

Implementation of Teacher's Duties in the Implementation of the Independent Curriculum at the State Vocational School of Padang City

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ABSTRACT

This research is motivated by the problem that the implementation of teacher's duties is still not optimal in the implementation of the independent curriculum at the State Vocational School in Padang city. This study aims to obtain information and describe the implementation of teacher's duties in the implementation of the independent curriculum which is seen from several aspects including learning planning, learning implementation, assessment, processing of assessment results, reporting of learning outcomes, as well as reflection and follow-up of learning and assessment. This type of research is quantitative descriptive research. The population of this study is all teachers of Padang City State Vocational School with civil servant status totaling 635 teachers. The sample taken in this study was 112 civil servant teachers who were determined by *the proportional stratified Random Sampling* technique. The instrument in this study uses a Likert scale model questionnaire with five answer options that have been tested for validity and reliability. The data was processed using the mean formula. The results of this study stated that the Implementation of Teacher Duties in the Implementation of the Independent Curriculum at the State Vocational School of Padang City with an average score of 4.44 was in the good category. This shows that the implementation of teacher's duties in the implementation of the independent curriculum at the State Vocational School in Padang City is good.

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1. INTRODUCTION

Education is an educational activity carried out by a teacher to students, expected to be able to provide good examples, learning, direction, and improvement of ethics and morals, as well as explore the knowledge of each individual. Law No. 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning and learning atmosphere so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves and society.

In the context of education in schools, teachers play an important role in helping educational units achieve their goals, therefore teachers are required to be able to carry out their duties in the learning process by utilizing their skills and abilities professionally. The role of teachers is very much needed here in everything related to the growth of students, both in the school environment and in the community. Ultimately no matter how much of the curriculum is designed, the success of students depends heavily on the teacher's responsibility to complete his or her tasks especially in the learning process. In the book entitled *School Dynamics and Classroom Dynamics*, Kamarudin Haji Husin quoted

by Ahmad Sopian (2016) explained that teachers play a role in various aspects, namely as educators, teachers, facilitators, supervisors, servants, designers, managers, innovators, and assessors.

Learning activities are the core of the educational process, and will greatly determine the achievement of learning goals. In teaching and learning activities, teachers play a very important role. Teachers have the task and responsibility to plan and carry out the process of teaching and learning activities, including mastering the subjects and creating the right teaching methods to make it easier for students to understand the learning materials delivered. On the other hand, a teacher must also be able to handle student problems carefully and appropriately, or in other words, teachers must be smart and skilled in learning activities and in educating student behavior.

Based on the author's observations during the educational field practice (PLK) at State Vocational School 9 Padang for approximately 6 months starting from July 11, 2023 to December 23, 2023, there are several phenomena that the author encountered related to the implementation of teacher's duties in the implementation of the independent curriculum in the aspect of learning management, including: 1) There are still teachers who have a low understanding in designing learning, as seen in the development of learning tools where there are still some teachers who cannot understand CP well, cannot compile TP (learning objectives), cannot prepare ATP (Learning Objectives Flow), and have difficulty developing teaching modules, 2) Some teachers are still not creative and innovative in developing learning methods that are interesting and in accordance with the characteristics of their students so that the learning atmosphere is more enjoyable. This can be seen in the implementation of learning, where most teachers still use the lecture method. Teachers only deliver learning materials without providing exercises to test students' understanding and do not provide guidance to students who have difficulty understanding learning materials, 3) Limitations of teacher's understanding of subject matter with relevant knowledge. This can be seen from some teachers who teach less in accordance with their expertise. In addition, teachers also do not understand the material being taught so they focus on books/teaching materials, 4) There are still teachers who do not understand the implementation of assessments according to the Learning and Assessment Guide book published by the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education and Culture. It can be seen that at the end of each teacher's teaching material there are still those who do not carry out formative assessments, and some of the tasks collected by students are not checked and not given direct assessments, 5) Teachers are still lacking in reflecting as stated in the guidebook so that teachers do not know in detail what needs to be followed up in the future.

Based on the phenomenon of the above problems, this study generally aims to obtain information and describe the Implementation of Teacher's Duties in the Implementation of the Independent Curriculum at State Vocational School Padang City in the following aspects:

1. Learning planning
2. Learning implementation
3. Assessment
4. Processing of assessment results
5. Reporting of learning outcomes
6. Reflection and follow-up of learning and assessment

2. METHOD, DATA, ANALYSIS

This type of research uses a quantitative descriptive research method, which is a research method used by collecting data using research instruments, data analysis is quantitative or statistical, and only to find out independent variables without making comparisons so that in this study there is no need for hypothesis formulation. This study describes the Implementation of Teacher Duties in the Implementation of the Independent Curriculum at State Vocational School Padang City by using data in the form of numbers and their interpretation based on applicable parameters.

The research instrument used was a Likert scale model questionnaire with five answer choices. This validity and reliability test was carried out using the SPSS version 29 tool. The results of this validity and reliability test show that the Implementation of Teacher Duties in the Implementation of the Independent Curriculum is valid and reliable. The validity test of the questionnaire on the implementation

of teacher's duties in the implementation of the independent curriculum conducted with SPSS version 29 showed that out of 45 questions, 40 items were declared valid, and 5 questions were declared invalid which were subsequently deleted. The reliability test of this questionnaire shows that this research instrument is very reliable, with the coefficient of reliability calculated far exceeding the crisis value, so it can be relied on in research.

The research data was processed with SPSS version 29 including data verification, data grouping and tabulation, and making a distribution of score frequencies on each item then then calculating the mean with the highest score multiplied by 100% using the classification of the assessment category scale.

3. RESULT AND DISCUSSION

Result

The results of the research on the Implementation of Teacher Duties in the Implementation of the Independent Curriculum at State Vocational School Padang City are seen from 6 aspects, namely: 1) Learning Planning, 2) Learning Implementation, 3) Assessment, 4) Assessment Result Processing, 5) Learning Outcome Reporting, and 6) Reflection and Follow-up of Learning and Assessment. The following is a recapitulation of the results of data processing on the Implementation of Teacher Duties in the Implementation of the Independent Curriculum at State Vocational School Padang City can be seen in the table below:

Table 1. Recapitulation of the Average Score of the Implementation of Teacher's Duties in the Implementation of the Independent Curriculum at the State Vocational School of Padang City

No.	Indicator	Score Average	Category
1.	Learning Planning	4,63	Excellent
2.	Learning Implementation	4,55	Good
3.	Assessment	4,46	Good
4.	Processing of Assessment Results	4,29	Good
5.	Learning Outcome Reporting	4,44	Good
6.	Reflection and Follow-up Learning and Assessment	4,29	Good
Overall Average		4,44	Good

Based on the recapitulation of the average score of each indicator in the implementation of teacher's duties in the implementation of the independent curriculum at the State Vocational School in Padang city, it can be seen in the table above with the highest average score of 4.63 with a very good category, namely learning planning. Meanwhile, the lowest average score is 4.29 with a good category, namely reflection and follow-up of learning and assessment. Overall, the average score of the implementation of teacher's duties in the implementation of the independent curriculum at the State Vocational School in Padang city is 4.44 with the good category

Discussion

The discussion of the results in this study is described based on 6 (six) research indicators including learning planning, learning implementation, assessment, assessment result processing, learning outcome reporting, as well as reflection and follow-up of learning and assessment. The following is a description of the discussion of the research results:

The data from the research related to the implementation of teacher's duties in planning learning obtained an average score of 4.63 in the very good category. This illustrates that the implementation of teacher's duties from the aspect of learning planning is in the very good category. The highest score from the aspect of learning planning is found in the item "learning objectives refer to learning outcomes" with an average score of 4.89 in the very good category and the lowest score is in the item "compiling a flow of learning objectives in collaboration with other teachers who teach in the same phase" with an average score of 4.16 in the good category. Some of the factors that cause this are that teachers lack effective communication channels to discuss various ideas, resulting in inhibited collaboration. The busy and different schedule of each teacher certainly also prevents teachers from being able to meet and exchange ideas with each other. In addition, there is a different understanding of learning objectives and

teaching methods can cause difficulties in compiling a consistent flow of learning objectives. In addition, another thing that also affects this is that without the support of the leadership, of course, collaboration between teachers receives less attention so it is difficult to implement. Efforts that can be made to overcome this can be by holding regular meetings to discuss teaching methods, challenges faced, and sharing experiences. In addition, through this regular meeting, of course, it can help teachers learn from each other and find solutions together, including exchanging ideas to develop a flow of learning objectives (ATP) for teachers who teach in the same phase. Teachers have a very important role both in curriculum development and in its implementation. Azis (2014) stated that teachers have the ability to prepare lesson plans and the ability to carry out interactions or learning activities. Therefore, teachers can collaborate in organizing and arranging materials, textbooks, and learning content. According to Alsubaie (2016), the involvement of teachers in the curriculum development process is very necessary to align the content of the curriculum with the needs of students in the classroom. Arifin and Lestari (2023), stated that collaboration between teachers can increase the effectiveness of the preparation of learning objectives because through this collaboration, teachers can share strategies and ideas in improving the quality of learning in the classroom. In addition, Hidayat (2023) in his research entitled "Evaluation of Teacher Collaboration in Curriculum Preparation" showed the results that good collaboration between teachers will increase teaching consistency and student learning outcomes.

The data from the research results related to the implementation of teacher's duties in carrying out learning obtained an average score from the learning implementation indicator, which is 4.55 in the good category. This illustrates that the implementation of teacher's duties from the aspect of learning implementation is in the good category. The highest score from the aspect of learning implementation is found in the item "providing learning motivation to students" with an average score of 4.65 in the very good category and the lowest score is in the item "asking students to conclude the material that has been learned" with an average score of 4.36 in the good category. The cause of the low implementation of learning in the aspect of asking students to conclude the material that has been learned, this can be caused by the teacher's inability to divide the time during the learning so that the teacher has limited time at the end of the lesson to ask the student to conclude. In addition, the lack of active participation from the students themselves certainly affects this. Students who do not listen and understand the material they are learning will certainly have difficulty in concluding the learning material. The ability of students to conclude learning materials is highly dependent on the level of understanding of students. Cahya (2017) revealed that a person who has concentration in learning is able to absorb more information than a person who does not concentrate. This concentration of learning can be seen in the focus of views, attention, and responses given. Teachers are required to be able to deliver material in an interesting, creative, innovative, fun manner and accompanied by a variety of methods. What teachers can do so that students are more concentrated and understand and actively involved in concluding learning materials by dividing the time for learning and applying it effectively and efficiently so that at the end of learning teachers still have time to conclude learning materials with students. Teachers in the learning process in the classroom play an important role, especially in helping students to build a positive attitude, arouse curiosity, encourage independence and accuracy of intellectual logic, and create conditions for success in learning, (Ilyas, 2010). According to Santoso and Putri (2023), students who are involved in active learning have better inference skills compared to traditional methods. Asking students to conclude the subject matter can be done through various active and collaborative learning strategies. Varied approaches can improve students' understanding and ability to deduce the information they have learned.

The results of the research related to the implementation of teacher duties in the assessment obtained an average score of 4.46 in the good category. This illustrates that the implementation of teacher's duties from the aspect of learning assessment is in the good category. The highest score from the aspect of learning assessment is found in the item "summative assessment to determine the achievement of student learning outcomes in the overall learning during one semester" with an average score of 4.61 in the very good category and the lowest score in the item "assessment at the beginning and during the learning process" with an average score of 4.35 in the good category. Teachers do not do assessments at the beginning and during the learning process can be caused by some teachers who do not understand the procedures and principles of assessment, so that they have difficulty in carrying out assessments effectively. This includes a lack of understanding of the assessment techniques that should be used and how to develop the right assessment instruments. Teachers still do not focus on the essence of the assessment results in learning according to the needs of students during the learning process. In fact, it only considers the assessment process as a formality. In fact, assessment is one of the factors that can affect the quality of learning outcomes (Apipah & Kartono, 2017). Limited time is also the main obstacle for teachers in conducting assessments. Teachers feel that they do not have enough time to plan and carry out the assessment thoroughly, so they tend to skip this stage,

Suwandani, et al. (2020). In addition, some students may face learning difficulties or lack of basic understanding, resulting in assessment results that do not accurately reflect their abilities. This can make teachers hesitate to conduct regular assessments. Efforts can be made to overcome this by holding training that can improve the quality of teachers as educators. The right situation for holding this training before entering the new school year. Nurjanah (2021) stated that assessment is a formal effort in determining the status of students related to educational interests. The existence of assessments can help educators to obtain information about competencies, progress and weaknesses in the student learning process and can be used as a reference in planning learning according to the needs of students. In a study conducted by Hendro Yulius, et al. (2023) with the title "Improving Teacher Competence Through Training on the Use of Diagnostic Assessments to Optimize Learning", it was stated that efforts to overcome the problem of teachers who lack assessments at the beginning and during the learning process are by holding training. This Assessment Training is expected to be a problem solver in optimizing the learning process so that teachers are able to map the abilities of students according to their level of ability and it is hoped that teachers can use the results of the assessment as (1) a source of information for teachers and students (2) follow up as an improvement in the learning process so that they can carry out a quality learning process (3) plan effective and efficient teaching (4) be able to identify students who require additional tutoring in certain subjects (Curriculum Standards and Education Assessment Agency, 2021). In a study conducted by Wibowo and Sari (2023) entitled *The Role of Assessment at the Beginning and During Mathematics Learning*, it was shown that assessments carried out continuously helped students understand concepts better and allowed teachers to adjust teaching strategies. In addition, research conducted by Prasetyo and Lestari (2023) shows that students who are given assessments at the beginning of learning show increased understanding and better learning outcomes. Therefore, the implementation of assessments at the beginning and during the learning process is important to improve the effectiveness of teaching and student learning outcomes. Assessments that are carried out regularly and systematically provide useful feedback for teachers and students.

The results of research related to the implementation of teacher's duties in processing the results of the assessment obtained an average score of 4.29 in the good category. This illustrates that the implementation of teacher's duties from the aspect of processing assessment results is in the good category. The highest score from the aspect of processing assessment results is found in the item "assessment in accordance with the assessment criteria given" with an average score of 4.42 in the good category and the lowest score is in the item "assessment results in the form of narrative (qualitative)" with an average score of 4.12 in the good category. The reason for the low number of teachers compiling assessment results in the form of narratives can be caused by teachers being more accustomed to using assessments with numbers (quantitative) so that they do not appreciate the importance of qualitative assessments, limited time to reflect and compile assessment results in the form of quality narratives, besides that this can also be caused by some teachers experiencing difficulties in formulating sentences and choosing the right words to convey the results of the assessment clear and informative. Processing the results of the assessment (report card on the independent curriculum) in the form of numbers (quantitative) is based only on the results of summative assessments. Efforts can be made by making assessment sentence templates that are adjusted to the achievement of students. So that when a value in the form of a number is entered, a narrative/sentence that matches the value of the number will automatically appear. A study conducted by Supriyadi and Lestari (2023) titled "The Use of Narrative Assessment Results to Improve Student Learning" shows that values in the form of narratives generated from assessments can provide in-depth insights related to student skills and needs, thus allowing teachers to design more effective learning. Therefore, the results of the assessment in the form of a narrative play an important role in providing deep insight into students' understanding, needs, and skills. This narrative can be used as a tool to improve teaching strategies and support overall student development.

The results of research related to the implementation of teacher's duties in reporting learning outcomes obtained an average score of 4.44 in the good category. This illustrates that the implementation of teacher's duties from the aspect of reporting learning outcomes is in the good category. The highest score from the aspect of reporting learning outcomes is found in the item "report card as a form of report on the final results of student evaluation" with an average score of 4.54 in the good category and the lowest score is in the item "ranking students based on the results of the assessment that has been prepared" with an average score of 4.33 in the good category. The cause of teachers not ranking students based on the results of the assessment can be caused by the limited time that teachers have, so that the ranking is not carried out completely and effectively. In addition, it can also be caused by the number of students and classes that are taught so that of course it will take time and energy, especially for teachers who do not understand existing technology. Efforts that can be made

to make it easier for teachers to rank students on the results of the assessment can be done by utilizing applications that can speed up the process of processing grade data. The application of education in this assessment and analysis program can help facilitate teachers in the assessment process, both daily assessments, tasks, portfolios, improvements, enrichment, and others. If this assessment program is used regularly, then teachers will no longer be confused in assessing students thoroughly and objectively so that teachers can rank students with their actual conditions. Some apps allow teachers to enter grades and automatically generate rankings based on predetermined criteria. Teachers can use spreadsheet programs (such as Microsoft Excel or Google Sheets) to automatically calculate and rank grades with appropriate formulas, which is also helpful. For this reason, teachers are required to have an understanding of existing technology to make work easier. Hidayat (2023), stated that ranking can help teachers identify students who need more attention in the learning process. In addition, research by Lestari and Supriyadi (2023) shows that a transparent ranking system helps students understand the parts that need to be improved. Therefore, ranking students based on the results of the assessment has a significant impact on students' motivation, self-perception, and interest in learning.

The results of the research related to the implementation of teacher's duties in reporting learning outcomes obtained an average score of 4.29 in the good category. This illustrates that the implementation of teacher's duties from the aspects of reflection and follow-up learning and assessment is in the good category. The highest score in the aspect of reflection and follow-up of learning and assessment is found in the item "self-reflection on the planning and implementation of learning that has been carried out" with an average score of 4.60 is in the very good category and the lowest score is in the item "remedial in the form of giving tasks" with an average score of 4.05 in the good category. Students who are relatively slow in mastering a standard of competency in learning need remedial to help students better understand the learning. However, the reason why teachers do not do remedial even though it is classified as good can be caused by the assignments given, most students only copy from their friends without trying to do it themselves, and some even neglect it. In addition, the lack of preparation of students in participating in remedial is also an obstacle for teachers because students still have not reached the KKM score even though they have participated in remedial, (Nasrah, 2018). If students do not pass because of the assessment of the results, then it is best to only repeat the test with repeat learning if necessary. However, if the failure is due to the assessment of the process that is not followed (such as practice), then students should repeat all the processes that must be followed. Karyanto (2011) stated that the steps to implement remedial learning can be carried out in the following forms: 1) re-teaching, 2) special guidance 3) giving assignments 4) asking students to learn material from textbooks, package books or other reading sources. Fitriani (2023), stated that students involved in remedial tasks will show improvements in independent learning skills and self-discipline. Herman and Wibowo (2023) in their research related to the comparison of the effectiveness of remedial tasks given individually and in groups. The results show that these two methods have their own advantages, but group assignments improve students' social skills. If remedial in the form of giving assignments to teachers feels less effective, then teachers can use other forms of remedial such as asking students to summarize the material that they are less proficient in and then ask them to explain orally. In addition, teachers can also give assignments to students that are done with direct supervision both individually and in group discussions.

4. CONCLUSION

Based on the results of the research on Teacher Task Responsibility in the Implementation of the Independent Curriculum at State Vocational School Padang City, it is seen from several aspects including: the learning planning aspect with an average score of 4.63 is in the very good category, the aspect of learning implementation with an average score of 4.55 is in the good category, the assessment aspect with an average score of 4.46. This shows that in the assessment it has been said to be good, the aspect of processing the assessment results with an average score of 4.29 is in the good category, the aspect of reporting learning outcomes with an average score of 4.44 is in the good category, the reflection and follow-up of learning and assessment aspects with an average score of 4.29 are in the good category. Therefore, it can be concluded that the implementation of teacher's duties in the implementation of the independent curriculum at the Padang City State Vocational School with an average score of 4.44 is in the good category.

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