching resources.

Implementing of the Merdeka Curriculum is commonly referred to as the new learning paradigm. It ensures that the learning practices are learner-centered (Sopiansyah & Masrurroh, 2021). Through this new paradigm, learning is a cycle that begins with mapping competency standards, planning the learning process, and implementing assessments to improve learning so that students can achieve the expected competencies. In this new paradigm of learning, teachers have all the freedom in a learning process (Faiz et al., 2022), especially in formulating learning designs and assessments tailored to the students' characteristics and needs. Also, in the new paradigm of learning, the Pancasila student profile acts as a guide to all policies and reforms in the national education system, including learning and assessment.

A teacher is mainly involved in learning this new paradigm of the Merdeka Curriculum. The quality of teachers is the main factor in students' learning and welfare (Yeni Lestari et al., 2022). Teachers play a pivotal role in the world of education. A teacher is a professional who carries out his or her duties professionally by upholding the mandate and moral responsibility attached to his or her role. A teacher must be creative, innovative and committed in continue learning, especially in the ever-evolving and increasingly advanced digital era. Teachers' quality is inseparable from their performance in the learning process.

Teachers' performance in teaching has a direct influence in the improvement of students' performance in achieving the desired goals. (Husein, 2017) suggested a way to find out the level of teachers' performance based on their practices in conducting the learning process, which starts from planning, preparing classroom activities, managing and controlling the students' attitudes and supervising the students in their learning. This is in line with (Rusdiana, 2015), who stated that teachers' performance during a learning process includes planning, implementing, and assessing learning.

The shift from the 2013 curriculum to the Merdeka Curriculum has resulted in many changes in planning, implementation and assessment stages of learning. One of them is the existence of teaching modules, diagnostic assessments, student reflection and teacher reflection, all of which aim to strengthen the competence of both students and teachers (Hardanie, 2022). This change indeed pushes the teachers to continue learning and adapt to implement the new learning paradigm of the Merdeka Curriculum effectively. Before the implementation of learning, a teacher first composes a lesson plan. Planning aims to create a framework of the design of the learning process and the actual needs of the students (Chizhik & Chizhik, 2018). However, in reality, some teachers still have not been able to properly compose lesson plans, and this fact has an adverse effect on the quality of the output (Idrus, 2020).



Learning is an activity that links teachers and students in a learning process. The role of a teacher in this context is highly influential in increasing the students' motivation and interest to learn, by, among others, using strategies and variations in learning (Andrews et al., 2019). Teachers still face various obstacles in implementing learning, especially in the use of learning media due to the lack of facilities in some schools (Lestari et al., 2019). Teacher are required not only to sharpen their skills by mastering various teaching techniques but also to become creative by using various types of learning media. Assessment of the learning process can be conducted before, during and after learning to obtain information on the extent of students' comprehension (Lubis et al., 2017) as well as to identify and to figure out the obstacles experienced by students to improve learning in the future. The assessment was carried out on several aspects, namely knowledge, attitudes and skills.

One way to improve teachers' performance in the implementation of the new learning paradigm of Merdeka Curriculum is through evaluation. Through an evaluation, findings will be obtained (Reinsch et al., 2020), on teachers' performance in the implementation of the new learning paradigm of the Merdeka Curriculum, and in carrying out their professional duties educating students. Prior to evaluating teachers' performance in the implementation of the Merdeka Curriculum, it is necessary to devise an evaluation instrument design (Subando et al., 2021), in the form of an instrument of evaluation of teacher performance in the implementation of the new learning paradigm of the Merdeka Curriculum.

It is very important to design an instrument to evaluate teachers' performance. The design of teacher performance evaluation instruments has been found in many nationally accredited and internationally reputable scientific journal articles on teachers' performance evaluation instruments at the elementary, junior high, high school levels, and certified teachers. However, research on the design of teachers' performance evaluation instruments on implementing the new learning paradigm of the Merdeka Curriculum is still non-existent as evident in the result of the pre-survey of this research using the publish or perish eight application on Google Scholar. No design of teachers' performance evaluation instrument in the implementation of the new learning paradigm of the Merdeka Curriculum was found in nationally accredited and internationally reputed scientific journal articles. Therefore, a design of teachers' performance evaluation instruments in the implementation of the new learning paradigm of Merdeka Curriculum is needed.

Teachers' performance evaluation instruments in the implementation of the new learning paradigm of the Merdeka Curriculum were a novel design that might serve as a reference in conducting evaluations. Developing a design calls for the formulation of indicators that serve as benchmarks and the scale used in conducting evaluations. The formulation of indicator components in the design of teachers' performance evaluation instruments on the implementation of the new learning paradigm of the Merdeka Curriculum refers to Permendikbudristek Number 16 of 2022 concerning process standards, namely planning, implementation, and assessment of the learning process (Permendikbudristek, 2022). The measurement scale is a reference to measure research variables (Riyanto & Hatmawan, 2020). The scale used can be in the form of a Likert scale, Guttman scale, differential semantic, rating scale, or Thurstone scale (Saifuddin, 2020).

Based on the explanation above, it was necessary to design an instrument for evaluating teachers' performance in the implementation of the new learning paradigm of the Merdeka Curriculum. The instrument was designed by specifying the indicators and the form of the measurement scale. The indicator components in the design of the teachers' performance evaluation instrument in the implementation of the new learning paradigm of the Merdeka Curriculum referred to the planning, implementation and assessment of the learning

process. Afterward, the form of the measurement scale used for each of the instrument designs was determined.

Research Method

This research employed a qualitative approach with a literature study method. The research data was in the form of secondary data collected by exploring sixty-four literature references from books and articles in nationally accredited and internationally reputable scientific journals. An interactive model from Miles and Huberman, namely data reduction, data presentation, conclusion drawing/verification was used as the data analysis technique (Miles et al., 2018).

Data reduction was completed by selecting the data based on the criterion that the nationally accredited and internationally reputable books and articles were: (1) published in the last eight years at most, (2) relevant to the research-related keywords (instrument design, teacher performance evaluation, new learning paradigm, Merdeka Curriculum), (3) published in Indonesian or English. Afterward, at the data presentation stage, the selected books and articles were coded based on the title of the design of teachers' performance evaluation instruments in the implementation of the new learning paradigm of the Merdeka Curriculum. After the coding process, at the conclusion/verification stage, sixty-four book and article references in nationally accredited and internationally reputable scientific journals were selected for analysis.

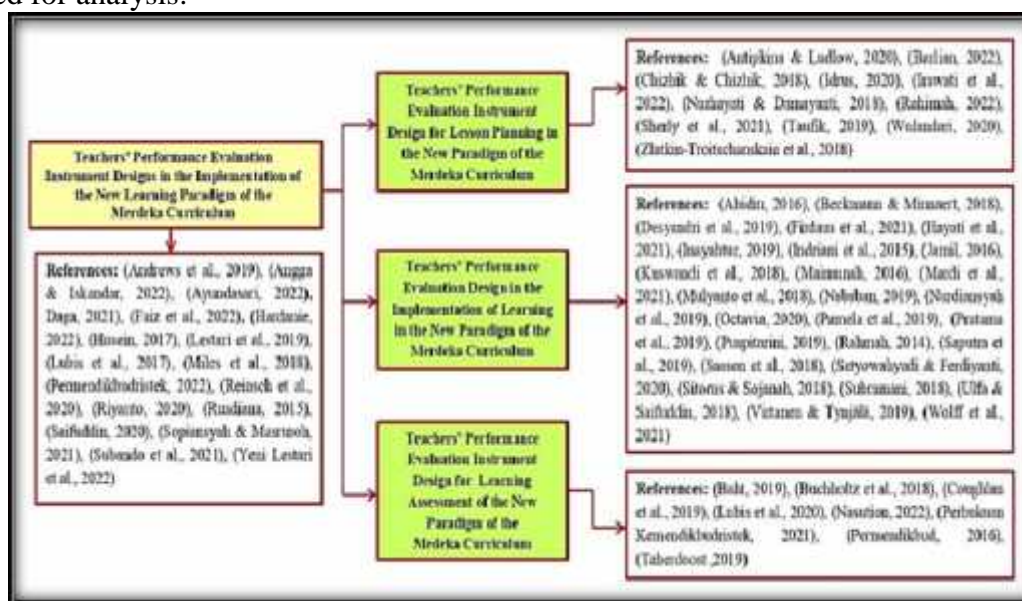


Figure 1. Data of Analyzed Book and Article References from Accredited National and International Reputable Scientific Journals

Results and Discussion

The teachers' performance evaluation instruments in the implementation of the new learning paradigm of the Merdeka Curriculum was designed by evaluating the components of teacher performance indicators in planning, implementing and assessing learning.

Teachers' Performance Evaluation Instrument Design for Lesson Planning in the New Paradigm of the Merdeka Curriculum

Teachers' performance in devising learning plans for the new paradigm of the Merdeka Curriculum was evaluated based on the learning plans they created. Lesson planning, according to Permendikbudristek Number 16 of 2022 concerning process standards,



is made in the form of a lesson plan document. The lesson plan documents prepared by teachers must be flexible (usable in any form and in accordance with the learning context), clear (documents are intelligible) and simple (documents contain important points that are in accordance with the lesson implementation) (Permendikbudristek, 2022).

The lesson plan document in the new paradigm of the Merdeka Curriculum learning is different from that in the 2013 curriculum. While the 2013 curriculum adopted lesson plan in the form of an RPP (*Rencana Pelaksanaan Pembelajaran/Learning Implementation Plan*) (Wulandari, 2020), the Merdeka Curriculum uses a teaching module (Barlian, 2022), which contains components that are more complete than RPP. The teaching modules developed must be essential, engaging, meaningful, challenging, relevant, contextual and sustainable (Perbukuan Kemendikbudristek, 2021).

In the new learning paradigm of the Merdeka Curriculum, the teaching module consist of general information and core components. The general information includes the author's name, course level/class, school name, course title, students' preliminary competence, Pancasila student profile, facilities and infrastructure, target students, number of students, time allocation, learning models, and learning methods. Before setting learning objectives, a teacher first conducts a diagnostic assessment in the form of non-cognitive diagnostic assessment to identify students' background and initial competence in an effort to determine learning based on their interests, talents, learning styles and even the daily circumstances because each student has different characteristics and backgrounds according to their own uniqueness (Taufik, 2019).

At times, there are students whose interests lie in information technology, sports, and art. Likewise, in term of learning methods, some learners are kinesthetic, *visual* and *auditory*. Parents' occupations may also range from civil servants, traders, to entrepreneurs. This is in accordance with the Merdeka Curriculum's principle of lesson planning, which should be based on students' individual differences, participation, and student-centered learning to encourage students' spirit of learning, motivation, interest, creativity, initiative, inspiration and independence. Teachers must know and understand each student's characteristics, and with students' profile the teacher is able to formulate learning objectives according to their needs.

In the new learning paradigm, the Pancasila student profile guides all policies and reforms in the Indonesian education system, including learning and assessment. (Irawati et al., 2022), (Sherly et al., 2021) proposed six dimensions for Pancasila student profile, namely (1) having faith, fearing God Almighty and having noble character, (2) displaying global diversity, (3) mutual cooperation, (4) independence, (5) critical reasoning and (6) creativity. The learning model can adopt either face-to-face or a mix of face-to-face and remote learning (blended learning).

The core components of a teaching module are phases, learning objectives, keywords, questions, learning preparation, learning activities, assessment, enrichment, remedials, student reflection and teacher reflection. The phase in the new learning paradigm of the Merdeka Curriculum conforms to the stages of student development, in which learning achievement is divided into age phases (Perbukuan Kemendikbudristek, 2021) which include:

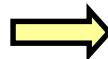
Phases Foundation	Kindergarten Preschool
Phases A	Class 1 and 2 Primary Schools or <i>Madrasah Ibtidaiyah</i>
Phases B	Class 3 and 4 Primary Schools or <i>Madrasah Ibtidaiyah</i>
Phases C	Class 5 and 6 Primary Schools or <i>Madrasah Ibtidaiyah</i>
Phases D	Class 7 – 9 Junior High Schools or <i>Madrasah Tsanawiyah</i>
Phases E	Class 10 Senior High Schools, Vocational High Schools or <i>Madrasah Aliyah</i>
Phases F	Class 11 – 12 Senior High Schools, Vocational High Schools or <i>Madrasah Aliyah</i>

Figure 2. Phases of Learning in the New Paradigm of the Merdeka Curriculum

It is important to formulate learning objectives in lesson planning, to find out where the learning is headed and to help students acquire the expected competencies. The learning objectives in Permendikbudristek Number 16 of 2022 concerning process standards are formulated by considering several variables, namely the students' characteristics, the available resources in the education unit, the competencies needed by the job market, and specific skills according to the students' needs (Permendikbudristek, 2022). The next phase is the assessment activities and student and teacher reflection. (Nurhayati & Damayanti, 2018) suggested that the reflection stage aims to find solutions to problems that arise so that further learning can be better prepared and implemented.

Based on the explanation above, teachers' performance in planning a lesson in the new paradigm of the Merdeka Curriculum is evaluated by reviewing the indicators of general information and core components of their teaching modules. The design of the teachers' performance evaluation instrument in making lesson plans for the new paradigm of the Merdeka Curriculum was carried out using a documentation review sheet on the teachers' teaching modules using a checklist instrument with the Guttman scale (Antipkina & Ludlow, 2020) in which a 'Yes' was assigned (1) and a 'No' was assigned (0). The subjects being evaluated were checked based on their compatibility with the indicators determined in the teaching module components. The design of teachers' performance instruments in making lesson plans in the new learning paradigm of the Merdeka Curriculum can be seen in the image below.

Components	Aspek	Indikator	Item No.	Total Item
Teacher's Performance in Lesson Planning in the New Learning Paradigm of the Merdeka Curriculum	Component of the Teacher's Teaching Module	1. General Information	1-12	12
		2. Core Components	13-23	11



No.	Teaching Module Indicators	Results of Teaching Module Review	
		Yes	No
General Information			
1	Author's Name		
2	School Name		
3	Course Level/Class		
4	Course Title		
5	Students' Preliminary Competence		
6	Teacher's Profile		
7	Facilities and Infrastructure		
8	Target Students		
9	Number of Students		
10	Topic Allocation		
11	Learning Model		
12	Learning Method		
Core Components			
13	Phases		
14	Learning Objectives		
15	Keywords		
16	Prompt Questions		
17	Learning Expectations		
18	Learning Activities		
19	Assessment		
20	Attachment		
21	Remarks		
22	Student Reflection		
23	Teacher Reflection		
Total			

Figure 3. Design of Teachers' Performance Evaluation Instruments in Devising Lesson Plans for the New Paradigm of the Merdeka Curriculum



Teachers' Performance Evaluation Instrument Design in the Implementation of Learning in the New Paradigm of the Merdeka Curriculum

Teachers' performance when implementing the new paradigm of the Merdeka Curriculum learning was evaluated based on their basic skills in preliminary, core and closing activities in the implementation of learning (Firdaus et al., 2021). In the new paradigm of learning, the implementation of learning is identical with a diagnostic assessment at the start of learning. The diagnostic assessment a cognitive diagnostic assessment aimed at identifying and intervening (Beckmann & Minnaert, 2018) with students' knowledge of the teaching material.

Preliminary activities usually refer to activities at the beginning of learning. A teacher must possess the skills to commence learning. The ways to open the lesson, as stated by (Rahmah, 2014), (Jamil, 2016), include the teacher: starts the lesson with greetings, starts the lesson with prayers, checks the students attendance, conducts a cognitive diagnostic assessment, raises questions related to the previous materials, relates the previous material with the current one, relates actual events to current material, motivation the students, information the students of the scope of the content, and the task for the students to complete.

Core activities involve the teacher and shape students' learning experience. This is in line with (Hayati et al., 2021) who suggested that learning must actively involves students and enriches their learning experience. In the core activities, teachers must have the skills to explain, to provide reinforcement, to use learning models, learning methods, and learning media, to manage classes, and to raise questions. The skill to explain lesson is necessary to provide information on the material being studied so as to support students in understanding the content. These skills need to be possessed by teachers so that students are not only able to understand the lesson but also involved in the learning process (Virtanen & Tynjälä, 2019). Teachers' activities when explaining the learning material, as stated by (Jamil, 2016), (Sitorus & Sojanah, 2018) include mastering the learning material, explained the material clearly, demonstrating the learning material, and using proper and correct language.

Reinforcement is a response or appreciation of the behavior of students from the behalf of the teacher which aims to encourage and motivate students in the interaction of the teaching and learning. (Nababan, 2018) said that reinforcement can provide information and feedback to the students for the actions that have been performed. As proposed by (Rahmah, 2014), (Setyowahyudi & Ferdiyanti, 2020), there are several ways to provide reinforcement, namely verbal reinforcement, reinforcement through expressions and body language, reinforcement through approaching, reinforcement using symbols or objects, and reinforcement through amusing activities.

A learning model is a framework that contains the description of learning implementation. (Octavia, 2020) maintained that a learning model is a useful guide for teachers in implementing learning. There are several types of learning models, namely discovery learning models, problem-based learning models, and project-based learning models. Any learning model used should be adjusted to the teaching materials and learning objectives. Discovery learning model is also called learning by discovery. The learning model leads students to involve them in knowledge development and problem-solving skills (Mardi et al., 2021). As proposed by (Jamil, 2016), (Desyandri et al., 2019), the discovery learning model has several stages, which include stimulation, problem identification, data collection, data processing and verification.

Problem-based learning model is a learning model that focuses on problem solving. Problem solving will nurture students' knowledge, increase their investigative skills and reasoning to a higher level (Mulyanto et al., 2018). Several stages of the problem-based



learning model were proposed by (Jamil, 2016), (Saputra et al., 2019), namely: problem orientation, learning organization, investigation, development/presentation of the problem-solving results, and problem-solving analysis/evaluation. The project-based learning model, in contrast, involves students in problem solving and nurtures their critical thinking skills in project-based learning (Sasson et al., 2018). The stages in the project based learning model, as proposed by (Abidin, 2016), (Kuswandi et al., 2018), including preparing questions, designing project plans, arranging schedules to monitor project activities, testing the results, and evaluating.

Using learning methods enable teachers to increase students' motivation and generate their enthusiasm for learning (Subramani et al., 2018). The selection of learning methods, as stated by (Ulfa & Saifuddin, 2018), should be based on: learning objectives, students' abilities/background, teachers' abilities/background, learning circumstances, and available tools or facilities. The skill in using learning media enables a teacher to make learning more engaging. Learning media can also maintain students' attention and therefore develop their motivation in learning (Puspitarini et al., 2019). Media selection criteria, as put forward by (Maimunah, 2016), (Inayahatur, 2019), include: the media relevance with learning objectives, the media support for the content, students' circumstances, teachers' skills, and media availability and costs.

Class management skills are highly critical in achieving the success of learning. Teachers must manage the class well so that learning can be carried out optimally. (Wolff et al., 2021) suggested that successful learning depends on successful classroom management. According to (Rahmah, 2014), (Pamela et al., 2019), a teacher can adopt several ways in managing a class, namely: creating and maintaining optimal learning atmosphere, showing responsiveness, attention sharing, focusing attention on groups, calling for students' responsibility and admonishing students.

Questioning is carried out during or after learning to identify the extent of students' understanding and to increase their participation (Nurdiansyah et al., 2019). The components of a questioning skill, as put forward by (Rahmah, 2014), (Indriani et al., 2015), include: clarity, thought-provoking, references, turn-taking, equal distribution, thinking time, tracking questions and increased interaction. Teachers must also possess the skill to close a lesson. The skill to end a lesson is necessary to provide an overview of the presented material. The ways to end a lesson, as stated by (Rahmah, 2014), (Jamil, 2016), include: the teacher reviews the studied lesson, the teacher evaluates the learning outcomes, the teacher and students draw conclusions, the teacher give significant assignments, and the teacher explains the plan for future learning.

Based on the explanation above, teachers' performance in implementing the new learning paradigm of the Merdeka Curriculum is noticeable in their practices when carrying out learning. A lesson begins from preliminary activities, proceeds to core activities, and ends with closing activities. A teacher must possess the skill to start the lesson for preliminary activities. In implementing the Merdeka Curriculum, a teacher can, for instance, carry out a diagnostic assessment in the form of a cognitive diagnostic assessment. During the core activities, a teacher must possess the skill to explain, to provide reinforcement, to use learning models, to use learning methods, to use learning media, to manage the class and to raise questions. During the closing activities, a teacher must possess the skill to end the lesson appropriately.

Teachers' performance evaluation in the implementation of the new learning paradigm of the Merdeka Curriculum is evaluated through an observation of their practices in learning implementation using a rubric with a 4-point Likert scale (Taherdoost, 2019). The

design of teachers' performance instrument in the implementation of the new learning paradigm of the Merdeka Curriculum can be seen in the figure below.

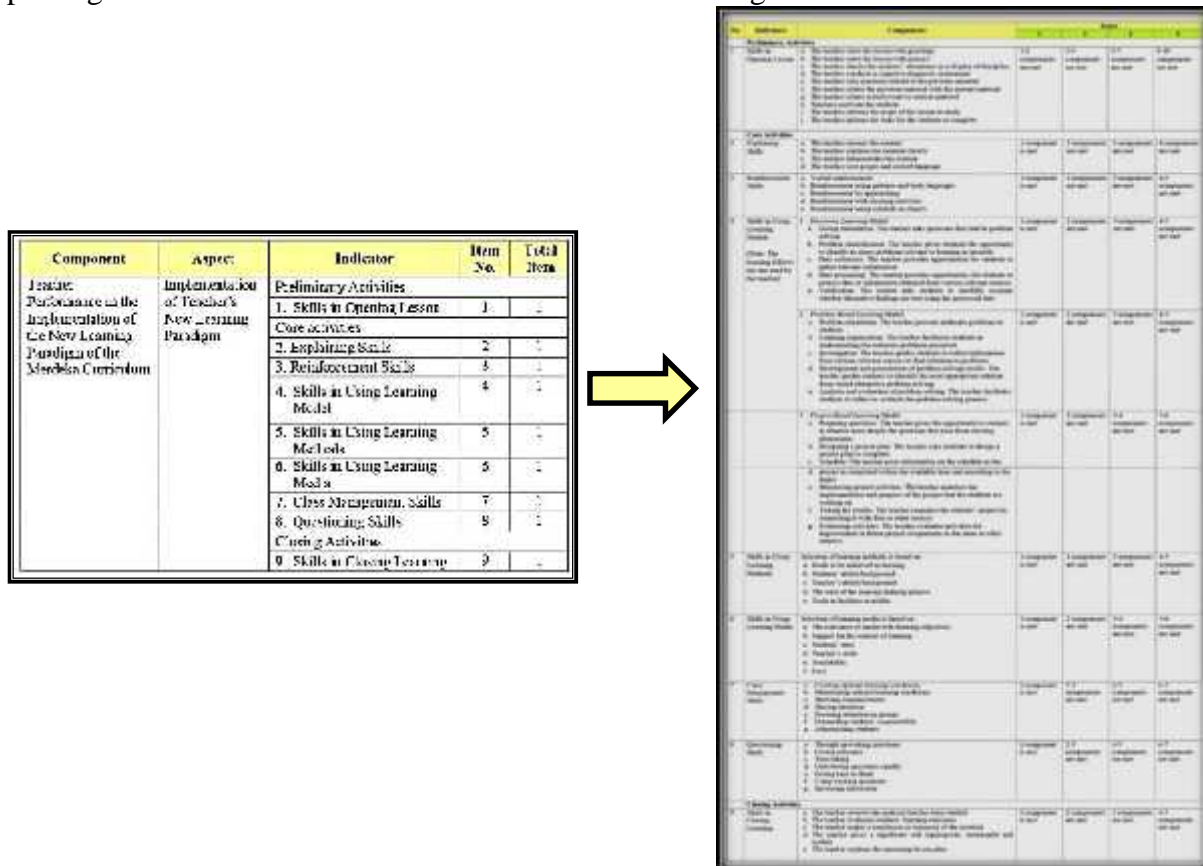


Figure 4. The Design of Teacher Performance Evaluation Instrument in the Implementation of New Learning Paradigm of the Merdeka Curriculum

Teachers' Performance Evaluation Instrument Design for Learning Assessment of the New Paradigm of the Merdeka Curriculum

Learning evaluation in the new paradigm of the Merdeka Curriculum is referred to as an "assessment", which constitutes a process of collecting data and processing information to determine the students' learning needs. Previously, the assessments conducted used to focus on the summative evaluation, which functions as the reference for learning final reports. In the new learning paradigm of the Merdeka Curriculum, teachers are expected to focus more on the formative assessment, which is aimed at continuously improving learning. One application of the formative assessment is self-assessment.

There are three types of assessments in the new learning paradigm of the Merdeka Curriculum: diagnostic, formative, and summative. Diagnostic assessments include cognitive-diagnostic assessments (Coughlan et al., 2019) and non-cognitive assessments (Zlatkin-Troitschanskaia et al., 2018), both of which aim to diagnose students' basic abilities and determine their current states (Nasution, 2022). Diagnostic assessments can be carried out at the beginning of an academic year, at the beginning of a lesson, or before the creation of independent teaching modules. The diagnostic results look at the students' strengths and weaknesses in learning (Perbukuan Kemendikbudristek, 2021).

Formative assessment is a formative evaluation that aims to measure students' progress as learning is in motion (Bhat, 2019). (Perbukuan Kemendikbudristek, 2021)

suggested that formative assessments are carried out simultaneously with the learning process, teachers use multiple assessment techniques followed directly by feedback, pay attention to the progress in the mastery of various domains, and prepare various instruments such as rubrics and checklists to record any information that occurs during learning. A summative assessment is carried out at the end of a particular teaching period (Buchholtz et al., 2018). As proposed by (Perbukuan Kemendikbudristek, 2021), a summative assessment is carried out at the end of a lesson scope and at the end of the semester using multiple assessment techniques. The results of a summative assessment can be followed up by feedback to students highlighting their strengths and weaknesses in learning.

An assessment of students' learning outcomes is not limited to theoretical outcomes but includes practical outcomes (Lubis et al., 2020). The assessment process must refer to the principles of assessment. As proposed by (Perbukuan Kemendikbudristek, 2021), an assessment is an integrated part of a learning process, designed according to its function in a fair, proportional, valid and reliable manner, containing reports on students' progress and achievements, simple as well as informative in nature. The results are used by students, teachers, education staff and parents as a reflection to improve the quality of learning. According to Permendikbud No. 23 of 2016 concerning Assessment Standards, an assessment device include such components as assessment instrument outline, assessment instruments, assessment guidelines and scoring techniques (Permendikbud, 2016).

Based on the above explanation, it can be concluded that learning evaluation in the new paradigm of the Merdeka Curriculum is conducted in the form of an assessment, which includes diagnostic assessment indicators, formative assessments, summative assessments, assessment principles and assessment tool components. The performance evaluation instrument of teachers' assessment of learning in the new learning paradigm of the Merdeka Curriculum is conducted through an observation of their practices during the assessment. The observation sheet used was in the form of rubric with a 4-point Likert scale (Taherdoost, 2019). The design of teachers' performance instrument in learning assessment in the new paradigm of the Merdeka Curriculum can be seen in the image below

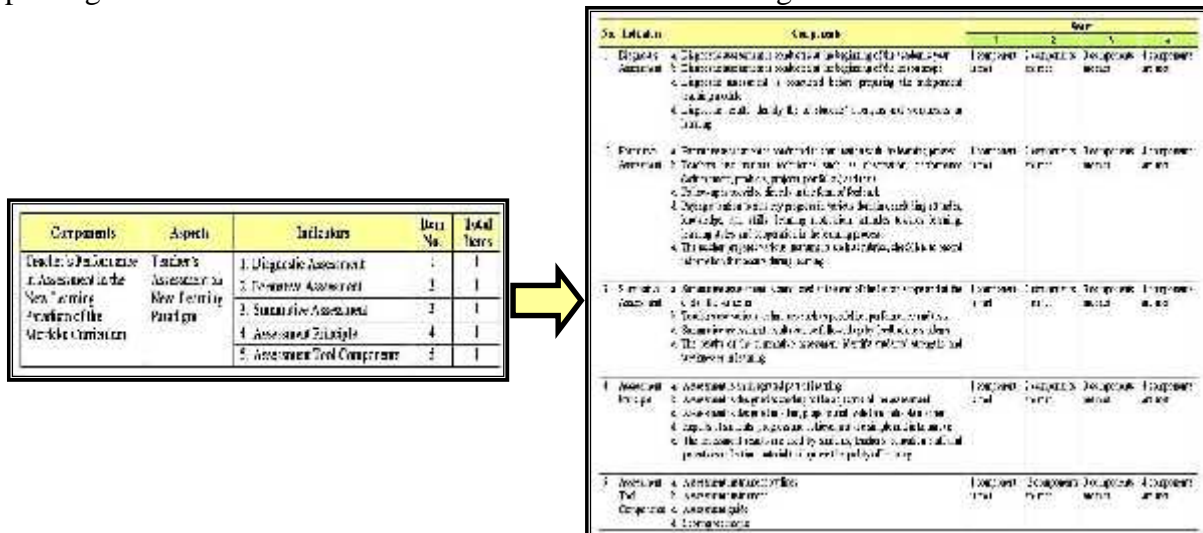


Figure 5. The Design of Teacher Performance Evaluation Instrument in Learning Assessment in the New Paradigm of the Merdeka Curriculum

The evaluation of teachers' performance in the new learning paradigm of the Merdeka Curriculum takes into account planning, implementation and assessment of learning. Lesson planning in the new learning paradigm of the Merdeka Curriculum is evaluated based on the



comprehensiveness of a teacher's components in the teaching modules (Rahimah, 2022). The teaching module must contain indicators of general information and core components (Perbukuan Kemendikbudristek, 2021). General information includes the author's name, course level, school name, course title, students' preliminary competence, Pancasila student profile, facilities and infrastructure, target students, number of students, time allocation, learning models, and learning methods. The core components include phases, learning objectives, keywords, prompt questions, learning preparation, learning activities, assessment, enrichment, remedials, student reflection and teacher reflection. Before setting learning objectives, a teacher must first conduct a non-cognitive diagnostic assessment to identify students' background and preliminary competencies to enable them to learn according to their interests, talents, learning styles and daily circumstances.

The implementation of the new learning paradigm of the Merdeka Curriculum is evaluated based on the teachers' learning practices, using the indicators of the teachers' skills (Pratama et al., 2019) in preliminary, core and closing activities. In preliminary activities, a teacher must possess the skill to commence learning and to carry out a cognitive diagnostic assessment (Coughlan et al., 2019) to identify students' knowledge and the appropriate teaching material. In the core activity, a teacher must possess the skill to explain, provide reinforcement, use learning models, use learning methods, use learning media, manage classes, and raise questions. Additionally, in the closing activity, a teacher must possess the skill to end the lesson appropriately.

The evaluation of the learning process in the new paradigm of the Merdeka Curriculum is referred to as an assessment. There are three types of assessments, namely: (1) diagnostic assessment, which includes cognitive and non-cognitive diagnostic assessments, (2) formative assessment, conducted as learning is in progress, and (3) summative assessment, carried out at the end of a particular teaching period. Assessment principles are inseparable components of an assessment. They include assessment instrument outlines, assessment instruments, assessment guidelines and scoring techniques (Permendikbud, 2016). Therefore, learning assessment indicators include diagnostic, formative, summative, and assessment principles and components.

A documentation review of the teaching module using a checklist sheet with a Guttman scale, in which a 'Yes' was assigned (1) and a 'No' was assigned (0), was used as the instrument in lesson planning evaluation. An observation sheet in the form of a rubric with a 4-point Likert scale was used as the instrument in learning implementation evaluation. Meanwhile, the learning assessment instrument was also evaluated using an observation sheet in the form of a rubric with a 4-point Likert scale.

Conclusion

It can be concluded from the results of this study that the evaluation of teachers' performance in the new learning paradigm of the Merdeka Curriculum takes teachers' planning, implementation and assessment of learning into account. Teachers' planning of the learning in the new paradigm of the Merdeka Curriculum is evaluated through the review of the teaching modules using indicators of general information and core components. The general information indicators include author's name, course level/class, school name, course title, students' preliminary competence, profile of Pancasila students, facilities and infrastructure, target students, number of students, time allocation, learning models, and learning methods. The core component indicators include phases, learning objectives, keywords, prompt questions, learning preparation, learning activities, assessment,



enrichment, remedials, student reflection and teacher reflection. The instrument utilized is a documentation review using a checklist sheet with a Guttman scale.

Teachers' classroom activities in the new learning paradigm of the Merdeka Curriculum consists of preliminary, core, and closing activities. A teacher must possess the skills to start the lesson in the preliminary activities. Among the practices the teacher can perform in the implementation of the Merdeka Curriculum is carrying out a diagnostic assessment in the form of a cognitive diagnostic assessment. In the core activities, a teacher must possess the skills to explain, to provide reinforcement, to use learning models, to use learning methods, to use learning media, to manage classes and to raise questions. In closing activities, a teacher must possess the skill to close the lesson. An observation sheet in the form of a rubric with a 4-point Likert scale is used as the instrument. The evaluation of the learning in the new paradigm of the Merdeka Curriculum is referred to as an assessment. An assessment includes diagnostic, formative, summative, assessment principles, and assessment tool components. An observation sheet in the form of a rubric with a 4-point Likert scale is used as the instrument.

Recommendation

Based on the results of this study, the following recommendations are proposed; (1) policy-makers should use the results of this study as a reference in preparing teachers' performance evaluation instruments on the implementation of the new learning paradigm, (2) school principals should evaluate teachers' performance in the implementation of new learning paradigm in order to improve the quality of teachers' performance and identify the obstacles faced by teachers in learning. (3) teachers, with these instrument designs, should be able to improve their performance in the implementation of the new learning paradigm of the Merdeka Curriculum in terms of planning, implementation and assessment of learning, and (4) further research should focus on testing the design of these instruments for their validity and reliability so that they can be employed in evaluating teachers' performance in the implementation of the new learning paradigm of the Merdeka Curriculum.

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