

Research Article

The Relationship between Diagnostic Assessment and Student Motivation Aspects in the Merdeka curriculum

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Corresponding Author: fikri4.rifin@gmail.com**Abstract**

This research has the purpose of describing the relationship between student motivation in diagnostic assessment in the independent curriculum. This research uses a descriptive qualitative method by collecting library data, reading and recording and processing research materials. The approach is intended to describe the objective conditions of the variables studied without any treatment of these variables. the results of this study that diagnostic assessment is closely related to student interest and motivation. Assessments that take into account variations in students' learning styles, interests and backgrounds can create an inclusive evaluation environment and motivate students to actively engage in the learning process. Thus, relevant learning contexts can be the key to increasing student motivation during diagnostic assessments under Merdeka Curriculum. Based on the research findings, it is recommended to align students' interests and motivation when formulating diagnostic assessments.

Keywords: merdeka curriculum, assesment diagnostic, students motivation, evaluation

INTRODUCTION

Education is a process of influencing someone in order to cause better changes in adjusting to people's lives, which can be used as a benchmark for the progress of a nation, which is seen from the quality of education. The progress of a nation is marked by the advancement of opportunities to obtain broad and quality education for the



community. Education is a major pillar in the development of a country, playing a crucial role in shaping the character and quality of human resources.

To achieve this goal, curriculum development becomes a very strategic thing. The curriculum serves as a guide for the learning process by describing the vision, values, and competencies desired to be achieved by learners. In the midst of the dynamic development of society, economy and technology that is increasingly rapid and the demand for an education system that is more relevant to the times, a new curriculum was prepared that perfected the previous curriculum, namely the independent curriculum.

One of the innovative efforts of curriculum development in Indonesia is the introduction of the Merdeka Curriculum, an approach that promotes freedom, flexibility, and empowerment in learning. The Merdeka curriculum offers a new paradigm, emphasizing the development of character, skills, and deep understanding, which is in accordance with the spirit of independence and freedom of learning. With a focus on empowering students to take an active role in the learning process, Curriculum Merdeka provides a significant impetus to curriculum development that is relevant to the needs of the times.

Curriculum research and development is a critical step in ensuring the success of the education system, and the Merdeka Curriculum is a new challenge and opportunity in directing that direction. A deep understanding of the needs, demands, and aspirations of society and industry remains a solid basis for designing an appropriate curriculum, while utilizing the innovative principles of Curriculum Merdeka.

This article aims to review the research system available in the independent curriculum, namely diagnostic assessment. Diagnostic assessment is one of the evaluation components that is no less important in the Independent Curriculum. This assessment aims to determine students' initial competencies and design learning according to student needs. Diagnostic assessment can be done in various ways, one of which is through tests

At the time of diagnostic assessment tests, student motivation can be a factor influencing test results. Motivated students are more eager to take the test and strive to give the best results. Conversely, students who are not motivated will tend to be less eager to take the test and not strive to give the best results. Student motivation can be influenced by various factors, such as internal factors and external factors. Internal factors include students' interests, goals, and beliefs. External factors include the learning environment and support from parents. In diagnostic assessment, aspects of student motivation need to be considered. Teachers need to create a conducive learning environment and provide support to students to increase their learning motivation. Teachers also need to explain to students the importance of diagnostic assessment and its benefits for learning.

METHOD

The research method used is the description method by collecting library data, reading and recording and processing research materials. This study uses a qualitative approach that is intended to describe the objective conditions of the variables studied without doing any treatment of these variables.

RESULT AND DISCUSSION

Independent Curriculum Diagnostic Assessment

Diagnostic assessment is an assessment carried out specifically to diagnose/identify students' skills, strengths, and weaknesses, so that learning can be adjusted based on students' initial skills and conditions. (Baruta, 2023). In the independent curriculum, one of the assessments that characterizes it is the implementation of diagnostic assessments in addition to the two assessments discussed above. Diagnostic assessment is defined as an assessment carried out specifically to identify the competencies, strengths and weaknesses of students, so that learning can be designed according to the competencies and conditions of students (Basic, 2020).

Diagnostic assessment is actually used to find the strengths and weaknesses of students in learning activities (Arifin et al., 2018; Salma et al., 2016). The results

of diagnostic assessment can be used by educators as a basis (entry point) in planning learning activities according to the characteristics and learning needs of students. In certain conditions, information related to family background, school readiness, learning motivation, student interests, can be used as consideration in planning learning (Sufyadi et al., 2021).

Diagnostic assessment is divided into two, namely cognitive and non-cognitive assessments (Basic, 2020; Nasution, 2022). The objectives of cognitive diagnostic assessment are: (1). Identify student competency achievements, (2). Adjust classroom learning to the average competence of students, (3). Provide remedial classes or additional lessons to students whose competence is below average.

From this explanation, it can be understood that cognitive diagnostic assessment intends to get a complete picture related to the condition of student learning readiness in cognitive aspects. So that educators can carry out learning activities in accordance with the competencies and characteristics of students and can apply various necessary adaptations (Warasini, 2021). While non-cognitive diagnostic assessment aims: (1). Knowing the psychological and social emotional well-being of students (2). Knowing activities while studying at home, (3). Knowing the condition of the student's family, (4). Knowing the social background of students, (5). Know the learning style, character and interests of students.

Diagnostic assessment adheres to the principles of: 1). Diagnosis is the process of making decisions about individuals or groups of students in achieving their learning objectives, 2). Diagnosis is carried out thoroughly and balanced by paying attention to the factors that cause learning difficulties in students, 3). Diagnosis and remedial go hand in hand, because the effectiveness of the teaching and learning process, depends on the level of mastery of students over what has been learned.

Certain aspects play a crucial role in shaping student motivation during the assessment process. First, the relevance of the material becomes the main factor. Students tend to be more motivated if they are aware of the interconnectedness of

the material tested with everyday life or with their learning objectives. Therefore, diagnostic assessments designed to reflect real-life contexts can increase students' intrinsic motivation. In addition, previous experience also has a significant effect. Students who feel successful or have had positive experiences in previous assessments tend to be more motivated to participate and achieve success in subsequent assessments. Therefore, it is important for educators to take into account students' previous experience in designing and implementing diagnostic assessments. Learning contexts that pay attention to student interests and needs have a major impact on student motivation during diagnostic assessments. Assessments that are closely related to relevant learning contexts for students can increase student engagement. For example, the use of case studies or projects directly related to students' lives can spark their interest and motivation to face the assessment enthusiastically.

In the context of the Independent Curriculum which emphasizes student-centered learning, it is important to align diagnostic assessments with student needs and interests. Assessments that take into account variations in student learning styles, interests, and backgrounds can create an inclusive evaluation environment and motivate students to be actively involved in the learning process. Thus, relevant learning contexts can be key to increasing student motivation during diagnostic assessments under the Merdeka Curriculum.

Student Motivation

Motivation is the reason why individuals do something deed or work. Motivation from English words is motivation. The original word motive that has been used in Malay is the word motive that perceives the goal or any effort to encourage someone to do something to achieve the goal, with this goal being the main driving force for someone in trying to get or achieve what is desired both positively and negatively. (Octavia, 2020).

This is in line with the benefits of learning motivation. As stated by experts that the benefits of motivation in learning are, providing encouragement to students to study diligently and overcome learning difficulties, directing student activities to a certain goal related to the future and goals and helping students to find the right learning method in achieving the desired learning goals (Hakim, 2000).

Learning motivation is the internal force that drives a person to learn and achieve learning goals. It involves an individual's drive, desire, interest and determination to achieve high academic achievement. Learning motivation can affect a person's success rate in learning and achieving good results. This is what drives students to take action and achieve goals in school. Motivation can be internal, such as the desire to rank in class or external, such as reward or punishment.

From some of the above understandings it can be concluded that learning motivation is the drive in a person or individual to learn as well as the desire of students who seek new knowledge, achieve achievements in lessons, and become better in the things being learned. Learning motivation helps students stay focused, persistent, and excited in the learning process.

Certain aspects play a crucial role in shaping student motivation during the assessment process. The relevance of learning materials and media is the main factor. Students tend to be more motivated if they are aware of the interconnectedness of the material tested with everyday life or with their learning objectives. Therefore, diagnostic assessments designed to reflect real-life contexts can enhance students' internal motivation.

As already mentioned that the term motivation can be interpreted as the driving force that exists within a person to carry out certain activities in order to achieve a goal. According to Mc. Donald, motivation is a change in energy in a person characterized by the emergence of "feeling" and preceded by a response to the existence of a goal. From the understanding put forward by Mc. Donald, it contains three main elements / characteristics in motivation, namely motivation that initiates energy changes, characterized by feeling, and stimulated because of

goals (Sutikno, 2013). The changes in attitude that occur are part of the results of the stimuli given.

Therefore, student motivation in the Curriculum Merdeka diagnostic assessment is influenced by a number of key factors. First, the relevance of the material becomes the main point, where students are more motivated if they can see a direct relationship between the material tested with their daily life or learning goals. Previous experience also plays a role, where students who achieved success earlier tend to be more motivated.

CONCLUSION

Diagnostic assessment in the Independent Curriculum is important to understand, which is that learning does not only lie in the relevance of the material, but also in the suitability of the assessment to the interests and needs of students. Diagnostic assessments directly related to relevant learning contexts can enhance student engagement, while adjustments to students' learning styles, interests, and backgrounds support the creation of inclusive evaluation environments. Therefore, the integration of the right learning context supports the assessment process and effective learning in the Independent Curriculum learning.

In the context of Curriculum Merdeka learning that emphasizes student-centered learning, it is important to align diagnostic assessments with student interests and motivations. Assessments that take into account variations in student learning styles, interests, and backgrounds can create an inclusive evaluation environment and motivate students to be actively involved in the learning process. Thus, relevant learning contexts can be key to increasing student motivation during diagnostic assessments under the Merdeka Curriculum.

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