

## ABSTRAK

### PENERAPAN PENILAIAN DIAGNOSTIK, FORMATIF DAN SUMATIF KURIKULUM MERDEKA DI SMK NEGERI 1 DEPOK

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Penelitian ini bertujuan untuk mendeskripsikan penerapan penilaian diagnostik, formatif dan sumatif kurikulum merdeka pada mata pelajaran akuntansi kelas X Jurusan Akuntansi SMK Negeri 1 Depok.

Penelitian ini menggunakan metode kualitatif yang bersifat deskriptif yang dilaksanakan pada bulan Maret-Juni 2023. Subjek penelitian ini adalah guru kelas X yang mengampu mata pelajaran akuntansi dan siswa kelas X Jurusan Akuntansi SMK Negeri 1 Depok. Data dikumpulkan dengan teknik wawancara, observasi dan dokumentasi. Teknik analisis data yang digunakan dalam penelitian ini yaitu: (1) reduksi data, (2) penyajian data, (3) penarikan kesimpulan/verifikasi. Sedangkan uji keabsahan data dilakukan dengan teknik triangulasi.

Hasil penelitian menunjukkan bahwa: (1) Penerapan penilaian diagnostik dilakukan dengan dua bentuk yaitu diagnostik kognitif dan non kognitif. Penilaian diagnostik kognitif dilakukan pada awal tahun ajaran dan awal lingkup materi baru. Sementara itu, penilaian diagnostik non kognitif dilakukan dengan mendiagnostik siswa melalui pertanyaan pribadi seperti bertanya cara siswa menuju sekolah, model pembelajaran yang disukai siswa, dan dilanjutkan dengan pertanyaan terkait materi yang diajarkan. (2) Penerapan penilaian formatif yang dilakukan yaitu ulangan harian, *post test* lisan, dan refleksi. Penilaian formatif dijadikan umpan balik bagi pendidik dan peserta didik untuk memperbaiki proses pembelajaran. (3) Penerapan penilaian sumatif dilakukan pada akhir proses pembelajaran. Penilaian sumatif yang dilakukan berupa penilaian akhir semester, akhir tahun ajaran atau akhir jenjang. Hasil akhir dari penilaian ini yaitu laporan hasil belajar (rapor) yang berisikan hasil pencapaian pembelajaran serta informasi pertumbuhan dan perkembangan siswa sebagai dasar penentuan kenaikan kelas dari satuan pendidikan.

**Kata kunci:** Kurikulum Merdeka, penilaian diagnostik, penilaian formatif, penilaian sumatif

**ABSTRACT**

***THE APPLICATIONS OF DIAGNOSTIC, FORMATIVE AND SUMMATIVE ASSESSMENTS OF THE MERDEKA CURRICULUM AT SMK NEGERI 1 DEPOK***

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*This study aimed to describe the applications of diagnostic, formative and summative assessments of The Merdeka curriculum in accounting subject at class X of SMK Negeri 1 Depok.*

*The research method used was descriptive qualitative, which was conducted from March to June 2023. The research subjects were class X teachers who taught Accounting subject and class X students majoring in Accounting. The data were collected by means of interview, observation and documentation techniques. The data analysis techniques used in this study were: (1) data reduction, (2) data presentation, (3) conclusion/verification. Furthermore, the validity testing was done by using triangulation technique.*

*The results of the study showed that: (1) The diagnostic assessment was applied in two forms, namely cognitive and non-cognitive diagnostics. Cognitive diagnostic assessments were conducted at the beginning of a school year and at the beginning of new content scopes. Meanwhile, non-cognitive diagnostic assessments were carried out by diagnosing students through personal questions, such as how students went to school, what kind of learning model they liked, and then questions related to the materials being taught, (2) The formative assessment was applied in the form of daily tests, oral post tests, and reflections. Formative assessment was used as feedback for educators and students to improve the learning process, (3) The summative assessment was applied at the end of a learning process. Summative assessments which were employed comprised the assessments done at the end of a semester, at the end of a school year or at the end of a school level. The outcome of the assessment was a report on students' learning achievements (students' annual report) which covered learning results as well as information on students' growth and development as the bases for determining whether they passed the designated level.*

**Keywords:** *The Merdeka curriculum, diagnostic assessment, formative assessment, summative assessment*